



AUF

*The American
University of Florence*

SYLLABUS

J – SCHOOL: SCHOOL OF JOURNALISM, COMMUNICATION, AND PUBLISHING

DEPARTMENT OF JOURNALISM**COURSE TITLE: ART, FASHION, FOOD, AND WINE JOURNALISM****COURSE CODE: CPJLCS235****3 semester credits****1. DESCRIPTION**

Journalism is presented in this course as a communicator of the arts and culture. Students will explore the diverse media outlets that have evolved around the coverage of the arts, fashion, food, and wine, as well as literature, music, dance, theater, and cinema. Coverage of individuals, movements, events, exhibitions, and happenings will be considered for critical reviewing, popular diffusion, and sociological and philosophical questioning. The course will also study strategies of how cultural and creative journalism is presented to the public from a visual and aesthetic point of view, drawing from examples found in printed and online media. Course projects and activities will interact with the journalism activities of Blending, the magazine and newsletter of AUF's campus press Ingorda.

2. OBJECTIVES

Upon successful completion of this course, students will be able to:

- Research culture-related topics for feature writing destined for both print and online publications.
- Develop and structure cultural topics according to diverse journalism formats.
- Interview subjects and figures related to a specific cultural landscape to develop feature writing.
- Express familiarity with identifying both cultural landmarks (not just in the physical sense) and cultural development and change within a specific context for writing research.
- Demonstrate that they are well-versed in cultural aperture and the necessity of it in an increasingly connected world.
- Increase sensibility towards biases and preconceptions when utilizing international and local perspectives to properly shape culture-based writing in terms of specificity and diversity.
- Create a working portfolio of writing samples with some published examples by the end of course.

3. REQUIREMENTS

At least one college writing course, or equivalent.

4. METHOD

This course consists of lectures, class discussions, projects, and site visits within the local community. Mediums for instruction used will include, but are not limited to, interactive and hands-on activities which challenge thought processes, academic texts and studies, videos, slides, guided problem solving, and experiential and/or field learning activities where applicable.

This course will provide opportunities to get work published in institutional publications including both print and digital platforms. Such opportunities provide a direct practice of learned writing topics

and contribute to expanding individual writing portfolios with real publishing projects. Publication-intended samples of work may include the following collaborations:

Blending: The periodical magazine published by FUA-AUF's campus press, Ingorda. The periodical's mission is to provide unique perspectives of Florence and Italy beyond standard tourism through articles focusing on the arts, gastronomy, travel, and community. Readership is international, including readers associated with the FUA-AUF network in both Florence and throughout the world.

Digital contributions: Web and blog writing will also be practiced throughout the course. Articles may be published on any of FUA-AUF's affiliated sites or student-produced blog.

5. TEXTBOOK – FURTHER READINGS – RESOURCES

- Barthes, Roland. 2013. *The Language of Fashion*, Bloomsbury Academic.
- Giannetti, Louis D. *Understanding Movies*. 10th ed. Chicago: Pearson/Prentice Hall, 2005.
- Muratova, N., Grizzle, A., & Mirzakhmedova, D. 2019. *Media and Information Literacy in Journalism: A Handbook For Journalists And Journalism Educators*. UNESCO Office in Tashkent.
- Rifenburg, J. M., & Allgood, L. 2017. "The Woven Body: Embodying Text in Performance Art and the Writing Center," *A Journal of Language, Learning and Academic Writing*.
- Technical Writing Strategies, *Appreciating Different Cultures*.
- Varriale, Simone. 2012. *Music, journalism, and the study of cultural change*. Conference: East Asia and Globalization in Comparison. At: Chung-Ang University, Seoul, South Korea

Where applicable, additional materials, handouts and/or notes will be provided by the instructor.

FURTHER READINGS

- Associated Press, *The Associated Press Stylebook and Briefing on Media Law*. Basic Books, 2013.
- K. Williams, *International Journalism (Journalism Studies: Key Texts)*, SAGE Publications Ltd., 2011.
- R. Boynton, *The New New Journalism: Conversations with America's Best Nonfiction Writers on Their Craft*, Vintage Books, 2005.
- R. Cappon, *The Associated Press Guide to News Writing*, Petersons, 1999.
- B. Wasik, *Submersion Journalism: Reporting in the Radical First Person from Harper's Magazine*, New Press, 2010.
- S. Rushdie, *Imaginary Homelands: Essays and Criticism 1981-1991*, Vintage, 2010.

LIBRARIES IN FLORENCE

Please consult the posted schedules for official opening times of the university library. Also note that the library is for consultation only and it is not possible to borrow materials. The library is equipped with a scanner and internet access so that you may save or email a digital copy of the pages needed.

Students may also utilize additional libraries and research centers within the local community:

BIBLIOTECA PALAGIO DI PARTE GUELFA

Located in Piazzetta di Parte Guelfa between Piazza della Repubblica and Ponte Vecchio. Please consult the library website for hours of operation:

http://www.biblioteche.comune.fi.it/biblioteca_palagio_di_parte_guelfa/

BIBLIOTECA DELLE OBLATE

Located in via dell'Oriuolo 26. Please consult the library website for hours of operation:

www.bibliotecadelleoblate.it

THE HAROLD ACTON LIBRARY AT THE BRITISH INSTITUTE OF FLORENCE

Located in Lungarno Guicciardini 9. Please consult the library website for hours of operation. This library requires a fee-based student membership. For information: www.britishinstitute.it/en

6. FIELD LEARNING

Please consult your Official Registration for any mandatory field learning dates. Field Learning Activities cited in Official Registrations are an integral part of the course and also include an assignment that counts towards your final grade, details will be provided on the first day of class.

7. COURSE MATERIALS

No additional course materials are necessary.

8. COURSE FEES

Course fees cover course-related field learning activities, visits, and support the instructor's teaching methodologies. Book costs are not included in the course fee. The exact amount will be communicated by the instructor on the first day of class.

9. EVALUATION – GRADING SYSTEM

10% Attendance

20% Assignments

20% Midterm Exam

25% Final Exam

15% Final Project

10% Final Presentation

A = 93-100 %, A- = 90-92%, B+= 87-89%, B = 83-86%, B-=80-82%, C+ = 77-79%, C=73-76%, C- =70-72%, D = 60-69%, F= 0-59%, W = Official Withdrawal, W/F = Failure to withdraw by the designated date.

10. ATTENDANCE – PARTICIPATION

Academic integrity and mutual respect between instructor and student are central to the academic policy and reflected in the attendance regulations. Student presence is mandatory and counts toward the final grade.

Absences are based on academic hours: 1 absence equals 3 lecture hours.

Two absences: 6 lecture hours, attendance and participation grade will be impacted.

Three absences: 9 lecture hours, the final grade may be lowered by one letter grade.

Four absences: 12 lecture hours, constitutes automatic failure of the course regardless of when absences are incurred.

Please note:

- The above hours refer to lecture hours. Please note that the contact / credit hour policy in the academic catalog includes additional distribution ratios according to delivery category. Ex: 1 absence equals 6 FL/SL/Lab hours or 9 EL hours.

- Hours may be distributed in different formats according to the academic course schedules.

LATE ARRIVAL AND EARLY DEPARTURE

Arriving late or departing early from class is not acceptable. Two late arrivals or early departures or a combination will result in an unexcused absence. Travel is not an exceptional circumstance.

TRAVEL (OR DELAYS DUE TO TRAVEL) IS NEVER AN EXCUSE FOR ABSENCE FROM CLASS.

It is the student's responsibility to know how many absences are incurred. If in doubt, speak with your

instructor!

Participation: Satisfactory participation will be the result of contributing to class discussions by putting forth insightful and constructive questions, comments and observations. Overall effort, cooperation during group work, proper care of work space and tools, responsible behavior, and completion of assignments will be assessed. All of the above criteria also apply to Field Learning and site visits.

11. EXAMS – PAPERS – PROJECTS

The **Midterm** exam accounts for 20% of the final course grade. For exam time and date consult the course addendum. **The time and date of the exam cannot be changed for any reason.**

Format: the exam is divided into three sections:

- Part I: 10 Multiple choice questions. Each correct answer is worth 2 points, for a total of 20 points.
- Part II: 10 short-answer questions. Each correct and complete answer (concise explanations, main ideas, key words, names, etc.) is worth 5 points, for a total 50 points.
- Part III: two essay questions; each correct and complete answer is worth 15 points (based on content, vocabulary, detail, etc.) for a total of 30 points.

The **Final** exam accounts for 25% of the final course grade. For exam time and date consult the course addendum. **The time and date of the exam cannot be changed for any reason.** Format: the exam is divided into three sections:

- Part I: 10 Multiple choice questions. Each correct answer is worth 2 points, for a total of 20 points.
- Part II: 10 short-answer questions. Each correct and complete answer (concise explanations, main ideas, key words, names, etc.) is worth 5 points, for a total 50 points.
- Part III: two essay questions; each correct and complete answer is worth 15 points (based on content, vocabulary, detail, etc.) for a total of 30 points.

The Final Exam is cumulative.

The **Final Project** is worth 15% of the final grade. Students must present a real Florentine event organized during the year, and they will explore the diverse media outlets that have evolved around the coverage of the arts, fashion, food, and wine, as well as literature, music, dance, theater, and cinema, and develop a comprehensive project that fuses at least three cultural spheres.

The **Final Presentation** is worth 10% of the final grade. This is a group project, where each group will present a compelling visual and written presentation of an assigned cultural occasion. Students must fuse visual skills with convincing public speaking and literary competences.

12. LESSONS

Lesson 1	
Meet	In class
Lecture	Definitions of Cultural Journalism and Media Information Literacy.
Objectives	Gain knowledge about the emergence of culture in journalism in mass media. Understand the role and significance of MIL. Identify various media platforms for cultural coverage. Recognize the role of arts journalism in a society. Differentiate between news reporting and cultural criticism.

In-Class Activity	Brainstorm diverse media platforms (print, online, podcasts, etc.) covering arts and culture. Discuss the strengths and weaknesses of each platform.
Readings/ Assignments	Read: Muratova et al. <i>Media and Information Literacy in Journalism</i> . Part 1.

Lesson 2	
Meet	In class
Lecture	Writing about Writers: Literary Criticism.
Objectives	Analyze the tools and techniques used in literary criticism. Evaluate literary elements like plot, character development, and themes. Engage in critical dialogue about works of literature. Appreciate the diversity of literary genres.
In-Class Activity	Practice writing reviews of books or poetry collections.
Readings/ Assignments	Read: <i>The 10 Best Book Reviews</i> , Literary Hub. Assignment: Construct a well-structured book review for a target audience.

Lesson 3	
Meet	In class
Lecture	Journalism of the Visual Arts.
Objectives	Understand the critical lens for analyzing visual arts (painting, sculpture, photography etc.). Identify key art movements and historical context. Develop vocabulary for describing visual art. Practice writing a concise and descriptive art review.
In-Class Activity	Visit a Florentine hotspot for visual arts and analyze the latter artwork using specific vocabulary for color, composition, technique, etc. Discuss the potential meaning and interpretation.
Readings/ Assignments	Read: Selected reviews in ArtReview. Read: <i>How to Critique a Work of Art</i> .

Lesson 4	
Meet	In class
Lecture	The Rhythm of Words: Music Journalism.
Objectives	Understand the different styles and genres of music. Analyze music through its lyrical content, instrumentation, and performance. Explore the role of music journalism in promoting emerging artists.
In-Class Activity	Listen to a piece of music from a specific genre. Discuss the instruments used, the overall mood, and the potential social commentary in the lyrics
Readings/ Assignments	Read: Varriale, <i>Music, journalism, and the study of cultural change</i> . Assignment: Craft a compelling music review of an emerging local artist.

Lesson 5	
Meet	In class
Lecture	Fashion Journalism: Deconstructing Trends.
Objectives	Analyze the role of fashion in society and its cultural significance. Decipher the language used in fashion journalism. Identify key trends and designers in the current fashion scene. Understand the ethical considerations when evaluating fashion brands.
In-Class Activity	Analyze a selection of fashion photographs from different eras. Discuss the social and cultural context reflected in the clothing styles.

Readings/ Assignments	Read: Barthes, <i>The Language of Fashion</i> , Part 1.
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Lesson 6	
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Meet	In class
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Lecture	Food & Wine Journalism: Sensory Exploration and Cultural Critique.
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Objectives	Develop the vocabulary to describe food and wine sensory experiences. Analyze the cultural significance of food and wine, and its connection to identity and heritage. Explore responsible practices and sustainability in food journalism.
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In-Class Activity	Each group creates a menu that is both sustainable and typical. Another group of peers proceeds to critique the menu in a review.
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Readings/ Assignments	Assignment: Write an engaging restaurant review or food product analyses, adding an interview to a local chef or food entrepreneur.
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Lesson 7	
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Meet	In class
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Lecture	MIDTERM EXAM
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Lesson 8	
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NA	ACADEMIC BREAK
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Lesson 9	
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Meet	In class
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Lecture	From the Screen to the Page: Narrating Cinema.
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Objectives	Develop a vocabulary for discussing film form and style. Identify key elements like cinematography, editing, sound design, and mise-en-scène. Analyze how filmmakers use these elements to create meaning and evoke emotions. Gain knowledge about the diverse styles and approaches used by filmmakers throughout history.
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In-Class Activity	Deconstruct a film scene to understand its technical and artistic choices.
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Readings/ Assignments	Read: Selected pages from Giannetti, <i>Understanding Movies</i> .
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Lesson 10	
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Meet	In class
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Lecture	Writing about Performance Arts.
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Objectives	Understand the collaborative nature of various performance arts, including theatre, dance, music. Analyze how collaboration impacts the creative process and final performance. Identify the importance of teamwork and communication in successful performance art productions.
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In-Class Activity	Create a compelling review about presented performance arts.
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Readings/ Assignments	Read: Rifenburg et al. <i>The Woven Body: Embodying Text in Performance Art and the Writing Center</i> . Assignment: Write a compelling review of a movie that just came out, placed in parallel to an older movie.
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Lesson 11	
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Meet	In class
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Lecture	From Text to Hypertext: Crafting Engaging Content for the Digital World.
Objectives	Understand the unique characteristics of digital writing and its differences from traditional writing. Explore various forms of digital writing (blog posts, social media content, online articles, etc.). Develop strategies for crafting engaging and interactive content for online audiences. Integrate multimedia elements effectively in digital writing.
In-Class Activity	Analyze a well-written digital piece (blog post, social media content, etc.) and discuss the elements that make it engaging and effective for the online audience.
Readings/ Assignments	Read: Selected past blogs from our institution's website and assess how they can be improved.

Lesson 12	
Meet	In class
Lecture	Interactive Storytelling.
Objectives	Understand the concept of interactive storytelling and its potential in digital writing. Analyze existing examples of interactive storytelling platforms and their effectiveness. Develop basic concepts for an interactive story concept related to arts and culture. Identify various tools and technologies used for creating interactive narratives.
In-Class Activity	Assign each group a different example of an interactive storytelling platform (e.g., Twine, ChoiceScript, branching storylines in video games).
Readings/ Assignments	Assignment: Write a digital piece (e.g., blog post, social media thread) on the chosen topic, ensuring it is engaging, informative, and incorporates relevant multimedia elements. Read: <i>How do you adapt and apply classic storytelling principles to interactive media?</i>

Lesson 13	
Meet	In class
Lecture	Beyond Borders: Ethics and Contaminations.
Objectives	Understand the interconnectedness of arts and culture in a globalized world. Critically analyze the impact of globalization on cultural production and consumption. Explore diverse artistic expressions from different regions and cultures. Engage in respectful and critical exploration of different cultures, avoiding harmful stereotypes and generalizations.
In-Class Activity	Write insightful analyses that consider the global context and cultural exchange in the arts and culture.
Readings/ Assignments	Read: Technical Writing Strategies, <i>Appreciating Different Cultures</i> .

Lesson 14	
Meet	In class
Lecture	Final Presentations and Remarks.
Objectives	Present your culminating project in a professional and engaging manner. Provide constructive feedback to peers on their presentations and projects. Be able to define the value and application of arts and culture journalism in diverse contexts and your future career aspirations.

In-Class Activity	Final Presentations Q&A.
Readings/ Assignments	Submit Final Project. Submit Final Presentations.

Lesson 15	
Meet	In class
Lecture	FINAL EXAM