

LSC Use Only Proposal No: \_\_\_\_\_ LSC Action-Date: AP-2/9/12  
 UWUCC Use Only Proposal No: 11-75 UWUCC Action-Date: App-3/22/12 Senate Action Date: App 4-17-12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit <b>Journalism</b>	Phone <b>(724) 357 3097</b>

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

**1. Course Proposals (check all that apply)**

New Course       Course Prefix Change       Course Deletion  
 Course Revision       Course Number and/or Title Change       Catalog Description Change

Current course prefix, number and full title: JRNL105 Journalism and the Mass Media

Proposed course prefix, number and full title, if changing: \_\_\_\_\_

**2. Liberal Studies Course Designations, as appropriate**  
 This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills     Knowledge Area     Global and Multicultural Awareness     Writing Across the Curriculum (W Course)  
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)  
      Global Citizenship       Information Literacy       Oral Communication  
      Quantitative Reasoning       Scientific Literacy       Technological Literacy

**3. Other Designations, as appropriate**

Honors College Course       Other: (e.g. Women's Studies, Pan African)

**4. Program Proposals**

Catalog Description Change     Program Revision     Program Title Change     New Track  
 New Degree Program     New Minor Program     Liberal Studies Requirement Changes     Other

Current program name: \_\_\_\_\_

Proposed program name, if changing: \_\_\_\_\_

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)		12/9/11
Department Chairperson(s)		12/12/11
College Curriculum Committee Chair		12/14/11
College Dean		12/14/11
Director of Liberal Studies (as needed)		2/27/12
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs		3/22/12

**Received**  
MAR 18 2012  
Liberal Studies
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Liberal Studies
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DEC 15 2011  
Liberal Studies

## I New Syllabus of Record

### Catalog description

JRNL 105 Journalism and the Mass Media

3 class hours

0 lab hours

3 credits

(3c-01-3cr)

### Prerequisites

None

The course is a critical examination of the roles-goals of the mass media (newspapers, magazines, radio and television, Internet and other on-line services) as they affect the American society socially, politically, culturally and economically.

## II Course outcomes and Assessment (Expected Undergraduate Student Learning Outcomes)

### Students will;

**Objective 1** identify the theories of mass communication and mass media effects on society.

#### Expected Learning Outcome 1

Informed learners

**Rationale.** Assignments will require students to identify the theoretical underpinnings of mass media effects from both historical and contemporary contexts. They will also be required to demonstrate the knowledge to define mass media's systematic behavioral trends and their causal or symbiotic relationship with human and social behavior.

**Objective 2** discuss the history of the mass media and their influence on social behavior.

#### Expected Learning Outcome 1

Informed learners

**Rationale.** Students will be required to establish patterns of mass media behavior from a historical perspective. Students will use case studies to understand and explain the historical legacies in today's mass media behavior.

**Objective 3** develop an intellectual understanding of the economic underpinnings of the mass media, namely advertising and media ownership, and how media products stimulate and impact on the public's consumerist culture.

#### Expected Learning Outcome 1

Informed learners

**Rationale.** Students will be required to establish patterns of behavior in the relationship between economic factors such as increasingly corporate media ownership and advertising and the mass media. The key research question, based on literature review, here is: *Is the corporate ownership and business of the media creating consumers rather than informed citizens?*

**Objective 4.** Explain ethical issues in the mass media effects, for example, advertising.

#### Expected Learning Outcome 2

Empowered learners

**Rationale.** Assignments will require students to identify the ethics of mass media behavior.

Using case studies and theories of the mass media, students will be required to demonstrate the knowledge of mass media behavior in shaping public opinion and attitudes.

**Objective 5.** Compare the impact of the mass media with demographic groups like minorities and women.

**Expected Learning Outcome 2**

Empowered learners

**Rationale.** Students will be required to identify stereotypes and the sexist portrayal of minorities and women in the mass media. Student assignments will review the images of minorities and women in the media and the possible consequences through associations of, for example, negative values with some minorities, and the media-constructed idealized "earth angel" images for women.

**Objective 6.** Analyze value transmission by the mass media on demographic groups in society.

**Expected Learning Outcome 2**

Empowered learners

**Rationale.** As part of their assignments, students will analyze the use of various media channels and technologies, as well as the media-constructed images of women, teenagers, and other demographic groups to analyze value and lifestyle transmission

**Objective 7.** Gain skills to analyze the leading communication and mass media theories to explain the dynamics of mass communication and consider their relevance to modern media practice.

**Expected Learning Outcome 2**

Empowered learners

**Rationale.** Students will use mass communication theories to define mass media's systematic behavioral trends and their causal or symbiotic relationship with human and social behavior. Students will also demonstrate an analytical understanding of the ecology of the mass media-social interaction and the intervening factors in that inter-relationship

**Objective 8.** Acquire cultural studies skills to examine the critical role played by the mass media in American society, with particular emphasis on the mass media's influence on political and social attitudes and behavior.

**Expected Learning Outcome 2**

Empowered learners

**Rationale.** Students' assignments will include statistical analysis skills to quantify audience exposure to the mass media and correlate such exposure with consumer behavior. This will involve analysis of existing survey data on public consumption of the mass media.

**Objective 9** maintain autonomy as critical thinkers. Regardless of whether they become media professionals or not, are invariably life-long members of the media audience. This course will equip them with the skills necessary to maintain their autonomy as critical thinkers and actors in the face of the manipulative and agenda-setting techniques often used by the media.

**Expected Learning Outcome 2, 3**

empowered and responsible learners

**Rationale.** Assignments will require that students demonstrate a media literacy capacity to intellectually challenge, deconstruct or reconstruct perceived and experienced mass media influences on social behavior and stereotypes. Through media analysis assignments, students will

be able to do content analysis, analyze survey data on mass media and society and develop new paradigms, strategies or approaches to explaining or intervening, by offering alternatives, in the mass-mediated influences on society.

**III Course outline**

- |   |  |                                    |
|---|--|------------------------------------|
| A | Course introduction  | 1 hour                             |
| B | Theories of Mass Communication and the Mass Media  | 3 hours                            |
|   | 1 Early theories: Assumption of all-powerful sender and passive receiver   |                                    |
|   | 2 Current research: Recognition of active and selective recipient who shapes media messages to own needs, rejects unpalatable messages |                                    |
|   | 3 How receivers shape messages   |                                    |
|   | a selective exposure   |                                    |
|   | b selective retention  |                                    |
|   | c selective perception   |                                    |
|   | 4 How media influence audience   |                                    |
|   | a reinforcement  |                                    |
|   | b escape   |                                    |
|   | C catharsis  |                                    |
|   | d incidental learning  |                                    |
|   | 5 Traditional and new theories of the mass media   |                                    |
|   | a Agenda Setting Theory  | i Libertarian                      |
|   | b Authoritarian  | j Media Richness Theory            |
|   | c Cultivation Theory   | k Medium Theory                    |
|   | d Dependency Theory  | l Priming                          |
|   | e Development  | m Social Responsibility            |
|   | f Framing  | n Totalitarian                     |
|   | g Hypodermic Needle Theory   | o Uses and Gratifications Approach |
|   | h Knowledge Gap  |                                    |
| C | Books  | 2 hours                            |
|   | 1 History of books as a permanent record of civilization   |                                    |
|   | 2 Role of books in shaping America's conscience  |                                    |
|   | a Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i>   |                                    |
|   | b Upton Sinclair's <i>The Jungle</i>   |                                    |
|   | c John Steinbeck's <i>The Grapes of Wrath</i>  |                                    |
|   | d Horatio Alger's upward mobility novels   |                                    |
|   | 3 Modern history of censorship   |                                    |
|   | a American "moral crusader" Anthony Comstock's 19th century crusade against vice   |                                    |
|   | b Book burning in Nazi Germany   |                                    |
|   | c Modern censorship problems (Huckleberry Finn, Soul on Ice) and recent Supreme Court rulings  |                                    |
|   | d <i>Project Censored</i>  |                                    |
|   | 4 Emergence of book publishing as big business in the 20th century   |                                    |
|   | a Paperback revolution poses severe problems for hardcover publishers and non-best seller authors                                      |                                    |
|   | b Role of TV talk shows in selling books   |                                    |

- D Newspapers** **7 hours**
- 1 Brief history of newspapers
    - a Partisan press of the Revolutionary and early national period
    - b Role of the press in opening the frontier
    - c "Penny press" launches era of newspapers "for every man," contributes to the rise of American literacy.
    - d Civil War coverage underscores enduring problem of the proper press role During wartime. (This theme linked to the press coverage of the world wars, Vietnam, Desert Storm, Afghanistan)
    - e "Yellow journalism" of the 1890s sparks Spanish-American War, begins enduring debate over sensationalism in the media.
    - f Tabloids help nation celebrate "Roaring Twenties"
    - g Depression helps make press more responsible, analytical
    - h Role of the press in McCarthy "witch hunts" of 1950s brings disillusionment with traditional objectivity, rise of interpretative reporting
  
  - 2 Modern problems of the press (and solutions)
    - a TV, middle-class exodus to suburbs help kill off big-city papers and lead To growth of chains, decline of competition.
    - b Newspapers try to fight TV by imitating it: shorter stories; gossip and Lifestyle features replace serious news; splashy graphics. (But youths still Shun newspapers).
    - c Success of USA Today; is style losing to substance?
    - d Success of National Enquirer. The supermarket tabloids, long shunned, win some respectability, influence on mainstream press.
  
  - 3 Press versus government
    - a Libel
    - b Invasion of privacy
    - c Access to government meetings and records
- E Magazines** **5 hours**
- 1 Brief history of magazines
    - a Elite 19th century magazines (Harper's, Century)
    - b Turn-of-the-century muckrakers launch era of mass magazines offering less fiction, more investigative reporting
    - c Modern general-interest magazines: success of Life and its imitators (Look, Colliers)
  - 2 Magazines since 1950
    - a Specialized magazines (and competition from TV) help kill general-interest magazine. Case study: The death of *Life*.
    - b Playboy leads sexual revolution
    - c Growth of regional and city magazines. Case study: New England's Yankee.
    - d The plight of freelancers: dwindling markets, competition from part-timers, make it tough for full-time independents
- F Radio** **5 hours**

- 1 Brief history of radio, emphasizing its coming of age as a news medium with FDR's "fireside chats" and Murrow's coverage of WWII.
- 2 Radio since TV: decline of networks and news function
- 3 Angry conservatives dominate "talk radio": A link to political violence?
- 4 "Shock jocks" bring explicit sexual talk to radio.
- 5 "Rap" music emerges from the ghetto and brings controversy over its apparent advocacy of violence against police and women.

**G Television**

7 hours

- 1 TV as a news medium
  - a Murrow sets high journalistic standards in 1950s, but drive for big profits; timidity of networks puts premium on entertainment over news. Murrow driven from TV; networks limit independence of news divisions.
  - b Nixon-JFK debates (1960), coming of half-hour evening news (1962) helps make TV news more popular and profitable. Cronkite becomes "most trusted man in America."
  - c nightly combat footage sparks dissent over Vietnam war, helps force U.S. pullout
  - d success of *60 Minutes* prompts surge of newsmagazine shows. The tabloidization of TV news?
  - e local news: blood and gore at 11.
- 2 The debate over the societal impact of TV violence.
- 3 Controversy over portrayal of blacks and women.
- 4 Sex on TV
- 5 The TV set is on 7 1/2 hours a day in the average American home. Is that good or bad --or doesn't it matter?
- 6 Public television: a noble experiment or subsidy for the rich? And with the proliferation of cable, do we need public TV anymore?
- 7 How ratings control what we see-- and don't

**H Movies**

3 hours

- 1 How movies reflect --and influence--our culture, our behavior, our view of ourselves. Hollywood versus middle America?
- 2 Movies through the years
  - a Bogart and the detective movies of the 1940s
  - b The youth-revolt films of the 50s: Dean, Brando
  - c Dark visions of society dominate in the 60s: *Dr. Strangelove: Psycho, Easy Rider*
  - d Commercial success becomes more important than artistic merit since then (with a few notable exceptions)
- 3 Movie critics: why don't they matter?
- 4 The movie business: studios versus independents
- 5 TV, VCRs diminish theater profits, force studios to emphasize "blockbusters" and overseas sales. Decline of "small movies."
- 6 Movie censorship: The case of *The Program*

**I Advertising**

3 hours

- 1 Brief history of advertising

- a pre-regulation advertising -- caveat emptor
  - b FTC, FCC rules protect consumer from false and misleading advertising -- sort of, sometimes
  - 2 How ads appeal to our conscious (and perhaps unconscious) needs and wants. Do they really create needs and want to sell us unnecessary products? Case study: Americans discover pet food.
  - 3 Women complain about their depiction in ads. Have the PC police come to the market place?
  - 4 Political advertising and the 30-second candidate spot: threat to democracy?
- J Public relations 2 hours**
- 1 What is PR? Who uses it, why and how? How companies in trouble use it, successfully (Tylenol) and unsuccessfully (Exxon)
  - 2 Love-hate relationship between the press and PR
  - 3 Can a business created by P.T. Barnum shed its huckster/manipulator image and become a legitimate profession?
- K Electronic networking 2 hours**
- 1 Introduction to the Information Society
  - 2 The Internet: its history as a vehicle for the Department of Defense to the information superhighway.
  - 3 Social media: How have social media affected traditional socialization practices? Are people sacrificing their privacy for instant communication?
  - 4 Regulating cyberspace. Some countries regulate. The US is considering regulation. Can the gate be shut?
- L Mass Communication Research 2 hours**
- Mass communication research begins with a paradigm-a set of assumptions  
Social science approach as it pertains to communication.
- 1 Emphasizes theory building
  - 2 Experiments and surveys
- Social science theory
- 1 Categorize phenomena
  - 2 Predict the future
  - 3 Explain past events
  - 4 Understand why the behaviors occur
  - 5 Influence future behavior
- Critical/Cultural approach
- 1 Seeks understanding of issues raised by the connection between media and society
  - 2 Looks at the symbolic meaning behind behavior
- Qualitative analysts or critical/cultural theorists
- Qualitative research methods
- 1 Participant observation
  - 2 Textual analysis
  - 3 In-depth interviews
- Quantitative research methods
- 1 Experiments

- 2 Survey research
  - 3 Content analysis
  - 4 Use of statistical analysis
- M 1 Final exam 2 hours

**IV Evaluation Methods**

A The final grade for the course will be determined as follows

- 1 **Examinations.** Students will be tested roughly every four weeks on the material covered in the required text and class discussions. Each of the three exams will consist of short answer and essay questions. Each exam will cover material since the last exam; none will be comprehensive. The date for each exam will be announced in class about one week in advance. 50 percent
- 2 **Papers.** Each student will submit three papers exploring in depth a topic of the student's choosing, drawn from the material covered in the course as well media logs where students will monitor the form and content of the media on a regular basis. At least one paper must be based on a book (fiction or nonfiction) from a prescribed reading list. They will not be research papers, but should reflect the student's own thinking on the subject. These may not be mere summaries of material covered in the readings or class discussions. Papers will be due at the beginning of class one week after the completion of the unit on which the paper is based. A paper dealing with television, for example, will be due one week after the completion of the class discussion on that subject. Each paper must be at least four pages long, typed and double spaced. 15 percent
- 3 **Media Logs:** Students will log their media usage over a 24-hour period for five days, breaking that usage down by medium (television, radio, internet, social media, books, magazines, newspapers, text messaging, music, etc.) and calculate the usage by medium as a percentage of 24 hours. At the end of the five days, students will total media usage by medium for the five days as a percentage of 120 hours. Students will type a 3-4-page analytical paper on their media usage and whether they control the media or the media control them. Students will express where they spent most of their media time and where they believe adjustments should be made. 5 percent
- 4 **Quizzes.** Students will be tested on current events each week between the third and 10th week of the semester. Instructor will announce the media to be reviewed. These will not be announced in advance and are intended to encourage regular, careful attention to the news media. 10 percent
- 5 **Class participation.** Students will be rewarded with points for the efforts they make in class discussions. Students must turn in an exit sheet that records their reactions to the lecture/discussion/presentation that day. Exit sheets are graded on quality of reflection. 5 percent
- 6 **Final Exam.** 15 percent

**B Grading Scale**

Activity	Percentage of the final grade
Examinations	50
Papers	15
Media log	5
Quizzes	10



Class participation	5
Final	15
Total	100

**Grade weights**

A= 90 - 100 percent; B=80 - 89 percent; C=70-79 percent; D=60-69 percent; F=Below 60 percent

**V Undergraduate Course Attendance Policy**

This course will follow the official university attendance policy.

**VI Required reading**

Joseph, Dominick. (2010) *Dynamics of Mass Communication: Media in Transition* 11th edition

**VII Bibliography**

\_\_\_\_\_ (2011). *The state of the news media: an annual report on American journalism*. Pew Research Center's Project for Excellence in Journalism. <http://stateofthemedias.org/>

Arnold S. de Beer, John C. Merrill, eds. (2004) *Global journalism : topical issues and media systems*. 4th ed. Boston: Pearson .

Atton, Chris. (2008) *Alternative journalism*. London ; Thousand Oaks, Calif. Sage.

Bagdikian, Ben. (2009) *The New Media Monopoly*. Beacon Press.

Berger, Arthur Asa (2010) *Media and communication research methods: An introduction to qualitative and quantitative approaches*. Sage Publications, Inc. Second Edition.

Berger, Arthur Asa, (2005) *Making sense of media: key texts in media and cultural studies* Malden, MA : Blackwell Pub.

Christians, Clifford G , et al. (2009). *Normative theories of the media: journalism in democratic societies*. University of Illinois Press. 1st Edition.

Foerstel, Herbert N. (2001). *From Watergate to Monicagate : ten controversies in modern journalism and media*. Westport, Conn: Greenwood Press.

Fortunato, John A. (2005) *Making media content: the influence of constituency groups on mass media*. Mahwah, N.J. : Lawrence Erlbaum Associates.

Gerbner, George (2002). *Against the mainstream*. New York : P. Lang.

Gillmor, Dan (2006). *The media: grassroots journalism by the people, for the people*. O'Reilly

Media.

Gross, Lynne Schafer (2009) . *Electronic media: an introduction*. McGraw-Hill. 10<sup>th</sup> edition

Hanson, Ralph E.(2008)*Mass communication: living in a media world* 2<sup>nd</sup> edition Washington, D.C. : CQ Press.

Jenkins, Henry (2008). *Convergence culture: Where old and new media collide*. NYU Press.

Jhally, Sut (2002). *The crisis of the cultural environment: media and democracy in the 21<sup>st</sup> century*. Northampton, MA : Media Education Foundation. [videorecording]

Kluitenberg, Eric. (2008). *Delusive spaces : essays on culture, media and technology*. Rotterdam : NAI.

Kovach, Bill, Tom Rosenstiel (2007) *The elements of journalism: what news people should know and the public should expect*. Three Rivers Press.

Lauterer, Jock. (2006). *Community journalism : relentlessly local*. 3rd ed. Chapel Hill: University of North Carolina Press.

Lynch, Lorri. (2009) *Exploring journalism and the media*. Ohio: South-Western Educational Publishers. 1<sup>st</sup> edition.

McLuhan, Marshall, Lewis H. Lapham (1994) *Understanding Media: The Extensions of Man*. The MIT Press. Reissue.

Meikle, Graham (2009) *Interpreting news*. New York : Palgrave Macmillan.

Natalie Fenton (Editor). (2009). *New media, old news: journalism and democracy in the digital age*. Sage Publications Ltd.

Patterson, Phillip and Lee Wilkins. (2010) *Media Ethics: Issues and cases*. McGraw-Hill. 7<sup>th</sup> edition.

Postman, Neil. (2005). *Amusing ourselves to death: Public discourse in the age of show business*. Andrew Postman (Introduction). Penguin (Non-Classics).

Quinn, Stephen. (2005). *Convergent journalism: the fundamentals of multimedia reporting*. New York: P. Lang .

Quinn, Stephen. (2006). *Conversations on convergence: insiders' views of news production in the twenty-first century*. New York : P. Lang.

Serrin, Judith(Editor), William Serrin (Editor). (2002). *Muckraking: The Journalism That Changed*

*America*. New Press.

Severin, Werner J. (2001). *Communication theories : origins, methods, and uses in the mass media*. New York : Longman.

Stanton, Richard. (2007). *All news is local: the failure of the media to reflect world events in a globalized age*. Jefferson, N.C. : McFarland & Co

Streitmatter, Rodger. (2007). *Mightier than the sword: How the news media have shaped American history*. 2<sup>nd</sup> Edition. Westview Press.

Taylor, Paul A. Jan LI. Harris. (2008). *Critical theories of mass media : then and now*. Open University Press.

Wahl-Jorgensen, Karin Thomas Hanitzsch. (2009). *The handbook of journalism studies*. New York : McGraw Hill

### Summary of proposed revisions

- A. Course outcomes have been updated to reflect the new expected student learning outcomes and common learning objectives.
- B. Liberal studies course approval general information questions have been addressed.
- C. Liberal studies assessment questions have been addressed

### Sample assignment for a Liberal Studies Course.

Select a medium of mass communication, print or electronic. Paper should be at least four pages long, typed and double spaced. 15 percent of the final grade.

1. **FORM of the media experience.** If print, give identifying information, for example, date of publication, number of pages, publication's front- page design and use of graphics and color, pictures and glossy paper for a magazine. Review the advertising designs and content.
2. **CONTENT of the media experience.** Review the stories published under categories like Local, National, International news, Features, Entertainment. What subjects do the stories, especially on the front page, cover? What play is given to what kind of stories?
3. **MEDIA ANALYSIS.** How is the form of the media experience likely to impact on the average citizen? Using an appropriate theory of the mass media, what values and priorities is the content of the media experience likely to transmit to the average citizen? Do both the form and content of the media experience promote the values of informed citizens or a consumer culture? Explain.

### Paper rubric

#### Poor ( Below 75 percent)

The essay is not objective and addresses poorly the issues referred in the proposed topic. The provided information is not necessary or not sufficient to discuss these issues.

#### Good (75 – 90 percent)

The essay is objective and for the most part addresses with an in depth analysis most of the issues referred in the proposed topic. The provided information is, for the most part, necessary and sufficient to discuss these issues.

#### Excellent ( 90 – 100 percent)

The essay is objective and addresses with an in depth analysis all the issues referred in the proposed topic. The provided information is necessary and sufficient to discuss these issues.

### **I. Liberal Studies Course Approval General Information**

1. This is an introductory course that can be taught by any member of the department. Beginning fall 2010 faculty meet at least two times a semester through the assessment committee to discuss course objectives and outcomes.

2. In course outcome 5, students will compare the impact of the mass media with demographic groups like minorities and women.

Multicultural, minority and gender issues and perspectives will be addressed in

- A. traditional and new theories of the press, namely, Development, which give a Third World perspective of the role of the mass media;
- B. role of books in shaping America's conscience, e.g., Harriet Beecher Stowe's *Uncle Tom's Cabin*;
- C. the situation of African Americans as slaves during the Civil War coverage, underscoring enduring problem of the proper press role during wartime;
- D. the role of women journalists in the turn-of-the-century muckrakers launch era of mass magazines, offering less fiction, more investigative reporting;
- E. controversy over the portrayal of blacks and women in magazines and electronic media, especially TV ;
- F. discussions on sex on TV;
- G. gender depiction in ads.

3. Part of the media analysis assignment will require students to read a book. Students will review the impact of the book on society in terms of **form** and **content** of the media experience.

4. This is an introductory course aimed at teaching student's media literacy, history and impact on social behavior. Its basic aim is to give the student a broad understanding of the roles and goals of the mass media. To this extent, it also designed for the general student population.

### **II. Liberal Studies Assessment questions**

- A. Describe the objectives of the course that must meet the objectives of Expected Undergraduate Student Learning Outcomes**

Students will:

**Objective 1** identify the theories of mass communication and mass media effects on society.

#### **Expected Learning Outcome 1**

Informed learners

**Rationale.** Assignments will require students to identify the theoretical underpinnings of mass media effects from both historical and contemporary contexts. They will also be required to demonstrate the knowledge to define mass media's systematic behavioral trends and their causal or symbiotic relationship with human and social behavior.

**Objective 2** discuss the history of the mass media and their influence on social behavior.

**Expected Learning Outcome 1**

Informed learners

**Rationale.** Students will be required to establish patterns of mass media behavior from a historical perspective. Students will use case studies to understand and explain the historical legacies in today's mass media behavior.

**Objective 3** develop an intellectual understanding of the economic underpinnings of the mass media, namely advertising and media ownership, and how media products stimulate and impact on the public's consumerist culture.

**Expected Learning Outcome 1**

Informed learners

**Rationale.** Students will be required to establish patterns of behavior in the relationship between economic factors such as increasingly corporate media ownership and advertising and the mass media. The key research question, based on literature review, here is: *Is the corporate ownership and business of the media creating consumers rather than informed citizens?*

**Objective 4.** Explain ethical issues in the mass media effects, for example, advertising.

**Expected Learning Outcome 2**

Empowered learners

**Rationale.** Assignments will require students to identify the ethics of mass media behavior. Using case studies and theories of the mass media, students will be required to demonstrate the knowledge of mass media behavior in shaping public opinion and attitudes.

**Objective 5.** Compare the impact of the mass media with demographic groups like minorities and women.

**Expected Learning Outcome 2**

Empowered learners

**Rationale.** Students will be required to identify stereotypes and the sexist portrayal of minorities and women in the mass media. Student assignments will review the images of minorities and women in the media and the possible consequences through associations of, for example, negative values with some minorities, and the media-constructed idealized “earth angel” images for women.

**Objective 6.** Analyze value transmission by the mass media on demographic groups in society.

**Expected Learning Outcome 2**

Empowered learners

**Rationale.** As part of their assignments, students will analyze the use of various media channels and technologies, as well as the media-constructed images of women, teenagers, and other demographic groups to analyze value and lifestyle transmission

**Objective 7.** Gain skills to analyze the leading communication and mass media theories to explain the dynamics of mass communication and consider their relevance to modern media practice.

**Expected Learning Outcome 2**

Empowered learners

**Rationale.** Students will use mass communication theories to define mass media’s systematic behavioral trends and their causal or symbiotic relationship with human and social behavior. Students will also demonstrate an analytical understanding of the ecology of the mass media-social interaction and the intervening factors in that inter-relationship

**Objective 8.** Acquire cultural studies skills to examine the critical role played by the mass media in American society, with particular emphasis on the mass media's influence on political and social attitudes and behavior.

**Expected Learning Outcome 2**

Empowered learners

**Rationale.** Students’ assignments will include statistical analysis skills to quantify audience exposure to the mass media and correlate such exposure with consumer behavior. This will involve analysis of existing survey data on public consumption of the mass media.

**Objective 9** maintain autonomy as critical thinkers. Regardless of whether they become media professionals or not, are invariably life-long members of the media audience. This course will equip them with the skills necessary to maintain their autonomy as critical thinkers and actors in the face of the manipulative and agenda-setting techniques often used by the media.

**Expected Learning Outcome 2, 3**

empowered and responsible learners

**Rationale.** Assignments will require that students demonstrate a media literacy capacity to intellectually challenge, deconstruct or reconstruct perceived and experienced mass media influences on social behavior and stereotypes. Through media analysis assignments, students will be able to do content analysis, analyze survey data on mass media and society and develop new paradigms, strategies or approaches to explaining or intervening, by offering alternatives, in the mass-mediated influences on society.

**Please describe how you are defining your standards for these objectives and how you will determine they have been met by students.**

As class size grows, the opportunities for effective assessment beyond quizzes and exams will become more challenging. Additional assessment tools may include:

1. Class presentations
2. Group projects and discussions
3. Media analysis papers
4. Media consumption surveys
5. Online chat line discussion groups
6. Community projects on media use
7. Internship evaluation (optional)
8. Actual methods of evaluation will vary among instructors.

**B. Social Science Required Course Content**

**Course Objective 7. Gain skills to analyze the leading communication and mass media theories to explain the dynamics of mass communication and consider their relevance to modern media practice.**

Will meet Social Science Required Course Content

- allows students to apply empirical methodology and a theoretical framework to the study of the origins, development, and maintenance of individual human behavior and social groups, institutions, or organizations.



**Course Objective 6. Analyze value transmission by the mass media on demographic groups in society.**

- promotes an understanding of individuals, groups, and their physical and social environment by exploring and analyzing concepts developed in the discipline(s).
- includes, where appropriate, discussion of other cultures and subcultures, underrepresented groups (including persons with special needs), minorities, and women.

Individuals proposing courses to fulfill the Liberal Studies Social Science requirements are encouraged to include information and instruction that:

**Course Objective 6. Analyze value transmission by the mass media on demographic groups in society.**

Will include information and instruction that

- examines the nature of the reciprocal relationships which exist between individuals and their physical and social environments.

**Course Objective 3. Develop an intellectual understanding of the economic underpinnings of the mass media, namely advertising and media ownership, and how media products stimulate and impact on the public's consumerist culture.**

Will include information and instruction that

- explores the values and ethical issues that underlie individual behavior and the functioning of social, political, economic, and cultural organizations.

**Course Objective 2. Discuss the history of the mass media and their influence on social behavior.**

Will include information and instruction that

- examines the historical foundations as well as the spatial and temporal implications of contemporary social issues.

**C. Social Science Common Learning Objectives**

All courses designed to fulfill the Liberal Studies Social Science requirements will establish the following common course learning objectives.

At the conclusion of the course, the student should be able to demonstrate knowledge and understanding of:

Course objectives

- 1. identify the theories of mass communication and mass media effects on society.**

**2. acquire cultural studies skills to examine the critical role played by the mass media in American society, with particular emphasis on the mass media's influence on political and social attitudes and behavior**

Will meet common learning objective

- the ways of modeling individual and social behavior and its interrelationships with other disciplines.

**Course objective 2. discuss the history of the mass media and their influence on social behavior.**

Will meet common learning objective

- the past and present from historical, philosophical, social, and spatial perspectives.

**Course objective 4. explain ethical issues in the mass media effects, for example, advertising.**

Will meet common learning objective

- the ethical and behavioral consequences of decisions on individuals, societies, and the physical world as appropriate.

**Course objective 9. Regardless of whether they become media professionals or not, are invariably life-long members of the media audience. This course will equip them with the skills necessary to maintain their autonomy as critical thinkers and actors in the face of the manipulative and agenda-setting techniques often used by the media.**

Will meet common learning objectives

- him- or herself and a respect for the identities, politics, and cultures of others.
- skills in problem solving, critical thinking, synthesis, and a commitment to intellectual honesty.

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**LIBERAL STUDIES COURSE PROPOSAL  
SAMPLE SYLLABUS**

**I CATALOG DESCRIPTION**

**JN 105 Journalism and the Mass Media**

**3 credits  
3 lecture hours  
(3c-01-3sh)**

Prerequisite : EN 101 (C or better).

A critical examination of the roles-goals of newspapers, magazines, radio and television, as they affect the American society socially, politically , culturally and economically.

**II. Course objectives**

1. Students will acquire cultural studies skills to examine the critical role played by the mass media in American society, with particular emphasis on the mass media's influence on political and social attitudes and behavior.

2. Students will develop skills to analyze the leading communication and mass media theories to explain the dynamics of mass communication and consider their relevance to modern media practice.

These cultural studies skills will include

i. literature review : an examination of new facts that challenge old concepts or beliefs. Through reading assigned or researched articles, students will be able to critically analyze the stated and observed roles of the mass media. One area that will come under intense scrutiny will be the stated role of the media to inform, educate and entertain. Students will review contemporary literature and scholarship to determine to what extent these stated roles *are also observed roles* of the media.

ii. content analysis : students will learn to identify sound bites, buzzwords and how stories are presented, ranging from page placement or time slot to length, as a way of examining the agenda- setting behavior of the mass media and how this impacts on people's perception, or construction, of reality.

iii. critical analysis of polling and use of polls by the media : students will learn the basics of analyzing polls on the basis of sample representativeness, sponsor of polls and the social environment in which individual polls are taken as well as the manipulation of statistics to achieve intended results.

3. Students will develop an intellectual understanding of the economic underpinnings of the mass media, namely advertising and media ownership, and how media products stimulate and impact on the public's consumerist culture.

4. Students will develop functional "media literacy," the capacity to critically understand and interpret not only messages intended for public consumption but also the motivations and hidden agendas behind those messages.

5. Students will, regardless of whether they become media professionals or not, be

invariably life-long members of the media audience. This course will equip them with the skills necessary to maintain their autonomy as critical thinkers and actors in the face of the manipulative and agenda-setting techniques often used by the media.

6. Students will also be more than passive recipients of mediated information. They will play an advocacy role and develop pro active skills to help them articulate through the media their concerns, convictions, and worldview.

### III Course outline

#### A. Course introduction (one lecture)

#### B. Theories of Mass Communication and the Mass Media (three lectures)

1. Early theories : Assumption of all-powerful sender and passive receiver
2. Current research : Recognition of active and selective recipient who shapes media messages to own needs , rejects unpalatable messages.
3. How receivers shape messages
  - a. Selective exposure
  - b. Selective retention
  - c. Selective perception
4. How media influence audience
  - a. Reinforcement
  - b. Escape
  - c. Catharsis
  - d. Incidental learning
5. Traditional theories of the press
  - a. Libertarian
  - b. Social responsibility
  - c. Authoritarian
  - d. Totalitarian

#### C. Books (three lectures)

1. History of books as a permanent record of civilization.
2. Role of books in shaping America's conscience
  - a. Uncle Tom's Cabin
  - b. The Jungle
  - c. The Grapes of Wrath
3. Modern history of censorship
  - a. Comstock's 19th century crusade against vice
  - b. Book burning in Nazi Germany
  - c. Modern censorship problems (Huckleberry Finn," *Soul on Ice*) and recent Supreme Court rulings
4. Emergence of book publishing as big business in the 20th Century
  - a. Paperback revolution poses severe problems for hardcover publishers and non-best seller authors.
  - b. Role of TV *talk shows* in selling books.

**D. Newspapers (seven lectures)**

1. Brief history of newspapers
  - a. Partisan press of the Revolutionary and early national period.
  - b. Role of the press in opening the frontier
  - c. "Penny press" launches era of newspapers "for Everyman", rise of American literacy.
  - d. Civil War coverage underscores enduring problem of the proper press role during wartime. (This theme linked to the press coverage of the world wars, Vietnam, Desert Storm)
  - e. "Yellow journalism" of the 1890's sparks Spanish-American War, begins enduring debate over sensationalism in the media.
  - f. Tabloids help nation celebrate "*Roaring Twenties*."
  - g. Depression helps make press more responsible, analytical
  - h. Role of the press in McCarthy "witch hunts" of 1950's brings disillusionment with traditional objectivity, rise of interpretative reporting.
  
2. Modern problems of the press (and solutions)
  - a. TV, middle-class exodus to suburbs help kill off big-city papers and lead to growth of chains, decline of competition.
  - b. Newspapers try to fight TV by imitating it: shorter stories; gossip and lifestyle features replace serious news; splashy graphics. (But youths still shun newspapers).
  - c. Success of *USA Today*; is style losing to substance?
  - d. Success of *National Enquirer*. The supermarket tabloids, long shunned, win some respectability, influence on mainstream press.
  
3. Press versus government
  - a. Libel
  - b. Invasion of privacy
  - c. Access to government meetings and records

**E. Magazines (five lectures)**

1. Brief history of magazines
  - a. Elite 19th century magazines (Harper's, Century)
  - b. Turn-of-the-century muckrakers launch era of mass magazines offering less fiction, more investigative reporting
  - c. Modern general-interest magazines: Success of *Life* and its imitators (*Look*, *Colliers*)
  
2. Magazines since 1950
  - a. Specialized magazines (and competition from TV) help kill general-interest magazine. Case study : The death of *Life*.
  - b. *Playboy* leads sexual revolution
  - c. Growth of regional and city magazines. Case study : New England's *Yankee*.
  - d. The plight of freelancers: dwindling markets, competition from part-timers, make it tough for full-time independents

**F. Radio (five lectures)**

1. Brief history of radio, emphasizing its coming of age as a news medium with FDR's "fireside chats" and Murrow's coverage of WWII.
2. Radio since TV: decline of networks and news function
3. Angry conservatives dominate "talk radio" : A link to political violence?

4. "Shock jocks" bring explicit sexual talk to radio.
5. "Rap" music emerges from the ghetto and brings controversy over its apparent advocacy of violence against police and women.

## G Television (seven lectures)

1. TV as a news medium
  - a. Murrow sets high journalistic standards in 1950's, but drive for big profits, timidity of networks put premium on entertainment over news. Murrow driven from TV; networks limit independence of news divisions.
  - b. Nixon-JFK debates (1960), coming of half-hour evening news (1962) help make TV news more popular and profitable. Cronkite becomes "most trusted man in America."
  - c. Nightly combat footage sparks dissent over Vietnam war, helps force U.S. pullout
  - d. Success of *60 Minutes* prompts surge of news -magazine shows. The tabloidization of TV news?
  - e. Local news: Blood and gore at 11.
2. The debate over the societal impact of TV violence.
3. Controversy over portrayal of blacks and women.
4. Sex on TV
5. The TV set is on 7 1/2 hours a day in the average American home. Is that good or bad --or doesn't it matter?
6. Public television: a noble experiment or subsidy for the rich? And with the proliferation of cable, do we need public TV anymore?
7. How ratings control what we see -- and don't

## H. Movies (three lectures)

1. How movies reflect --and influence--our culture, our behavior, our view of ourselves. Hollywood versus middle America?
2. Movies through the years
  - a. Bogart and the detective movies of the 1940's
  - b. The youth-revolt films of the 50's: Dean, Brando
  - c. Dark visions of society dominate in the 60s: *Dr. Strangelove: Psycho, Easy Rider*
  - d. Commercial success becomes more important than artistic merit since then (with a few notable exceptions)
3. Movie critics: why don't they matter?
4. The movie business: studios versus independents
5. TV, VCR's diminish theater profits, force studios to emphasize "blockbusters" and overseas sales. Decline of "small movies."
6. Movie censorship: The case of "*The Program*"

## I. Advertising (three lectures)

1. Brief history of advertising
  - a. Pre-regulation advertising -- *caveat emptor*
  - b. FTC, FCC rules protect consumer from false and misleading advertising -- sort of, sometimes.
2. How ads appeal to our conscious (and perhaps unconscious) needs and wants. Do they really create needs and wants to sell us unnecessary products? Case study: Americans discover pet food.
3. Women complain about their depiction in ads. Have the PC police come to the market place?

4. Political advertising and the 30-second candidate spot: threat to democracy?

**J. Public relations (two lectures)**

1. What is PR? Who uses it, why and how? How companies in trouble use it, successfully (Tylenol) and unsuccessfully (Exxon)
2. Love-hate relationship between the press and PR
3. Can a business created by P.T. Barnum shed its huckster/manipulator image and become a legitimate profession?

**H. Electronic networking (two lectures)**

1. The information superhighway (advantages and problems)
2. Regulating cyberspace

**IV. Evaluation Methods**

The final grade for the course will be determined as follows

**1. Examinations.** Students will be tested roughly every four weeks on the material covered in the required text and class discussions. Each of the three exams will consist of short -answer and essay questions. Each exam will cover material since the last exam; none will be comprehensive. The date for each exam will be announced in class about one week in advance. **50 percent**

**2. Papers.** Each student will submit three papers exploring in depth a topic of the student's choosing, drawn from the material covered in the course. At least one paper must be based on a book (fiction or non fiction) from a prescribed reading list. They will not be research papers, but should reflect the student's own thinking on the the subject. These may not be mere summaries of material covered in the readings or class discussions. Papers will be due at the beginning of class one week after the completion of the unit on which the paper is based. A paper dealing with television, for example, will be due one week after the completion of the class discussion on that subject. Each paper must be at least four pages long, typed and double spaced. **20 percent**

**3. Quizzes.** Students will be tested on currents events each week between the third and 10th week of the semester. These will not be announced in advance and are intended to encourage regular, careful attention to the news media. **25 percent**

**4. Class participation.** Students will be rewarded with points for the efforts they make in class discussions. **5 percent**

**Grading Scale :** A= 90 - 100 percent; B=80 - 89 percent; C=70-79 percent; D=60-69 percent; F=Below 60 percent

**V. Required reading**

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A book of readings consisting of current articles of media analysis and criticism.

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Bates, Stephen. If no news, send rumors : anecdotes of American journalism / 1st ed. New York : St. Martin's Press, c1989.

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October 10, 1995

TOP

Subject: JN 105 - Journalism and the Mass Media

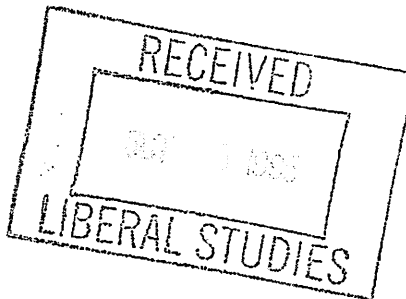
To: Liberal Studies Committee

From: Kurt P. Dudd, Chairperson *K.P.D.*  
Communications Media Department

The Communications Media Department supports the proposal JN 105 Journalism and the Mass Media.

The CM Department believes that students should not take both JN 105 and CM 101 (Communications Media and American Society) for graduation requirements.

KPD:mar



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October 10, 1995



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