

Curriculum Proposal Cover Sheet – form is available on-line as an interactive PDF

LSC Use Only Proposal No:	UWUCC Use Only Proposal No: <b>14-57</b>
LSC Action-Date: <b>AP 9/11/14</b>	UWUCC Action-Date: <b>App-10/21/14</b> Senate Action Date: <b>App 11/4/14, App 3/31/15</b>

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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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: JRNL 375 World News Coverage

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 Intensive (include W cover sheet)

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)	<i>[Signature]</i>	9-24-14
Department Chairperson(s)	<i>[Signature]</i>	24 April 2014
College Curriculum Committee Chair	<i>[Signature]</i>	8/26/14
College Dean	<i>[Signature]</i>	8/26/14
Director of Liberal Studies (as needed)	<i>[Signature]</i>	10/1/14
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>[Signature]</i>	10/21/14

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## **JRNL 375 World News Coverage**

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**NEW**

JRNL 375 World News Coverage  
Syllabus of Record

**I Catalog Description**

JRNL 375 World News Coverage

03-01-03

Prerequisite: Sophomore Standing, Instructor permission

Challenges students to compare and contrast the coverage of international news sources from around the world and how they impact people's awareness, attitudes and behavior in a multi-culturally differentiated world. Emphasis is placed on interpreting comparative coverage of events among the developing world and the western-dominated international news media sources and understanding the geopolitics of world news. Students critique not only current international news but, more importantly, how it is reported. The goal of the course is to foster a critical and analytical attitude toward news to gain a broad-based, balanced, global and multicultural awareness of the human subjects of international news.

**II Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes – EUSLOs)**

At the end of the course, students will:

**Objective 1**

Construct a critical understanding of how South American, African and Asian countries gather and report news.

**Expected Undergraduate Student Learning Outcome 1****Informed learners****Rationale:**

In a build-up to global and multicultural awareness, assignments will require students to argue the theoretical underpinnings of the international news media from both historical and contemporary contexts. They will also interpret mass media theories that define media systems, particularly in the developing countries of Africa, Asia and South America. Through the mass media theories of the developing countries, students will justify the way developing countries express themselves through their cultural realities and *weltanschauung* (world view).

**Objective 2**

Assess the cultural and geopolitical contexts in which world news is covered and presented.

**Expected Undergraduate Student Learning Outcome 2****Empowered Learners****Rationale:**

In the development and articulation of global and multicultural awareness, students will watch videos and appraise the geopolitical and cultural impact of world news, from each host nation's perspective, noting that the western dominance of world news coverage has facilitated (a) Hamid Mowlana's notion of *westofixation*<sup>1</sup>, that is, the proliferation of western pop cultural consumer products in developing world countries, leading to (b) the international media's ethnocentric depiction of the people of the developing world and their cultures.

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<sup>1</sup> Mukasa, Stanford and Lee B. Becker (1992) *Towards an indigenized philosophy of communication: An analysis of African communication education needs and resources*. Africa Media Review Vol. 6 No. 3

**Objective 3**

Evaluate with expertise the historical and contemporary efforts by international organizations to restructure a new order, or reduce cultural stereotypes, in world news.

**Expected Undergraduate Student Learning Outcome 2**

**Empowered Learners**

**Rationale:**

Students will, through videos and assigned readings, assess and conclude the role of international organizations like Unesco and ITU in the developing world's push for fair and balanced coverage by the international media. Students will also discuss the transformative effectiveness and progress of information and communication technologies (ICTs) development, specifically the Internet, on the international projects and initiatives of the New World Information and Communication order (NWICO) and its successor, the World Summit on the Information Society (WSIS) to universalize access to information, communication and knowledge.

**Objective 4**

Students will evaluate the new information and communication technologies (ICTs) in world news and their impact on the world events.

**Expected Undergraduate Student Learning Outcome 1**

**Informed learners**

**Rationale:**

Students will synthesize their global multicultural awareness and knowledge by ethnocentrically critiquing the role of the new information and communication technologies (ICTs) and how they have, sometimes inequitably, shaped, for better or worse, the trends in, the debate and direction of, efforts for fair and balanced world news coverage.

**Objective 5**

Students will assess the role and impact of world news coverage in creating a global and multicultural awareness that, among other factors, instills the values of membership of the culturally diverse global family.

**Expected Undergraduate Student Learning Outcome 2, 3**

**Empowered, Responsible learners**

**Rationale:**

Students will interpret the role of world news coverage in generating an awareness of, appreciation of, and respect for, the diverse multicultural mosaic of the international community and being proactive agents for global stewardship as articulated in the global citizenship's concepts of dialectical hermeneutics as promoted by Unesco as well as McLuhan's notion of the ICT-constructed global village. Students will become more responsible participants in fostering the dream of a global village where, according to Marshall McLuhan, everyone not only knows everyone else but cares for and respects everyone else as much as possible.

**III Course Outline**

- |   |  |         |
|---|--|---------|
| 1 | <b>Theoretical issues in world news coverage</b>   | 5 hours |
|   | a. Theories of the mass media in the international context   |         |
|   | b. World conceptions of news: How different countries define news and freedom of the press             |         |
|   | c. Marshall McLuhan's notion of Global Village: Impact of news on global social and cultural relations |         |
|   | d. video   |         |
| 2 | <b>The international news media:</b>   | 6 hours |
|   | a. Overview of the history and contemporary role of the international news media                       |         |

- b. Origins of world news coverage
- c. Roles and goals of world news coverage
- d. Imbalances and biases in world news coverage
- e. Who owns the international news media?
- f. Video
- g. **First news briefs.** Students present news from all three assigned countries

**3 The geopolitics of world news coverage** 6 hours

- a. World news in the Cold War and post-Cold War eras
- b. Diplomacy and propaganda in world news
- c. World news coverage in and from developing countries
- d. Politics of “misinformation and stereotypes” in world news coverage
- e. Video
- f. **Test 1**

**4 Information and communication technologies (ICTs) and world news** 7 hours

- a. Impact of ICTs on world news coverage
- b. Age of ICT-driven instantaneous information flow
- c. The *technetronic* era networking the globe. Increasing global awareness of news and information from different cultures

**First country report presentations.** Students will give presentations on their assigned countries, highlighting how the countries’ media compare with the international media in the way they are covered

**5 Global impact of western news and pop culture in world news coverage** 7 hours

- a. How nonwestern countries view and consume western news media’s promotion of pop cultural products around the world
- b. Mowlana’s notion of *Westofixation*:
  - i. The “desecration” of indigenous cultures through the proliferation of western pop culture in world news
  - ii. A schizophrenic paralysis of creative power when indigenous communities are forced to adopt western values and life styles
  - iii. The cultural meanings in world news coverage
- c. Review infiltration and influence of western pop culture, as well as the cultural meanings, in world news coverage in developing countries in:
  - i. Nightlife in Kathmandu
  - ii. Michael Palin’s Pole to Pole, Around the world in 80 days, Sahara
  - iii. Globetrekker series
  - iv. Karl Pilkington’s An Idiot Abroad series
- d. **Test 2**

**Second country report presentations.** Students will give presentations on their assigned countries, highlighting how the country’s media compare with the international media in the way they are covered

**6 The great debates for a New World Information and Communication Order** 6 hours

- a. *Dialectical hermeneutics.* Dialogue among cultural equals as the foundation for NWICO debates and creating global and multicultural awareness

- b. Cultural issues in the NWICO debates: Fair and balanced world news coverage demands from the developing world
- c. Western response to developing world demands
- d. **Second news briefs.** Students present news generated from all three assigned countries

7 **From New World Information and Communication Order (NWICO) to World Summit on Information Society (WSIS)** 5 hours

- a. The changing ICT landscape as the solution to fair and balanced world news coverage
- b. WSIS replaces NWICO
- c. WSIS declaration on universal access to information
- d. WSIS fine tuning Global Village vision for international understanding through world news coverage without cultural bias, bigotry or prejudice
- e. **Third news briefs.** Students present news from all three assigned countries
- f. **Test 3**

**Third country reports presentations.** Students will give presentations on their assigned countries, highlighting how the country's media compare with the international media in the way they are covered

8 **Final examination** Comprehensive. 2 hours

IV **Required Reading**

Students will be assigned reading material

Daniel A. Berkowitz (Editor) (2010) *The Cultural Meanings of News*, Sage Publications, Inc.

World newspapers. There are thousands of world newspapers online at

<http://www.onlinenewspapers.com/>

<http://www.abyznewslinks.com/>

<http://www.refdesk.com/paper.html>

<http://www.globalpost.com/>

<http://www.cnn.com/WORLD/>

<http://uk.reuters.com/news/world>

<http://in.reuters.com/news/world>

News agencies

<http://www.parstimes.com/media/agencies/>

V **Evaluation Methods.**

(The assignments that follow are examples of how the liberal studies' global and multicultural awareness competencies can be met)

- 1 **Three tests.** 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. (25 percent)

**Expected Undergraduate Student Learning Outcome 1. Informed Learners**

- 2 **Country news briefs.** Each student will be assigned three countries -- one in Africa, one in Asia and one in South America. Once every month, students will present in class news from the assigned countries from both local and international media. In presenting the news briefs, students will compare and contrast the coverage of their assigned countries and coverage of that particular country by the international/western and local media. The key question is: What issues or topics did the western/international media, on one hand, and, on the other hand, the indigenous local media focus on? The main focus of news briefs is to keep the class informed about the news generated from the developing world. (10 percent)

**Expected Undergraduate Student Learning Outcome 1, 2. Informed Learners, Empowered learners**

- 3 **Country reports.** Students will present reports on their assigned countries. Students will discuss the demographic profiles of the countries, mass media systems and give a comparative analysis of news coverage by the indigenous and international media. The key research questions are:
- What theory of press defines the media in the assigned developing countries?
  - What is the comparative level of bias by each media system?
  - What cultural and traditional elements are reflected in the way the local news media cover their countries?
  - Is there any evidence of the western cultural imposition or ethnocentrism by the western media's depiction of developing countries?

Students will also give the Freedom of the Press Index (FPI) from Freedom House of each country's media, that is, Free, Partly Free or Not Free, as well as research country reports on the treatment of the media personnel. In reading samples of stories from the indigenous media with an online presence, students will be expected to agree or to challenge the US-based Freedom House's FPI for the country. (35 percent)

**Expected Undergraduate Student Learning Outcome 1, 2. Informed Learners, Empowered learners**

- 4 **Videos and assigned readings:** This section is aimed at enhancing the students' multicultural awareness through sources other than the national and international media. Students will watch educational videos on developing countries in Africa, Asia and South America. Students will write papers analyzing the countries' cultures, how the indigenous people define, justify and live their cultural lifestyles. For example, what cultural traditions govern social, economic and political relations and interactions and how do they differ from the western traditions? Students will also identify evidence of the proliferation and adoption of western pop cultures as a result of the world news coverage. In addition to writing papers, students will be involved in class discussions on what they learned from the videos about the cultures and traditions of developing countries. (20 percent)

**Expected Undergraduate Student Learning Outcome 1, 2. Informed Learners, Empowered learners**

- 5 **Final examination.** Comprehensive. (10 percent)

**Assignment****Percentage of final grade**

Three tests	25
Three country news briefs.	10
Three country reports and presentations	35
Videos, assigned readings and class discussions	20
Final examination	10
Grade weights	
90%>=A	80% - 89%=B
70%-79%=C	60%-69%=D
	Below 60%=F

## VI Attendance Policy

The university attendance policy will be implemented in class.

## VII Bibliography

Berkowitz, Daniel A.(Editor)(2010) *Cultural Meanings of News*: Publisher: Sage Publications

Davis, Nick (2009) *Flat Earth News: An Award-Winning Reporter Exposes Falsehood, Distortion and Propaganda in the Global Media* Publisher: Random House UK

De Beer, Arnold Editor (2009) *Global Journalism*. Publisher: Pearson Education Inc.

Flew Terry (2007) *Understanding Global Media* Publisher: Palgrave Macmillan.

Machin, David, Theo Van Leeuwen (2007) *Global Media Discourse: A Critical Introduction* Publisher: Routledge;

Obijiofor , Levi, Folker Hanusch (2011) *Journalism Across Cultures: An Introduction* Publisher: Palgrave Macmillan

Owen, John Heather Purdey editors. (2009) *International News Reporting: Frontlines and Deadlines*. Publisher: Wiley-Blackwell;

Robinson, Piers (2002) *The CNN Effect: The Myth of News Media, Foreign Policy and Intervention* Publisher: Routledge)

Seib, Philip (2008) *The Al Jazeera Effect: How the New Global Media Are Reshaping World Politics* Publisher: Potomac Books Inc.

Silvia, Tony (2001) *Global News Perspectives On The Information Age*. Publisher: Iowa State University Press

Steven Peter (2010)*The No-Nonsense Guide to Global Media (No-Nonsense Guides)* Publisher: New Internationalist

Williams Kevin (2011) *International Journalism (Journalism Studies: Key Texts)* Publisher: Sage Publications Ltd

International news media <http://www.abyznewslinks.com/>



## Bibliographical notes

### A. Major international news agencies (in historical sense)

1. United States  
*Associated Press* [AP]  
Started in 1900 in New York *United Press International* [UPI].
2. Britain.  
*Reuters*  
Established in 1851 by Paul Julius Reuter
3. France  
*Agence France-Presse* [AFP]  
Formerly known as Havas News Service  
1835 Charles Havas organized first news service in Europe
4. (Former) Soviet Union  
TASS . Started in 1918 as an agency of the State  
Has been replaced with RITA for Russia

### B. Other news agencies

5. Germany  
*Deutsche Presse Agentur* [dpa]
6. Japan  
*Kyodo News Agency*
7. China  
*Xinhua News Agency*
8. Egypt  
MENA - *Middle East News Agency*
9. Global  
Inter Press Service [IPS]. A global cooperative for Third World News  
Depthnews, Gemini and South-South News
10. Africa  
PANA. Pan African News Agency.
11. Caribbeans  
CANANA. Caribbean News Agency
12. News Agencies  
Provide news to local and international newspaper

### C. International newspapers and broadcasting systems

13. London

The Times, Daily Telegraph, Financial Times, the Guardian

14. France  
Le Monde
15. Germany  
Frankfurter Allgemeine
16. Switzerland  
Neue zurcher Zeitung
17. Japan  
Asahi
18. United States  
New York Times, Washington Post, Los Angeles Times, Wall Street Journal,

Magazines:

Time, Newsweek [US] The Economist [London] L'Express [Paris] and Der Spiegel[Germany]

Broadcasting Systems

Include BBC [London]; CBS, NBC, ABC, CNN,

Foreign correspondents

Newspapers and the broadcast media also have their correspondents around the world.

19. International news exchange  
News agencies have news exchange agreements
20. Reuters  
now also sell TV news programs
21. Reuters TV  
reaches over 1 billion people daily
22. World Television News (WTN)  
sells TV news to over 70 countries

## JRNL 375 World News Coverage

### A Catalog description

#### Old

A course dealing with international news events and analysis of international news coverage in sources from around the world. Emphasis is placed on analyzing comparative coverage of events in different sources. Students study not only current international news but also how it is gathered and reported. The goal is fostering a critical attitude towards news.

#### New

Challenges students to compare and contrast the coverage of international news sources from around the world and how they impact people's awareness, attitudes and behavior in a multi-culturally differentiated world. Emphasis is placed on interpreting comparative coverage of events among the developing world and the western-dominated international news media sources and understanding the geopolitics of world news. Students critique not only current international news but, more importantly, how it is reported. The goal of the course is to foster a critical and analytical attitude toward news to gain a broad-based, balanced, global and multicultural awareness of the human subjects of international news.

### Rationale

1. The course uses tools for a more thorough exploration of global themes and gives students significant exposure to knowledge that will enable them to critically evaluate the world they live in<sup>2</sup>. The revised syllabus incorporates instrumentalities through which students will develop a cross-cultural awareness. See Objectives 2 and 5.
2. To meet the EUSLO requirements for the global and multicultural awareness:
  - a. **Informed learners.** See Objectives 1 and 4. Through a comparative analysis of world news coverage, students will demonstrate knowledge and understanding of the interrelationships within and across cultures and global communities.
  - b. **Empowered learners.** See Objectives 2 and 3. Students will demonstrate skills to critically analyze, synthesize and evaluate world news coverage as well as other sources of information how the "global villagers" are portrayed or portray themselves cultural, socially, politically, etc.
  - c. **Responsible Learners.** See Objective 5 Responsible learners. In assessing and critically interpreting world news coverage, students will demonstrate an understanding of the cultural dynamics in the world coverage of a differentiated Global Village. They will also address the question raised by Marshall McLuhan. *In the Global Village where everybody knows everyone else, does anyone care about anyone else?* Students will define their roles and responsibilities in the Global Village.
3. The course provides both the theoretical and empirical frameworks for enabling students to develop tools to search, retrieve, process, analyze and articulate to achieve three key objectives; namely, informed learners, empowered learners and responsible learners. See relevant EUSLOs in course objectives.
4. The title of the course, World News Coverage, defines the globalized world as a sum-total of differentiated cultural and social worlds. Globalization is, according to Roland Robertson, "the compression of the world and the intensification of consciousness of the world as a whole."<sup>3</sup>
5. The course defines the information society as the basis upon which global and multicultural awareness is developed. An information society is "a society where the creation, distribution,

<sup>2</sup> Liberal Studies *Global and Multicultural Awareness*.

<sup>3</sup> Globalization Roland Robertson. (1992) SAGE Publications, - Social Science

use, integration and manipulation of information is a significant economic, political, and cultural activity.”

6. World news coverage is used to define the complexities of power and dominance in geopolitics of information distribution by the international news system in which the traditional news media now incorporate, and are driven by ICTs, COMSATS, Internet and the New Media. World news coverage is a product of the “communication explosion” that has produced the “global village” in which geographically vast areas of Africa, Asia, Latin America are now part of global communication network, the force behind global and multicultural awareness.

**B Course outcomes**

**Old**

**Objective 1**

Students will develop a critical attitude towards news coverage generally and international news specifically.

**Objective 2**

Students will learn to detect patterns in the apparently chaotic flow of news from around the world

**Objective 3**

Students will develop a methodology for assessing differences in coverage of the

**New**

**Objective 1**

Construct a critical understanding of how South American, African and Asian countries gather and report news.

**Rationale:**

In a build-up to global and multicultural awareness, assignments will require students to argue the theoretical underpinnings of the international news media from both historical and contemporary contexts. They will also interpret mass media theories that define media systems, particularly in the developing countries of Africa, Asia and South America. Through the mass media theories of the developing countries, students will justify the way developing countries express themselves through their cultural realities and *weltanschauung* (world view).

**Objective 2**

Assess the cultural and geopolitical contexts in which world news is covered and presented.

**Rationale:**

In the development and articulation of global and multicultural awareness, students will watch videos and appraise the geopolitical and cultural impact of world news, from each host nation’s perspective, noting that the western dominance of world news coverage has facilitated (a) Hamid Mowlana’s notion of *westofixation*<sup>4</sup>, that is, the proliferation of western pop cultural consumer products in developing world countries, leading to (b) the international media’s ethnocentric depiction of the people of the developing world and their cultures.

**Objective 3**

Evaluate with expertise the historical and contemporary efforts by international organizations

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<sup>4</sup> Mukasa, Stanford and Lee B. Becker (1992) *Towards an indigenized philosophy of communication: An analysis of African communication education needs and resources*. Africa Media Review Vol. 6 No. 3

same event by news organizations around the world

to restructure a new order, or reduce cultural stereotypes, in world news.

**Rationale:**

Students will, through videos and assigned readings, assess and conclude the role of international organizations like Unesco and ITU in the developing world's push for fair and balanced coverage by the international media. Students will also discuss the transformative effectiveness and progress of information and communication technologies (ICTs) development, specifically the Internet, on the international projects and initiatives of the New World Information and Communication order (NWICO) and its successor, the World Summit on the Information Society (WSIS) to universalize access to information, communication and knowledge.

**Objective 4**

Students will gain substantial exposure to current global events and issues and a methodology for continued access to international news.

**Objective 4**

Evaluate the new information and communication technologies (ICTs) in world news and their impact on the world events.

**Rationale:**

Students will synthesize their global multicultural awareness and knowledge by ethnocentrically critiquing the role of the new information and communication technologies (ICTs) and how they have, sometimes inequitably, shaped, for better or worse, the trends in, the debate and direction of, efforts for fair and balanced world news coverage.

**Objective 5**

N/A

**Objective 5**

Students will assess the role and impact of world news coverage in creating a global and multicultural awareness that, among other factors, instills the values of membership of the culturally diverse global family.

**Rationale:**

Students will interpret the role of world news coverage in generating an awareness of, appreciation of, and respect for, the diverse multicultural mosaic of the international community and being proactive agents for global stewardship as articulated in the global citizenship's concepts of dialectical hermeneutics as promoted by Unesco as well as McLuhan's notion of the ICT-constructed global village. Students will become more responsible participants in fostering the dream of a global village where, according to Marshall McLuhan, everyone not only knows everyone else but cares for and respects everyone else as much as possible.

<b>C</b>	<b>Global and Multicultural Awareness course content requirements</b>	<b>JRNL 375 Course content</b>
	I. development of students' understanding of a variety of cultures or global situations; primary focus should be on non-dominant cultures	See Objective 1
	II. presentation of cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture; those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu	See Objectives 2 and 5
	III. an examination of the ways differing cultures establish and rely on systems of values, norms, and ideals	See Objectives 2 and 3
	IV. content that enables students to gain knowledge of the past and present and interrelations among communities of historical, philosophical, scientific, environmental, or social perspectives	See Objectives 3 and 4

**Summary of proposed revisions**

- A. Course description has been updated to reflect new expected student learning outcomes.
- B. Course outcomes have been updated to reflect the new expected student learning outcomes and common learning objectives in global and multicultural awareness.
- C. Global and multicultural awareness course approval general information questions have been addressed.
- D. Global and multicultural awareness assessment questions have been addressed

**Sample assignments for a global and multicultural awareness course:**

**Country Reports.** Use the Internet, CIA World Fact book, and other resources from the library to research information about your assigned countries--one country at a time. Where possible, also interview an international student or students at IUP from your assigned country. Write a paper containing the following in your demographic profile:

1. location of the country, for example, what countries have a common border with your assigned country
2. size (use any of the US states for comparison, for example, Zimbabwe is about the size of Texas)
3. population
4. major ethnic groups and languages
5. political system
6. head of state
7. capital city
8. map of country
9. picture of head of state
10. country's national flag and its colors and symbols
11. media system and Internet penetration

12. Freedom House ranking—Free, Partly Free or Not Free
13. theory of the press system—authoritarian, developmental, communist, social responsibility or libertarian
14. major print and broadcast media.
15. Review a sample of stories covered by that country’s media. Check online. Where online media are published in the local languages, try Google translator. Most countries in Africa, Asia, and South America will have at least one medium (both print and broadcast) in English, Spanish or Portuguese.
16. Give a breakdown of categories of stories published, for example, development, political, economic, business, social, cultural, health, international relations, etc.
17. Which categories got most news coverage? Which categories got the least news coverage?
18. What was the tone of the media coverage? Negative or Positive about the country? Patriotic or cynical? Mostly/sometimes critical or mostly/sometimes supportive of the ruling regime and leadership?
19. Based on your review of the local media coverage, do you agree or disagree with the Freedom House freedom of the press ranking of the country’s media?
20. Review samples of the international media coverage of your assigned country. *BBC, New York Times, Times, Le Monde*, etc. Almost all major international news media have an on-line presence.
21. Was there any difference in the international and local media coverage of your assigned country? What image of your assigned country was portrayed in the local and international media?

**Paper Rubric**

<b>Excellent ( 90 – 100 percent)</b>
The monitoring was complete and accurate. The paper is objective in its analysis and reflects a complete global and multicultural understanding of the theoretical and empirical basis on which international and local media construct the reality of their socio-cultural environments. Sufficient samples were collected from diverse media to support the paper’s arguments and conclusion.
<b>Good (75 – 89 percent)</b>
The monitoring was mostly adequate and mostly accurate. The paper is, for the most part, objective in its analysis and reflects some global and multicultural understanding of the theoretical and empirical basis on which international and local media construct the reality of their socio-cultural environments. Some samples were used from a less diverse media to support the paper’s arguments and conclusion.
<b>Poor ( Below 75 percent)</b>
The monitoring was incomplete and inaccurate. The paper is not objective in its analysis and does not reflect a complete global and multicultural understanding of the theoretical and empirical basis on which international and local media construct the reality of their socio-cultural environments. Insufficient samples were used from a non-diverse media to support the paper’s arguments and conclusion.

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

- i. This course can be taught by any member of the department. Beginning fall 2010, faculty meet at least two times a semester as the assessment committee to discuss course objectives and outcomes.

2. In course Outcome 2, students will compare the impact of international and local media coverage on demographic groups including minorities and women.

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

- A. traditional and new theories of the press, namely, Developmental, which give a developing-world perspective of the role of the mass media;
- B. perceptions that the developing world media practice the Authoritarian theory of the press in which individual rights of, among others, minorities and women, are suppressed unless they are members of the ruling elite;
- C. a content analysis of the developing-world media showing how gender relationships and minority viewpoints are portrayed in the media.

3. Students will be assigned readings on the cultural meanings of news and geopolitics of information in world news. Students will write a review of, and discuss in class, the assigned reading. This will help them with their content analysis of the mass media in their assigned countries.

4. This is an introductory course aimed at teaching students how the world media influence perceptions and attitudes across cultural boundaries. The objective is to produce an informed, empowered and responsible learner with an appreciation of, and tolerance for, multicultural diversity.

**II. 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. Online chat line discussion groups
4. Actual methods of evaluation will vary among instructors