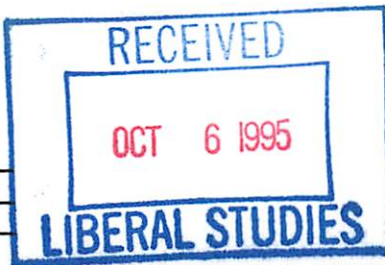


LSC Use Only
Number: _____
Submission Date: _____
Action-Date: _____



UWUCC USE Only
Number: 96-6
Submission Date: 45-37
Action-Date: _____

Withdrawn
9/17/96

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Robert W. McGill Phone _____
Department Journalism

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Journalism and the Mass Media
Suggested 20 character title

New Course * _____
Course Number and Full Title

Course Revision Journalism and Mass Media
Course Number and Full Title

Liberal Studies Approval + JN 105 Journalism and the Mass Media
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change _____
* Old Number and/or Full Old Title

_____ New Number and/or Full New Title

Course or Catalog Description Change JN105 Journalism and Mass Media
Course Number and Full Title

PROGRAM: Major Minor Track

New Program * _____
Program Name

Program Revision * _____
Program Name

Program Deletion * _____
Program Name

Title Change _____
Old Program Name

_____ New Program Name

III. Approvals (signatures and date)

[Signature] June 14 1995 [Signature]
Department Curriculum Committee Department Chair

[Signature] [Signature]
College Curriculum Committee College Dean

+ Director of Liberal Studies (where applicable)

* Provost (where applicable)

Description of Curriculum Change

1. New syllabus of the record. Attached
2. Summary of proposed revisions. Attached
3. Justification/rationale for revision. Attached
4. Old syllabus of the record. Attached
5. Liberal Studies course approval form. Attached

II. Description of Curriculum Change.

Old	New	Justification
Catalog description		
A critical examination of the roles-goals of the mass media (newspapers, magazines, radio and television) as they affect the American society socially , politically, culturally and economically	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	The evolving information superhighway is rapidly becoming a mass medium of communication with a great potential to significantly impact on the American society.

Complete 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 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. (Students may not take both JN 105 and CM 101 toward graduation credit.)

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 the mass media (newspapers, magazines, radio and television, Internet and other online services) as they affect the American society socially, politically, culturally and economically. (Students may not take both JN 105 and CM 101 toward graduation credits.)

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 proactive skills to help them articulate through the media their concerns, convictions, and worldview. This will be done through media logs where students will monitor both the form and content of the media and write critical analyses of the media's role in society.

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 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 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 current 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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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

Whetmore, Edward Jay. Mediamerica/ Mediaworld. 5th Edition Wadsworth Publishing Co: Belmon California. 1993.

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

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Baughman, James L., Henry R. Luce and the rise of the American news media Boston : Twayne Publishers, c1987. Series title: Twayne's twentieth-century American biography series ; no. 5.

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October 10, 1995



Subject: JN 105 - Journalism and the Mass Media

To: Liberal Studies Committee

From: Kurt P. Dudt, 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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