



Sámi allaskuvla
Sámi University College

STUDIEPLAN
for
MASTERGRADS I SAMISK JOURNALISTIKK MED ET
URFOLKSPERSPEKTIV

90/120 stp

CURRICULUM
for
Master in Sámi Journalism from an Indigenous Perspective

90/120 ECTS Credits

Hálddahushoavda dohkkehan mearrádusnotáhtain 4.3.2011 DOS ášši 21/11 vuodul. Dutkan- ja oahppostivra dohkkehan 7.3.2014 áššis DOS 15-14.

Approved by the head of administration 4.3.2011 on the basis of the decision of Sámi University College's research and academic board in case 21/11. Approved by Sámi University College's research and academic board 7.3.2014 in case DOS 15-14.

I. DESCRIPTION OF PROGRAMME

Master in Sámi and Indigenous Journalism 90/120 ECTS

1. NAME OF COURSE

In Sámi: Sámi journalistihka mastergráda álgoálbmot perspektiivvas

In Norwegian: Mastergrad i samisk journalistik med ett urfolksperspektiv

In English: Master in Sámi Journalism from an Indigenous Perspective

Course code: JOU 300

2. DEGREE OBTAINED AFTER SUCCESSFUL COMPLETION OF PROGRAMME

In Sámi: Sámi journalistihka mastergráda álgoálbmot perspektiivvas

In Norwegian: Mastergrad i samisk journalistikk med et urfolksperspektiv

In English: Master's Degree Programme in Sámi and Indigenous Journalism

3. DESCRIPTION OF PROGRAMME

The Master's Degree Programme in Indigenous Journalism provides rigorous academic training for further study and deep insight into the world of journalism, while simultaneously examining the world of journalism from an indigenous perspective. An important aspect of the programme is to enable the students to reflect upon what it means to be an indigenous journalist, and what, if any, bearings this perspective has on journalistic practice. The programme offers theoretical and research based knowledge of journalism, and of the methods and skills that are required for working as journalists in advanced positions.

4. AIM OF THE PROGRAMME

4.1 In terms of knowledge obtained

The Master's Degree Programme is an advanced study programme of journalism with a focus on Sámi and Indigenous issues. The anticipated learning outcomes for candidates who complete the full programme are the following:

- Advanced knowledge in the field of journalism and specific insights and knowledge of the field of indigenous journalism.
- Thorough knowledge of the theories and scientific methods pertaining to the field of journalism, indigenous journalism in particular, as well as understanding of the field of ethnic identity and ethnic relations.
- The ability to utilise his or her knowledge within new areas of journalism and the media.
- The ability to analyse scientific problems in relation to the history, traditions and distinctiveness of journalism in general and indigenous journalism in particular, and place these problems in relation to the place of journalism in society.

4.2 In terms of competence acquired

After completing the programme the students will have acquired the competence to work in a professional journalistic setting in a leading or specialist role; such as staff editor, senior editor, specialist editor, director, development director, policy professional, consultant etc. The students will have mastery of the legal and ethical requirements of the profession, including international

regulations and conventions guiding the field. They will have a capacity for professional self reflection and for understanding the challenges faced by indigenous media. All of these are central for any key position within the field of journalism or media policy, indigenous journalism and media in particular. The programme is divided into the possibility of 90 or 120 credits; the alternative of 120 credits provides competence for doctoral studies.

5. STRUCTURE OF PROGRAMME

The programme is divided into the following parts:

- A Master's Degree Thesis of 30 or 60 ECTS. The shorter version may entail a piece of journalistic work.
- Mandatory courses 40 ECTS
- Optional courses 20 ECTS (where students can choose other courses than those offered within the programme)

The mandatory courses contain the core courses of the programme including examining indigenous journalism, ethics, law, and research methodologies. The two optional courses are advanced journalism and a course on indigenous society and structures. Students who already have substantial competence in these fields can opt for specialisation in another area, either by choosing another course within the Sámi University College or a relevant course within another institution of higher education.

6. RESPONSIBILITY FOR PROGRAMME

The overarching responsibility for the programme lies with the academic body that answers to the education and research committee (DOS) at the Sámi University College. This body also has the mandate to accept courses by other educational institutions as part of the Master's Degree Programme. The daily responsibility for the Programme lies with the Dean of Social Sciences (samhällsfag) together with Professor II in Journalism and Professor II in Media and Ethnic Relations. The Rector of the University College has the overarching responsibility with relation to the Board, NOKUT as well as the Ministry.

7. ADMISSION REQUIREMENTS

In accordance with the provisions of this paragraph, applicants should have completed one of the following:

- Bachelor's Degree in Journalism, Social Sciences or Humanities; or
- A so-called cand.mag-degree; or
- Other degree or vocational training of a minimum of 3 years; or
- A degree that according to § 3-4 in the Norwegian Act on Universities and University Colleges (Lov om universitet og høyskoler) is considered to be equal to the above mentioned degrees or forms of education.

In addition, applicants should have a minimum of two years of relevant practical experience. If necessary, due to the uniqueness of the programme and to the scarcity of university programmes offered within many indigenous areas, the Sámi University College will evaluate whether documented qualifications other than those mentioned above could partially or fully be considered equal to the ones mentioned.

All applicants will be asked to write a letter of motivation (one page of A4) on why they want to study journalism with an Indigenous perspective.

The programme has two main languages, Sámi and English. Any of the Sámi languages will be catered for as far as possible. Students will have to prove their language skills in Sámi or English either on the basis of their earlier education, or by passing a language test: a Sámi language test as organized by the Sámi University College, or an internationally recognized English-language test. However, if no such documentation exists, the letter of motivation can act as a written language test. In addition to the motivation letter, the applicant will need to pass an oral English test organized by Sámi University College.

The Programme requires understanding of English of all students. All course participants must be able to follow lectures in English and read English literature.

Experience of working within indigenous or minority ethnic media is considered a merit.

Once the student is accepted to the programme, there are no additional entry requirements for individual courses.

8. PROGRAMME STRUCTURE AND COURSES

The Master's Programme in Indigenous Journalism are full time studies for 3 semesters (90 study points) or 4 semesters (120 study points) shared over 3 or 4 semesters.

The programme is structured to provide advanced instruction and learning in core areas of journalism and media studies.

A. Mandatory Courses:

What is indigenous journalism? (10 ECTS)

Ethics, law and professional identity (10 ECTS)

Journalism research: Theory and methods (20 ECTS)

B. Optional Courses:

Indigenous societies and structures (10 ECTS)

Advanced journalism course for indigenous journalism (10 ECTS)

OR other courses that amount to 10 + 10 ECTS and that strengthen a specific area of indigenous journalism. This can be *inter alia* in matters related to the Sámi language (such as Sámi Language and Writing) or Sámi history; Indigenous issues (Indigenous Philosophy or other Indigenous studies); or media or journalism (e.g. Environment Journalism).

C. Master's thesis:

Master's thesis writing and seminar I (30 ECTS)

Master's thesis writing and seminar II (30 ECTS)

9. MASTER'S THESIS

The aim of the thesis is to deepen the student's knowledge within the journalistic academic field and sharpen the student's analytical skills. The Master's thesis can be either 30 ECTS or 60 ECTS in scope.

A thesis of 60 ETCS is focused on providing scientific excellence with an aim to prepare the student for further academic training at post graduate level. It requires an academic piece of work of about 100-120 pages. A thesis of 60 ECTS leads to a competence for doctoral research.

If the candidate chooses to limit the thesis to 30 ETCS, the scope of the thesis is either about 60 pages of written text, or a practical piece of journalistic work accompanied by an analytical part of 40 pages.

10. INTERNATIONALIZATION

The programme is international in its core, inviting students from all over the world to apply. The aim is to create a genuinely international setting where students share their experiences and expertise across cultural and linguistic borders. Amongst the guest lecturers, many will be from outside of the Nordic states.

Out of the expected two years of study, a minimum of one year should be spent at the Sámi University College, with the possibility of spending the other year at another suitable location. Students also have the possibility to utilise the exchange programmes that the Sámi University College is party to. Students are allowed to take their optional course at another higher level educational institution that is approved by the Sámi University College. This means that both Sámi and non-Sámi students are able to meet the course requirements partly in Norway, partly elsewhere. However, the final exam and presentation of the Master's Thesis takes place at the Sami University College in Kautokeino.

11. PART-TIME STUDIES

Students who wish to complete the course over a longer period than the normal pace of 1,5 or 2 years can do so according to a specific timetable; however, tailor made courses will not be readily available. Plans for special arrangements need to be approved by the academic body in charge of the programme.

12. TEACHING AND WORKING METHODS

Teaching methods are selected so as to be appropriate to the course and the topic; lectures, group work, independent tasks, seminars, groups discussions and individual mentoring being the core methods employed.

Small group lectures will provide a means of introducing the students to the substantive material that they will be expected to engage with. The IT and other pedagogic resources of the Sámi University College will be utilised in order to introduce flexible pedagogic styles employing appropriate audio-visual inputs.

The shared participation in developing professional skills will be a key location for drawing upon the comparative international repertoire of the student group as a learning resource. Emphasis is put on student's independent work and participation. Each student is given his or her own supervisor or mentor who can give the student academic input as well as feedback and inspiration.

Taking academic development and continuity into consideration, as well as the exchange and development that takes place within the group, students are expected to attend at least 75 % of lectures offered.

Students are invited to give feedback on lectures and courses as well as on their own learning process. This can take place both verbally and/or in written form.

Lectures will, for the most part, be given in English. Sámi students are able to do all their written work in Sámi, and supervision, feedback etc. can be given in Sámi to Sámi students. If needed, all Sámi languages are catered for as far as possible.

12.1 Teaching and working methods for each course

Course	Credits ECTS	Teaching and working methods	Required accomplishments
JOU 301 What is indigenous journalism?	10	Lectures, guest lectures, home assignments, practical exercises, group work and seminars. During the seminars students are expected to present their own work and analyses, and comment on the work of others. Active participation in the discussions is expected of all students. Together, the students will explore the range of possibilities for indigenous media.	Students are expected to give a 15-20 minute presentation on a topic of their choosing from the course literature. Students give feedback and comments to one other student on the basis of his or her presentation. Students are expected to write a 5-page article or essay based on the course literature and their own experiences. Both pieces of work need to be approved by the course teacher before the date of examination. In addition, practical exercises and group work will be part of the lectures.
JOU 302 Ethics, law and professional identity	10	Lectures, assignments, group work, essay writing and seminars. During the seminars students are expected to present their own work and analyses, and comment on the work of others. Active participation in the discussions is expected of all students.	Students are expected to give a 15-20 minute presentation on an agreed topic from the course literature. Students also give feedback and comments to one other student on the basis of his or her presentation. Students are expected to write a 6 -8-page essay based on the course literature. Both pieces of work need to be approved by the course teacher before the date of examination.
JOU 303 Journalism research: Theory and methods	20	Lectures, guest lectures, seminars, discussions, planning sessions for pilot study. Presentation and discussion of pilot study.	Students are expected to design and execute a pilot study that is theoretically and methodologically sound. This will prepare the student for the Master's Thesis. In addition, students are expected to be able to present one of the relevant theories before the class, and exemplify this theory by presenting a piece of research from the literature.
JOU 304	10	Lectures, guest lectures, home	Students are expected to give a

Indigenous societies and structures		assignments, and student presentations of literature readings related to own research tasks. During the course students are expected to present their own work and analyses of how international policies and local conditions interact. Active participation in the discussions is expected of all students.	15-20 minute presentation on a topic of their choosing that bridges the course literature/lectures and lecture materials and their local conditions. Students give feedback and comments to one other student on the basis of his or her presentation. Students are expected to write a 5-page article or essay based on the course literature and their own experiences. Both pieces of work need to be approved by the course teacher before the date of examination. In addition, practical exercises and group work will be part of the lectures.
JOU 305 Advanced journalism course for indigenous journalism	10	Lectures, guest lectures, group work and/or seminars, planning sessions for assignments, individual journalistic work, peer assessment, feedback sessions. Practical exercises and group work will be part of the lectures. The course will include an excursion to one of the Sámi media institutions available.	Students are expected to actively participate in the whole course, participate in group work and practical exercises, carry out individual journalistic work, and present this work to the class and discuss and analyse the work of others.
JOU 305 Master's thesis writing I	30	Master's seminar, lectures. Individual supervision and instruction in theoretical and methodological issues. Presentations and discussions.	Students work on their Master's thesis individually, under regular supervision from the thesis supervisor.
JOU 306 Master's thesis writing II	30	Master's seminar, lectures. Individual supervision and instruction in theoretical and methodological issues. Presentations and discussions.	Students work on their Master's thesis individually, under regular supervision from the thesis supervisor.

13. MODES OF EXAMINATION

Course	Credits	Form of examination	Scope	Grading scale
What is indigenous journalism	10	Written home essay	6-8 pages	According to scale of A-F
Ethics, law and professional	10	Written essay	6 – 8 pages	According to scale of A-F

identity				
Indigenous societies and structures	10	Written essay	6 – 8 pages	According to scale of A-F
Advanced journalism course	10	Portfolio	1-3 pieces of journalistic products	According to scale of A-F
Journalism research: theory and methods	20	Written examination	4 hours	According to scale of A-F
Master's thesis writing I	30	Written thesis; or practical piece of journalistic work + analysis. Presentation of own work and oral comments.	One semester. Either 60 pages of text, or one substantial piece of journalistic work + 40 page analysis. Oral examination of 30 minutes.	According to scale of A-F
Master's thesis writing II	30	Written thesis. Presentation of own work and oral comments.	One (second) semester. The final product will be 100-120 pages of text. Oral examination of 30 minutes	According to scale of A-F

13.2 Examination of Master's thesis

The student is required to give a presentation or lecture of 30-45 minutes based on the thesis. During this lecture or presentation the examiners can ask questions pertaining to content, theoretical framework, methods, results and form of presentation.

The final evaluation of the Master's thesis includes the examiner's evaluation of the presentation/lecture and following discussion.

14. QUALITY ASSURANCE

14.1 Students' evaluation

At the end of each course, students are asked to fill out a feedback form, which will be handled anonymously. At the end of each year there will be a formal review of the feedback received. A review body consisting of representatives from the University College management, the course teachers and

the students is appointed for the purpose of reviewing the feedback. The minutes from the review board's meetings will be utilised in the planning of subsequent courses.

14.2 Evaluation of the Programme

The Sámi University College has an established regime for quality assurance (see Quality Handbook of the Sámi University College), and this course will be bound by these institutional requirements and processes. These measures for assuring the quality standards of the programme will be a systematic part of the annual planning processes.

II. PROGRAMME PROGRESSION

Normal pace of study is 1.5 years (for 90 credit Master) or 2 years (for a 120 credit Master).

The courses are taken in the following progression; however, within semesters courses might also run parallel:

Year 1	1. semester	What is indigenous journalism?	Mandatory
		Ethics, law and professional identity	Mandatory
		Indigenous societies and structures	Can be exchanged to other relevant course
	2. semester	Advanced journalism course	Can be exchanged to other relevant course
		Journalism research: theory and methods	Mandatory
Year 2	1. semester	Master's thesis writing and seminar I	Mandatory
	2. semester	Master's thesis writing and seminar II	Mandatory for those wishing to obtain a Master's degree of 120 ECTS

An individual progression plan is made with each student. The plan, which should contain an evaluation by the student's supervisor, is followed up at the end of each semester. Changes to the plan should be approved by the/a person academically responsible for the Programme.

III. COURSE DESCRIPTIONS AND CURRICULA

JOU 301: WHAT IS INDIGENOUS JOURNALISM?

About the course

This module will identify some key issues in the practice of Indigenous journalism. A question relevant to the whole programme, namely "What is indigenous journalism?" will be addressed. How does indigenous journalism differ from non-indigenous journalism, and how do journalistic practices within indigenous and other institutions differ from one another?

The module will open with an international comparative exploration of the nature of

indigeneity, drawing upon sociological and political science approaches. An introduction to the literature on identity formation and inter-group dynamics will provide a social scientific platform for developing an appreciation of forces shaping the political positioning of Indigenous peoples in specific national social and legal systems. Simultaneously, the history of indigenous media will be addressed.

An introduction to the insights provided by analyses of ethnic relations in specific contexts will provide a foundation for addressing the implications of a political economy approach to mass media studies. Which, in turn, will cater for an understanding of the current context of Indigenous media.

This will lead to an exploration of contemporary media environments, with a particular focus on the implications of new media and convergence on journalism practice. This will then lead to an exploration of the implications of this contemporary context for the pressures and possibilities experienced by Indigenous journalists.

A comparative examination of contemporary Indigenous media practice will provide a concrete basis for exploring further the experience and professional imagination of the course participants as they collectively critique contemporary practice. This will include examining the critical relationship between journalism and sources.

Through practical exercises the students will explore the possibilities of being an Indigenous journalist within the current media environment. 20

This module provides the basis for the indigenous perspective underpinning the whole programme. There is also a planned overlap and synergy between the first and second modules (see below: „Ethics, law and professional identity“).

Aim of course

From a comparative international perspective this course aims, through case studies and hands-on practice, to explore the role and potential of indigenous journalism and media, including new media developments. The course will be leaning on the experience of course participants from different cultures, whose different perspectives will be a valuable part of the course. Challenging potentially essentialising notions of indigeneity the course will explore the differing historical experiences, and current diversity, within indigenous communities, that frame individual indigenous journalist's connection to their history and contemporary communities. The module will develop an enriched understanding of the socio-political forces that shape media environments; and of the identity politics that operate within them. The module will enable the students to make explicit their understanding of the professional context within which they work, and of their personal/professional aspirations for working in that context.

Teaching and working methods

Lectures, guest lectures, home assignments, practical exercises, group work and seminars. During the seminars students are expected to present their own work and analyses, and comment on the work of others. Active participation in the discussions is expected of all students. Together, the students will explore the range of possibilities for indigenous media.

Required accomplishments

Students are expected to give a 15-20 minute presentation on a topic of their choosing from the course literature. Students give feedback and comments to one other student on the basis of his or her presentation. Students are expected to write a 5-page article or essay based on the course literature and their own experiences. Both pieces of work need to be approved by the course teacher before the date of examination. In addition, practical exercises and group work will be part of the lectures.

Exam and evaluation

Written home essay, 6-8 pages. Evaluated according to scale A-F.

Reading list (core literature ca 700 pages + articles)

- Batty, Philip (1993) „Singing the Electric. Aboriginal Television in Australia“, in T. Dowmunt (ed.) *Channels of Resistance. Global Television and Local Empowerment*, pp. 106-125, London: BFI Publishing. (19 pages)
- Brown, Michael F. (2003) *Who Owns Native Culture?*, Harvard University Press. (100 pages)
- Browne, Donald R (1996) *Electronic Media and Indigenous Peoples: A Voice of Our Own?*, Ames Iowa: Iowa State University Press, pp. 57-96. (39 pages)
- Brubaker, Rogers (2006) *Ethnicity without Groups*, Harvard University Press. (100 pages)
- Campion, M. J. (2005) *Look who's talking. Cultural diversity, public service broadcasting and the national conversation*, Oxford: Nuffield College, University of Oxford. (100 pages)
- Cottle, Simon (1997) *Television and Ethnic Minorities: Producers' Perspectives*, Aldershot: Avebury, pp. 49-60. (11 pages)
- Deuze, M. (2007) *Media Work*, Cambridge. (50 pages)
- Dijk, J. Van (2005) *The Deepening Digital Divide: Inequality in the Information Society*, London. (50 pages)
- Downing, John & Husband, Charles (2005) *Representing 'race': Racisms, ethnicities and the media*, London: Sage Publications, pp. 194-218. (24 pages)
- Langton, Marcia (1993) "Well, I heard it on the radio and I saw it on the television": an essay for the Australian Film Commission on the politics and aesthetics of filmmaking by and about Aboriginal people and things. (120 pages)
- Molnar, Helen & Meadows, Michael (2001) *Songlines to Satellites. Indigenous Communication in Australia, the South Pacific and Canada*, Annandale/ Wellington: Pluto Press Australia/ Huia Publishers (pp 22-45, 46-71). (48 pages)
- Moring, Tom (2009) „New Media and the Implementation of Instruments in Support of Minority Rights Related to Media“, in *European Yearbook of Minority Issues*, Vol. 6, pp. 19-50. (31 pages)
- United Nations (1998) „Report of the Workshop of Indigenous Journalists“, Madrid, 26-28 January 1998, E/CN.4/Sub.2/AC.1/1998/6.
- United Nations (2001) „Workshop on indigenous media: “Promoting the rights and cultures of indigenous peoples through the media”, New York, 11-14 December 2000, E/CN.4/Sub.2/AC.4/2001/3.

Support literature for Sámi students:

- Hætta, O. M. (2003) *Dá lea Sámi radio: NRK sámegiell sáddagat 1946-1980 = Dá lea Sámi radio : NRKs samiske sendinger 1946-1980* (sámás: Berit Margrethe Oskal), Karasjok: Davvi girji.
- Lehtola, V-P.(2001) *Sámi jietna. Sámi Radio 1947-1997*, Helsinki: Yleisradio.
- Rasmussen, T. (undated article) *Sámi Sámi radioid ovttasbarganviggamušat*, Guovdageaidnu.

JOU 302: ETHICS, LAW AND PROFESSIONAL IDENTITY

About the course

This course strongly complements the prior module in exploring the particularity of being an Indigenous person working as a media professional. It further teases out the tensions between personal identities and professional practice opened up in the previous module. Specifically, this module addresses the formal regulation of media practice through professional codes of practice (ethics), and state and international regulation in the forms of legal strictures and international declarations. This will include looking at the current state of global indigenous politics and international law pertaining to the rights of indigenous peoples and minorities, especially as far as media and communications are concerned.

Through this course students will be introduced to a body of theory and fact that will enable them to place their own practice within a reflexive understanding of the dynamics of identity politics (including contemporary theory re ethnicity); and to have a critical self-conscious awareness of their own stance on the issues of law and equality and its relation to indigeneity.

With this in mind the course will open by introducing the students to a generic understanding of the literature on ethnicity; so that ultimately they can place their own understanding of the nature and dynamics of Indigeneity within this wider framework.

The module will provide an exploration of the operation of codes of practice and professional ethics in the area of journalistic practice. It will interrogate the degree of fit between generic media codes and personal identities for Indigenous journalists.

As a means of revealing the reality of practice the course will examine content analyses and other accounts of media practice which may reveal the gap between the “ought” and the “real” in media performance. A shared discussion of this data will address the challenge of identifying the forces that create this mismatch between ethical aspiration and routine practice. Part of this will necessarily involve the students studying the ethical aspects of the relationship between journalists and their sources.

This will then lead to the exploration of the relevance of a self defined Indigenous identity for an individual’s professional practice. The individual and societal relevance of claims to be an “Indigenous” journalist will be opened up for scrutiny: and how such an aspiration may translated into practice will be explored. A comparative analysis of the experience of “ethnic minority” media professionals will introduce issues of professional work place cultures and the possibility of changing professional norms of journalistic production.

Examining the challenge of which audiences are being addressed, with what intent, in a world of potentially fragmenting micro-audiences (sphericules) facilitated by the rich media environment of the contemporary world will raise issues about the political role and impact of Indigenous media.

Aim of course

The question of ethics in an indigenous media context is developed, and particular features pertaining to indigenous media discussed. The course provides a critical understanding of representational practices in society and the media, and of relationships pertaining to indigenous media, society and identity. It also presents ethical codes, legislation and international instruments that guide this field.

Teaching and working methods

Lectures, assignments, group work, essay writing and seminars. During the seminars students are expected to present their own work and analyses, and comment on the work of others. Active participation in the discussions is expected of all students.

Required accomplishments

Students are expected to give a 15-20 minute presentation on an agreed topic from the course literature. Students also give feedback and comments to one other student on the basis of his or her presentation; and to participate in all lecture and seminar discussions. Students are expected to write a 6 -8-page essay based on the course literature. Both pieces of work need to be approved by the course teacher before the date of examination

Exam and evaluation

Written essay, 6-8 pages. Evaluated according to scale A-F.

Reading list (ca 700 pages core literature from the following works + ca 700 pages from supplementary literature and articles and legal documents, including Norwegian media legislation)

Core texts:

Alia, V. (2004) *Media Ethics and Social Change* Edinburgh, Edinburgh University Press (176 pp)
Weisbord.S. (2013) *Reinventing Professionalism: Journalism and News in Global Perspective*. Cambridge Polity Press (260 pp)
Kymlicka, W. (2007) *Multicultural Odysseys: Navigating the New International Politics of Diversity*. Oxford Oxford University Press (316 pp)

Additional Reading: (700 pages from; for example.)

Alia, V. (2009) *The New Media Nation: Indigenous Peoples and Global Communication*. New York Bergham Books
Belsey, A. (1998) „Journalism and Ethics: Can they Co-exist?“, in Kiernan, M (ed.) *Media Ethics*, London: Routledge, pp 1 -14. (14 pages)
Black, J. & Roberts, C. (forthcoming 2011) *Doing Ethics in Media: Theories and Practical Applications*, Routledge.
Browne, D.R. (2005) *Ethnic Minorities, Electronic Media and the Public Sphere: A Comparative Study*. Cresskill, N.J. Hampton Press.
Brubaker, R. (2006) *Ethnicity without Groups*, Harvard University Press.
Cunningham, B. (2003) „Rethinking objectivity“, *Columbia Journalism Review*, July/August 2003, pp 24-32. (8 pages)
Downing, J. H. & Husband, C. (2005) *Representing 'Race'. Racisms, Ethnicity and the Media*, London: Sage.
EthicNet – collection of codes of journalism ethics in Europe (<http://ethicnet.uta.fi/>) (study material).
Hanush, F. (2013) 'Charting a Theoretical framework for Examining Indigenous Journalism Culture.' *Media International Australia*, No 149, November, 2013. Pp 82 - 91
Hartley, J. & McKee, A. (2000) *The Indigenous Public Sphere. The Reporting and Reception of Aboriginal Issues in the Australian Media*, Oxford: Oxford University Press, pp 307 – 340. (33 pages)
hooks, bell (1990) *Yearning: Race, Gender and Cultural Politics*, Boston, MA: South End Press.
Humphreys, E. (ed.) (2008) *International Copyright and Intellectual Property Law. Challenges for Media Content Producers*, Jönköping: JIBBS Research Reports No. 2008-2. (50 pages)
Husband, C. (1996) 'The Right to be Understood: Conceiving the Multi-Ethnic Public

- Sphere', in: *Innovation: The European Journal of Social Sciences*, Vol. 9, No. 2, pp. 205-216.
- Husband, C. (1998) „Differentiated Citizenship and the multi-ethnic public sphere“ *The Journal of International Communication*, Vol 5, No 1&2, pp 134 – 148. (14 pages)
- Husband, C. (2005) „Minority Ethnic Media as Communities of Practice: Professionalism and Identity Politics in Interaction“ in *Journal of Ethnic and Migration Studies*, Vol 31, No .3, pp 461 – 480. (19 pages)
- Husband, C. & Alam, Y. (2001) „Beyond the Rhetoric of Codes of Practice: Ethnicity and Media Monitoring Reviewed“, in *Nord-Süd Aktuell*, vol, 15, No 4, pp 680 – 691. (11 pages)
- McCallum, K and Waller, L (2013) ‘The Intervention of Media Power in Indigenous Policy-Making’ *Media International Australia*, No 149, November , 2013, pp139 - 149
- Manning, P. (2001) *News and News Sources. A Critical Introduction*, London: Sage.
- Markelin, L and Husband, C. (2013) ‘Contemporary Dynamics of Sámi media in the Nordic States’, *Media International Australia*, No 149. (Special issue: Indigenous media practice.), pp70 - 81
- Markelin, L, Husband, C., and Moring, T. (2013) ‘Sámi Media Professionals and the Role of Language and Identity’ *Sociolinguistica*, Vol 27, Issue.1, pp 101 -115
- Minde, H.; Eide, A. & Åhrén, M. (2008) „The UN Declaration on the Rights of Indigenous Peoples. What made it possible? The work and process beyond the final adoption“, *Gáldu Čála – Journal of Indigenous Peoples Rights*, 4/2007, Kautokeino: Gáldu, pp 84-130. (46 pages)
- Moring, T. & Dunbar, R. (2008). *The European Charter for Regional or Minority Languages and the media. Regional or Minority Languages*, No. 6. Strasbourg: Council of Europe. (30 + 70 pages)
- Oskal, N. (1999) „Saami Situation in Norway: Normative Foundations of Claims on Securing a Voice and Place for Aboriginality in a Context of a Nation State, in F. Sejersen (ed.) *Changes in the Circumpolar North. Culture, ethics, and Self-Determination*, Topics in Arctic Social Sciences 3, IASSA.
- Peters, C and Broersma, M (2013) (eds) *Rethinking Journalism: Trust and Participation In a Transformed News Landscape*, London: Routledge.
- Rasmussen, T. (2004) *Preassaetihkalaš vuogádagat. Norgga, Suoma ja Ruota preassaetihkalaš vuogádagat*. (The Press Ethic System. The Norwegian, Finnish and Swedish System of Press Ethic), Guovdageaidnu: Sámi University College. (56 p.)
- Rasmussen, T: *Preassaláogat. Láhkateavsttat Sámi journalistaoahpu várás*. (Press Law. A collection of law texts for the Sámi Journalism Studies), Guovdageaidnu: Sámi University College. (52 p.)
- The Tartu Declaration* (2006), European Journalism Training Association, <http://www.ejta.eu/index.php/website/projects/>
- Ward, S. J. A. (2005) „Philosophical Foundations of Global Journalism Ethics“, *Journal of Mass Media Ethics*, Vol. 20, No. 1, 3-21. (18 pages)
- Ward, S. J. A. (2005) *The Invention of Journalism Ethics: The Path to Objectivity and Beyond*, Montreal: McGill-Queen’s University Press, 2005.

JOU 303: JOURNALISM RESEARCH: THEORY AND METHODS

About the course

This course will provide a deepened understanding of existing media and communication theories and methodologies available, and how these are applied in journalism research. These

will be critically examined from an indigenous perspective.

Journalists have a necessary belief in their social relevance. An introduction to critical elements of contemporary media and communication theory will be employed to stimulate a self-reflexive interrogation of the likely significance of journalistic practice for societal values and beliefs. A range of theories and empirical research have sought to examine „media effects“; and an interrogation of this literature will be employed to develop a critical understanding of the potential of Indigenous journalism.

In a similar way a review of the literature on the active role of the audience in shaping media take up and impact will aid an understanding of the multiple, and specific, audiences which Indigenous journalists may potentially seek to serve, and influence. This will link with the issue of the political economy of the media raised in prior modules.

Picking up the issue of identity raised in the prior modules the concept of cultural proximity as a determinant of media behaviour will be employed to open up a debate about the complex expression of identities in relation to media use. This will then be linked back to the issues of the politics of difference and the societal forces which make specific identities salient under certain conditions that was addressed in previous modules.

The discussion of theory provided throughout the content above will not be taught independently of research issues: but rather at the point of specific theories being introduced and explored, the research methodologies that have typically been employed to provide empirical support for these theories will be examined. Thus at the close of this module there will be a period where the differing research methods encountered through the course will be revisited, and critically evaluated in a comparative manner. Students are invited to continuously examine the theories and research discussed from an indigenous perspective, and to come up with alternative ways of interpretation.

Aim of course

The course aims at developing a critical understanding of contemporary media and communication theory and journalism research methods, and their relevance to indigenous journalism. The course will enable the students to understand the relevance of specific theories for their own practice; and to see the linkage between theory and method. In this way they will also develop a capacity to comprehend the external critiques to which their practice is subjected; and be in a position to deal with these critiques in their professional lives.

Teaching and working methods

Lectures, home assignments, practical exercises, group work and seminars based on pre-read texts from the reading list and students' presentations. During the seminars students are expected to present their own work and analyses in preparation of theoretical and methodological aspects of their Master's Thesis, and comment on the work of others. Active participation in the discussions is expected of all students.

Required accomplishments

Students are expected to write a 10-page essay focusing on theoretical and methodological aspects in preparation of their planned Master's Thesis. The essay must be based on literature, as negotiated with the course teacher, and can also include a pilot study for the Master's Thesis. The essay needs to be approved by the course teacher before the date of examination. In addition, practical exercises, presentations and group work will be part of the lectures.

Exam and evaluation

Written home essay, 10 pages. Evaluated according to scale A-F (60%). Presentation of scientific

article, 15 minutes; 3 pages (20%). Three lecture diaries, 1-2 pages each (20%)

Reading list (core literature ca 1 200 pages + articles on the newest research and research results, specifically those relevant to indigenous journalism.)

- Back, L (2007) *The Art of Listening*, Oxford: Berg, pp 7 – 26. (19 pages)
- Browne, Donald R. and Uribe-Jongbloed, Enrique: Introduction: Ethnic/Linguistic Minority Media – What their History Reveals, How Scholars have Studied them and What We might Ask Next. In Elin Haf Jones and Enrique Uribe- Jongbloed (ed.) *Social Media and Minority Languages: Convergence and the Creative Industries. Multilingual Matters*, 1-28.
- Bruhn Jensen, Klaus (ed.) (2002) *A Handbook of Media and Communication Research: Qualitative and quantitative methods*, London: Routledge. (300 pages; or Østbye; see below)
- Downing, J. H. (2000) *Radical Media: Rebellious Communication and Social Movements*, SAGE. (100 pages)
- van Dijk, Teun (2000) *New(s) Racism: A discourse analytical approach*. In: Simon Cottle (Ed.), *Ethnic Minorities and the Media*. (pp. 33-49). Milton Keynes, UK: Open University Press. (15 pages)
- van Dijk, Teun (2002) *Discourse and racism*, in David Goldberg & John Solomos (Eds.), *The Blackwell Companion to Racial and Ethnic Studies*. (pp. 145-159). Oxford: Blackwell. (14 pages)
- Geertz, Clifford (1973) "Thick description: Toward an interpretive theory of culture", in: *The Interpretation of Cultures: Selected Essays*, New York: Basic Books, pp 3- 30. (27 pages)
- Hallin, D.C. & Mancini, P. (2004) *Comparing Media Systems. Three Models of Media and Politics*, Cambridge: Cambridge University Press. (300 pages)
- Husband, C. (2009) "Between Listening and Understanding", in *Continuum: Journal of Media and Cultural Studies*, Vol. 23, No 4, pp 441 – 443. (3 pages)
- Kress, Gunther (2010). *Multimodality: A Social Semiotic Approach to Contemporary Communication*. New York: Routledge (50 pages, according to instructions given)
- Kvale, Steinar (1996) *Interviews: An Introduction to Qualitative Research Interviewing*, London: Sage Publications. (50 pages, according to instructions given)
- McQuail, Denis (2010, 6th edition) *Mass Communication Theory*, London: Sage. (150 pages)
- Matsaganis, M.D., Katz, Vicki and Ball-Rokeach, Sandra (2011) *Understanding Ethnic Media: Producers, Consumers, and Societies*. Thousand Oaks: Sage. (50 pages according to instructions given)
- Moring, Tom (2007) "Functional Completeness in Minority Language Media". In Mike Cormack & Niamh Hourigan (Eds.) *Minority Language Media: Concepts, Critiques and Case Studies*. Clevedon: Multilingual Matters Ltd., 17-33. (15 pages)
- Kelly-Holmes, Helen, Moriarty, Máiréad and Pietikäinen, Sari (2009) "Convergence and divergence in Basque, Irish and Sámi media language policing". *Language Policy* 8 (3), 227-242. (15 pages)
- Scheufele, D. A. (1999) "Framing as a theory of media effects", in *Journal of Communication*, Vol 49, No 1, pp. 103-122. (19 pages)
- Schudson, Michael (2003) *The Sociology of News*, W. W. Norton & Company. (100 pages)
- Tuhiwai Smith, Linda (1999/2006) *Decolonizing Methodologies: Research and Indigenous Peoples*, London: Zed Books, pp. 1-141. (140 pages)
- Østbye, Helge & al. (2007, 3rd edition) *Metodebok for mediefag*, Bergen: Fagbokforlaget. (300 pages; or Bruhn Jensen; see above)

JOU 304: INDIGENOUS SOCIETIES AND STRUCTURES

About the course

This module will identify philosophical and social issues that form the base for Indigenous journalism. The module identifies philosophical questions of relevance for indigenous society building and preservation, and structural conditions that have to be in place for societal development. Among the issues addressed are traditional knowledge and public management of land use, traditional knowledge and worldviews, the place of comprehensive worldviews in the public political discussion, as well as the boundaries between religious and secular reasoning, certainties of faith and empirical knowledge claims.

The module will open with an in-depth analysis of the nature of indigenous societies, drawing upon the literature in the field. An introduction to the history of, and literature on indigeneity will provide the platform for a discussion on the particular features that are formative for indigenous societies and their structures.

A comparative examination of indigenous societies will provide the basis for identifying on the one hand commonalities and on the other hand particularities of indigenous societies.

The international perspective is based on an exploration of international structures put in place by particularly the UN, including the Permanent Forum for Indigenous Issues, and the Council of Europe. How these structures regulate and influence indigenous issues will be discussed, including how they influence international policy and how they are represented in discourse.

This module offers a philosophical and policy perspective, deepening the understanding of what an indigenous perspective may contain.

Aim of course

This course aims, through literature readings, lectures and case-oriented discussions building on the expertise of the students, to explore the political conditions for the establishment and preservation of indigenous society with a particular attention to the structural requirements for sustainability. The module will develop an enriched understanding of the structural forces that shape social environments; and of the international politics that operate in this field. The module will enable the students to orient themselves in the global discourse and to relate this discourse to local conditions and their practice.

Teaching and working methods

Lectures, guest lectures, home assignments, and student presentations of literature readings related to own research tasks. During the course students are expected to present their own work and analyses of how international policies and local conditions interact. Active participation in the discussions is expected of all students.

Required accomplishments

Students are expected to give a 15-20 minute presentation on a topic of their choosing that bridges the course literature/lectures and lecture materials and their local conditions. Students give feedback and comments to one other student on the basis of his or her presentation. Students are expected to write a 5-page article or essay based on the course literature and their own experiences.

Both pieces of work need to be approved by the course teacher before the date of examination. In addition, practical exercises and group work will be part of the lectures.

Exam and evaluation

Written home essay, 6-8 pages. Evaluated according to scale A-F.

Reading list: (core texts of ca 800 pages + lecture materials and independent study on local conditions)

Allen, S., & Xanthaki, A. (Eds.). (2011). *Reflections on the UN Declaration on the Rights of Indigenous Peoples*. Oxford: Hart Pub. (600 pages)

Turner, D. (2006). *This is not a peace pipe: towards a critical indigenous philosophy*. Toronto: University of Toronto Press. (182 pages)

JOU 305: ADVANCED JOURNALISM COURSE FOR INDIGENOUS JOURNALISM

About the course

This module will prepare the students for exercising indigenous journalism in leading or specialist positions in the daily work of indigenous media or mainstream media covering indigenous issues. The course includes theoretical elements of narrative theory, particularly focusing on different narrative genres with relevance for indigenous journalism. It also includes practical training in the exercising of daily journalism that leans on an understanding of the requirements of indigenous media.

Aim of the course

The goal of the course is to, based on indigenous traditions and their contemporary varieties, develop journalistic skills and creativity. The particular role of this module is to enhance the student's ability to apply his or her theoretical and methodological skills in practical journalism.

Teaching and working methods

Lectures, guest lectures, group work and/or seminars, planning sessions for assignments, individual journalistic work, peer assessment, feedback sessions. Practical exercises and group work will be part of the lectures. The course will include an excursion to one of the Sámi media institutions available.

Required accomplishments

Students are expected to actively participate in the whole course, participate in group work and practical exercises, carry out individual journalistic work, and present this work to the class and discuss and analyse the work of others.

Exam and evaluation

Portfolio of 1-3 pieces of journalistic products approved by the course teacher. Evaluated according to scale A-F.

Literature (250 pages from the following works + articles)

Downing, J. H. & Husband, C. (2005) *Representing 'Race'. Racisms, Ethnicity and the Media*, London: Sage. (selected pages)

The European Union Agency for Fundamental Rights (FRA): *A Diversity Toolkit for Factual Programmes in Public Service Television*.

Hopkins, C. (2006) „Making Things Our Own: The Indigenous Aesthetic in Digital Storytelling“, in *Leonardo* (MIT Press Journals), Vol. 39, No. 4, pp. 341-344.

Leitch, T. M. (1986) *What Stories Are: Narrative Theory and Interpretation*, Pennsylvania State University Press.

Nordahl, I. (2002) “TV-teaksta – erenoamáš teakstaduodji” in Gaski, H. & Solbakk, J. T.

(doaim.): *Čállet Sámi Verddet*, Deatnu/Karášjohka: ČállidLágádus, pp.123-137.
(14 p.)

Articles from *The Journal of American Folklore*, Illinois University Press.

JOU 306: MASTER'S THESIS SEMINAR AND WRITING I

About the course

The last module (or modules) is built around the Master's thesis, a substantial piece of independent work that, for a 90-credit degree, is submitted by the candidate at the end of this module. The course consists of a seminar that prepares the student for writing the thesis. In the seminar, the candidate presents his or her research proposal, defends this proposal before the class and critiques the proposals of fellow candidates. During the seminar, the threads of the different strands of knowledge that have been dealt with during the programme are brought together. This will help the candidate to grasp the field as a whole and place his or her thesis within this framework.

During the whole process of writing and/or producing the final thesis, the candidate attends supervision with the thesis supervisor.

Aim of the course

The seminar prepares students for the process of researching and writing their master's theses in the field of indigenous journalism. An essential part of the module consists of training the participants in critically analysing and discussing their own and other students' work from the point of view of the theoretical and practical knowledge acquired in previous modules.

Teaching and working methods

Lectures, group work and seminars. During the seminars students are expected to present their own work in preparation of their Master's Thesis (two presentations based on essays of 10 pages each), and to comment on the work of others (two comments based on written evaluations, 2 pages each). Active participation in the discussions is expected of all students.

Required accomplishments

Students are expected to give a 15-20 minute presentation of (A) the theoretical and methodological part of their Master's thesis; and (B) on the empirical part or analysis included in their Master's Thesis. Students give feedback and comments to two other students on the basis of his or her presentation.

All four pieces of work need to be approved by the course teacher before the date of examination.

Exam and evaluation

For those who opt for a Master's Degree of 90 credits: Written thesis of about 60 pages, or; one practical piece of journalistic work + analysis of about 40 pages. Presentation of own work and oral examination of ca 30 minutes. This examination does not concern the students who opt for a Master's Degree of 120 credits (see next module).

Support literature: (in addition to the literature and actual research material necessary for the individual project)

Scannell, P. (2007) *Media and Communication*, London: Sage.

Thompson, J.B. (1995) *Media and Modernity. A Social Theory of Media*, Stanford: Stanford University Press.

Tuhiwai Smith, Linda (1999/2006) *Decolonizing Methodologies: Research and Indigenous Peoples*, London: Zed Books, pp. 1-141. (140 pages)

Principles of Scientific Writing (Scitext Cambridge web site)

<http://www.scitext.com/writing.php>

The Anglia Ruskin University Guide to the Harvard Referencing System.

<http://libweb.anglia.ac.uk/referencing/harvard.htm>

RefWorks On-Line Reference Management. <http://www.refworks.com/>

JOU 307: MASTER'S THESIS SEMINAR AND WRITING II

About the course

The last module is built around the Master's thesis, a substantial piece of independent work submitted by the candidate at the end of the module (for a 120-credit degree). The course consists mainly of independent writing. A continuation of the seminar of the previous module prepares the student for writing the thesis. During the seminar, the threads of the different strands of knowledge that have been dealt with during the programme are brought together. This will help the candidate to grasp the field as a whole and place his or her thesis within this framework.

During the whole process of writing and/or producing the final thesis, the candidate attends supervision with the thesis supervisor.

Aim of the course

The seminar prepares students for the process of researching and writing their master's theses in the field of indigenous journalism. An essential part of the module consists of training the participants in critically analysing and discussing their own and other students' work from the point of view of the theoretical and practical knowledge acquired in previous modules.

Examination:

A written thesis. The final product will be about 100-120 pages of text. Submission of thesis will be followed by an oral examination of 30 minutes.