

LSC Use Only
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CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Dr. Stanford G. Mukasa Phone 357 3097
Department Journalism

II. PROPOSAL TYPE (Check All Appropriate Lines)

☒ **COURSE** Pan Af. Issues in the Media
Suggested 20 character title

☒ New Course* JN481 (Special Topics) Pan African Issues in the Media
Course Number and Full Title

☐ Course Revision _____
Course Number and Full Title

☒ Liberal Studies Approval + JN481 (Special Topics) Pan African Issues in the
for new or existing course Media
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 _____
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)

Stanford G. Mukasa
Department Curriculum Committee

Richard M. Nelson
Department Chair

College Curriculum Committee

College Dean

+ Director of Liberal Studies (where applicable)

* Provost (where applicable)

LIBERAL STUDIES COURSE APPROVAL, PARTS 1-3: GENERAL INFORMATION CHECK-LIST

I. Please indicate the LS category(ies) for which you are applying:

LEARNING SKILLS:

☐ First Composition Course
☐ Mathematics

☐ Second Composition Course

KNOWLEDGE AREAS:

☐ Humanities: History
☐ Humanities: Philos/Rel Studies
☐ Humanities: Literature
☐ Natural Sci: Laboratory
☐ Natural Sci: Non-laboratory

☐ Fine Arts
☐ Social Sciences
☒ Non-Western Cultures
☐ Health & Wellness
☐ Liberal Studies Elective

II. Please use check marks to indicate which LS goals are primary, secondary, incidental, or not applicable. When you meet with the LSC to discuss the course, you may be asked to explain how these will be achieved.

Prim	Sec	Incid	N/A
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A. Intellectual Skills and Modes of Thinking:

1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.
2. Literacy--writing, reading, speaking, listening.
3. Understanding numerical data.
4. Historical consciousness.
5. Scientific Inquiry.
6. Values (Ethical mode of thinking or application of ethical perception).
7. Aesthetic mode of thinking.

B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person

C. Understanding the Physical Nature of Human Beings

D. Collateral Skills:

1. Use of the library.
2. Use of computing technology.

III. The LS criteria indicate six ways that courses should contribute to students' abilities. Please check all that apply. When you meet with the LSC, you may be asked to explain your check marks.

☒ 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.

☒ 2. Define and analyze problems, frame questions, evaluate available solutions and make choices.

☒ 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.

☒ 4. Recognize creativity and engage in creative thinking.

☒ 5. Continue learning even after the completion of their formal education.

☒ 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

CHECK LIST -- NON-WESTERN CULTURES

Knowledge Area Criteria which the course must meet:

- ☒ Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- ☒ Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- ☒ Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- ☐ Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Non-Western Culture Criteria which the course must meet:

- ☒ Develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand and Australia.
- ☒ Present 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.
- ☒ Address, where appropriate, the experience of women and/or the roles of men and women.

Additional Non-Western Culture Criteria which the course should meet:

- ☒ Encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.
- ☒ Encourage the student to acquire cultural appreciation and understanding, and provide students with an opportunity to demonstrate the ability to analyze and synthesize information about culture.

These additional Non-Western Cultures guidelines indicate the various forms which appropriate courses may take; check all that apply.

- ☒ Although a course may deal with a single culture,...
- ☒ ... comparative courses addressing relationships among cultures are encouraged.
- ☒ A course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- ☒ A variety of perspectives or methodologies—anthropological, geographical, historical, sociological, and so forth—may be employed so long as the course emphasizes the cultural phenomena, issues and values in contemporary society.
- ☐ Literature courses, either in translation or in the language of the culture(s), can be appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.
- ☐ An approved exchange/study abroad program, which meets the general criteria of the non-Western requirements, may meet the requirements of the Liberal Studies program.
- ☐ An internship can meet the requirements for a non-Western course. A research paper or a report should be required that demonstrates learning appropriate to the Non-Western Culture criteria.
- ☐ Interdisciplinary courses that treat cultural issues apart from the dominant United States, Canada, Western Europe, New Zealand and Australian cultures are encouraged.

LIBERAL STUDIES COURSE APPROVAL: GENERAL INFORMATION CHECKLIST

IV.

- A. There are no plans at the moment to team-teach the course.
- B. The course will focus on ethnic and minority issues in the media.
- C. Students will study designated reports, e.g. Ohio Governor's Commission Report on Status of Blacks, reports of the Urban League and NAACP on the status of Blacks in America; the Kerner Commission and FAO Images of Africa reports.
- d. While this is an introductory course, it differs from others in existence through its focus on pan Africans (the collective description of blacks in Africa and America) and their depictions by the media

V.

I. CATALOGUE DESCRIPTION

JN 481 (Special Topics) Pan African Issues in the Media

3 credits

Prerequisites : Junior

3 lecture hours

This course will be one of the multidisciplinary core courses for the proposed minor in pan African studies. It is a course dealing with pan African issues in the media. Emphasis will be placed on critically understanding, through case studies, the social implications of mass communicated images of ethnic minorities, especially African Americans and Africans. In this age of increasing consciousness about the multicultural and multi-ethnic character of the nation, the course provides a critical pedagogical strategy in bringing this reality into the classroom.

Students will develop multicultural literacy to help them to critically analyze the media portrayal of pan Africans. By focusing on the mass media, the course underscores the mainstream role of the media in the socialization and attitude formation processes - all of which lead to stereotypical images people of different cultural groups develop about each other. The course will, through lectures, case studies and discussions, critically analyze the representation of ethnic imagery in the mass media. A critical dimension of the course will be a review of Unesco's proposals for a new world information and communication order, in the aftermath of the Cold War.

II. OBJECTIVES

1. Students will develop a media and multicultural literacy that will help them read and listen critically to mass communicated depictions of pan Africans.
2. Students will develop a cultural sensitivity that will help them relate to a culturally diverse United States and the world. The internationalization of the American economy means graduates should be able to relate cross culturally with competitors in different parts of the world. The course will help the students to develop the capabilities to deal with multiculturalism both at home and internationally..
3. Students will develop an intellectual appreciation of the dynamics of multiculturalism.
4. The course will instil into the students basic ethical values in multiculturalism

III COURSE METHOD

Lectures, videos, class discussions and individual presentations. Lectures, supported by *C-Span -in- the- classroom* videos, will provide an intellectual framework within which to discuss case studies and pan African issues in the media.

IV. COURSE OUTLINE

After the first week, the course will begin with lectures and discussion on the historical role of the media in cross cultural conflicts, putting into account the political economy of the media. Issues in the political economy of the media will include ownership and control factors. The notion of *Afrocentrism* will be discussed to underscore the fact that pan Africans are an active agency at the center of their world history and destiny, rather than passive recipients of extra cultural ideologies and influences. The African and African American media will be evaluated for their contribution to society. This segment of the course will last about five weeks.

Students will learn through case studies pan African issues in the media. These will include slavery, colonialism, the civil war and the role played by African Americans in the wars. Case studies will also focus on pan African contributions, and how these were portrayed in the media, towards the American culture, music, knowledge, philosophy, science and politics. Other issues will include, segregation, the Kern and the Ohio Governor's Commission report on the status of the African Americans, the civil rights movement, struggle against apartheid and colonialism, Anita Hill- Clarence Thomas hearings, Rodney King incident, the L.A. riots, the media portrayal of pan Africans in incidents of crime and drugs, social welfare, etc. This will last about six weeks.

At the international level students will learn the depiction of the third world, notably, Africa, by the western press and about international efforts through Unesco to use the media to promote international peace and understanding.

A. Introduction to the role of the mass media in social and multicultural interaction

1. Historical role of the media in cross cultural conflicts
2. Ownership and control factors in media operations: The political economy of the mass media
3. Race and hate issues in the media
4. Brief introduction to Afrocentrism and pan Africanism
5. Overview of the pan African press

B. Case Studies

1. Media images of pan Africans during slavery and colonialism.
2. Attitudes of mainstream press toward African Americans during the civil war

3. Unacknowledged contributions of African American soldiers during the wars
4. Pan African contributions to knowledge, philosophy, science, etc.
5. The Kern and Ohio Governor's Commission reports on the Status of African Americans.
6. Media portrayal of the civil rights movement, Martin Luther King and Malcom X
7. Anita Hill - Clarence Thomas hearings
8. L.A. Riots, TV drug bust, crime, etc. images
9. African and African Americans in the media - various reports

C. Short history of Unesco

1. International protocols on use of media to promote peace and international understanding
2. The new world information and communication order controversy
3. Western media images of Africa and the third world
4. African images in western media : FAO Study on images of starvation

V. EVALUATIVE METHODS

Final grade determination will consist of :

1. Two essay-type exams (one mid-term and one final), each will be weighted 25% of the final grade. Total, 50%
2. A term paper - students will write well-researched analytical papers based on one of the pan African issues in the media. The term paper will be weighted 25% of the total grade .
3. *C-SPAN-in-the-classroom* videos on pan African issues in the media - students will answer questions and participate in class discussions on issues based on videos to be shown in class. Weight, 5% of the total grade.
4. Two quizzes, each of which will be weighted 5% percent of the total grade. Total, 10%

VI. REQUIRED TEXTBOOKS AND READINGS

An informational packet containing selected readings pertinent to the course syllabus will be compiled by instructor.

VII. SPECIAL RESOURCE REQUIREMENTS.

Students will incur nominal costs in photocopying materials to be used for class presentation

IX. BIBLIOGRAPHY

- Abrons M. Jonina (1990)
 "The Image of African Americans in the U.S. Press." *The Black Scholar* Mar.
 1 v 21 n 2 p.49
- "Don't believe the hype: Chronicle of a mugging by the media -A
 documentary history of the debate between WEB DuBois Afro-American
 Studies and Julius Lester." *The Black Scholar* Nov1 1998 v 19 n 6.
- Bramlett-Solomon, Sharon (1991)
 "Civil rights vanguard in the deep South: Newspaper portrayal of Fannie Lou
 Hamer, 1964-1977" *The Black Scholar* Fall v 68 n 3 p.515
- Edwards, Audrey (1993)
 "From Aunt Jemima to Anita Hill: Media's split image of Black women" *Media
 Studies Journal*. Winter v 7 n 1-2 p 215
- Entman, Robert M (1992)
 "Blacks in the news: Television's modern racism and cultural change".
Journalism Quarterly Summer v 69 n 2 p. 341
- Frederikson, George M. (1971)
 The Black Image in the White Mind: The Debate on Afro-American character
 and Destiny, 1817 - 1914. Middletown, Conn.:Wesleyan University Press,
- Hans, Dick (1991)
 " Minorities in the newsroom and community: a comparison." *Journalism
 Quarterly* Winter v 68 n 4
- Jhally, Sut, and Justin Lewis. (1992)
 Enlightened Racism: The Cosby Show, Audiences, and Myth of the American
 Dream. Boulder, Colorado, Westview Press,
- MacDonald, J. Fred. (1992)
 Black and White TV: African Americans in Television Since 1948. 2nd ed.
 Chicago: Nelson-Hall Publishers, 1992
- St. Clair, Boone (1990)
 "African American Images in the American Cinema." *The Black Scholar* Mar.
 1 v 21 n2
- Streitmatter, Rodger L. (1991)

"No taste for fluff: Ethel L. Payne, African American journalist." *Journalism Quarterly*. Fall v 68 n 3 p. 528

Sumner, David E. (1960)

"A clash over race: Tennessee Governor versus CBS" *Journalism Quarterly*. Fall v 68 n 3.

Ukadike, Frank N. (1990)

"Western film images of Africa: Genealogy and Ideological formation." *The Black Scholar* Mar 1 v 21 n 2 p.30

Additional material from C-SPAN and PBS videos on the media and minorities.

X. PLANS FOR DEVELOPING THE COURSE

- Instructor's membership in National Association of Black Journalists (NABJ); Columbus Association of Black Journalists (CABJ); African Studies Association (ASA); Association of Education in Journalism and Mass Communication (AEJMC) as well as instructor's participation in Ohio Governor's Commission on the status of socially disadvantaged African Americans(1991) makes instructor conveniently positioned to consult the above resources through faculty interaction, visitations, and conferences, for new ideas that can be productively used to develop the course.

Future plans to develop course will include developing a methodology for monitoring the media through content analysis and inviting guest speakers for a panel discussion.

-Instructor's participation through *internet* in a number of electronic bulletin boards provides for instructor additional informational and knowledge resources that can be applied in course development.

-Instructor's membership and participation in C-SPAN-in-the-classroom programs provides access to videos whose contents are relevant to course.