

CURRICULUM PROPOSAL FORM
University-Wide Undergraduate Curriculum Committee

UWUCC USE ONLY

Number	<u>93-20 /</u>
Action	<u>App</u>
Date	<u>11/9/93</u>
Senate App	<u>12/7/93</u>

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE CM 230 Issues in International Communication

DEPARTMENT COMMUNICATIONS MEDIA

CONTACT PERSON Dr. Kurt P. Dudt or Dr. Charles Kanvarusoke

II. APPROVALS

[Signature]
Department Curriculum Committee

[Signature]
Department Chairperson

[Signature]
College Curriculum Committee

[Signature]
College Dean *

[Signature] 4-8-93
Director of Liberal Studies
(where applicable)

Provost
(where applicable)

* COLLEGE DEAN MUST CONSULT WITH PROVOST BEFORE APPROVING CURRICULUM CHANGES. APPROVAL BY COLLEGE DEAN INDICATES THAT THE PROPOSED CHANGE IS CONSISTENT WITH LONG RANGE PLANNING DOCUMENTS, THAT ALL REQUESTS FOR RESOURCES, MADE AS PART OF THE PROPOSAL, CAN BE MET, AND THAT THE PROPOSAL HAS THE SUPPORT OF THE UNIVERSITY ADMINISTRATION.

III. TIMETABLE

Date Submitted to UWUCC _____	Semester/Year to be Implemented _____	Date to be published in Catalog _____
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IV. DESCRIPTION OF CURRICULUM CHANGE

(Attach remaining parts of proposal to this form).

COURSE SYLLABUS

I. CATALOG DESCRIPTION

CM 230 Issues in International Communication	3 credits 3 lecture hours 0 lab hours (3c-0l-3sh)
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Prerequisite: None

Survey of international communications with particular emphasis on: communications flow, four press theories, ownership, structure and access to media, government/media relationships, the impact of communications on developed and developing countries.

II. Course Objectives

Students will be able to:

1. articulate the four theories of the press (Authoritarian, Libertarian, Communist, and Social Responsibility); and discuss the pros and cons for each theory.
2. list how and why the government owns and controls the media in most countries of Latin America, South America, Asia and Africa.
3. compare the new systems of media that have been created with the old systems of the former Soviet Bloc countries.
4. discuss possible and current role of communication media in the development efforts of Third World countries.
5. critically analyze degrees of access to organs of communication by citizens of different regions of the globe.
6. discuss censorship and its possible effects on society's decision making processes.
7. articulate and document the use of broadcast media for educating people in the areas of health care, literacy, political awareness, environmental awareness, etc.
8. develop a systematic process for adapting western communication technologies to Third World countries.

Methodology

The approach will be lecture and discussion. There will also be guest lecturers, teleconferences and visits by embassy personnel, United Nations staff and other international visitors. The guest lecturers will relate theories covered in class to actual practices in their own countries. Video and other communication media will be used extensively.

Texts

Martin, L. John, Herbert, Ray Eldon. (1990). Current Issues In International Communications. White Plains, NY: Longman Publishing Company.

Merrill, John. (1991). Global Journalism: Survey of International Communication (Second Edition). White Plains, NY: Longman Publishing Company.

Grading

3 Tests 75%
Multiple choice and short answer

- Test I-----Week 1 - 5
- Test II-----Week 6 - 9
- Test III----Week 10-13

1 Paper 25%

The paper will be an in-depth analysis of how the media is used in a particular country to convey information, effect change, educate, and entertain.

- 90 and above-----A
- 80 to 89-----B
- 70 to 79-----C
- 60 to 69-----D
- 59 and below-----F

III. Course Outline

- Week 1 Global Media Philosophies and Theories of the Press
World Media Systems; Chapters I & III-Merrill
- Week 2 International Information Flow
Chapter II-Merrill and Chapter I-Martin
- Week 3 International Communications Policies
Chapter II-Martin
- Week 4 Censorship and Its Impact
Chapter III-Martin
- Week 5 Global Communication Controversies
Chapter IV-Merrill
TEST
- Week 6 Development Communication
Adoption versus "adaption" of western media technologies
by Third World countries.
(2 weeks) Chapter IX-Martin
- Week 7 Mass Communication Practices and Policies in Eastern
Europe (and the former Soviet states)
Chapter V-Merrill
- Week 8 Mass Communication Practices and Policies in the Middle
East and North Africa
Chapter VI-Merrill
- Week 9 Mass Communication Practices and Policies in
Sub Saharan Africa
Chapter VII-Merrill
TEST
- Week 10 Mass Communication Practices and Policies in Asia
and the Pacific
Chapter VIII-Merrill
- Week 11 Mass Communication Practices and Policies in Latin
America and the Caribbean

Chapter IX-Merrill
- Week 12 Impact of Global Communications
Chapter VII-Martin
- Week 13 New World Information Order
Chapter VIII-Martin
- Week 14 TEST

Part II. DESCRIPTION OF CURRICULAR CHANGE

I. Catalog Description

CM 230 Issues in International Communication

3 credits
3 lecture hours
0 lab hours
(3c-01-3sh)

Prerequisite: None

Survey of international communications with particular emphasis on: communications flow, four press theories, ownership, structure and access to media, government/media relationships, the impact of communications on developed and developing countries.

SELECTED BIBLIOGRAPHY

5

- Africa South of the Sahara. (1989). London: Europa Publication. (1988).
- Bishop, Robert (1989). Qi Lai! Mobilizing One Billion Chinese: The Chinese Communication System. Ames: Iowa State University Press.
- Brown, Aggrey, and Roderick Sanaton (1987). Talking with Whom? A Report on the State of the Media in the Caribbean. Kingston, Jamaica: Caribbean Institute of Mass Communications of the University of the West Indies.
- Cooper, Thomas W., Clifford G. Christians, Francis Forde Plude, and Robert A. White (1989). Communications Ethics and Global Change. White Plains, NY: Longman.
- Dizard, Wilson P. (1989). The Coming Information Age, (3rd Edition) White Plains, NY: Longman.
- Fenby, Jonathan (1986). The international News Services. New York: Schocken Books.
- Fox, Elizabeth (1988). Media and Politics in Latin America: The Struggle for Democracy. Newbury Park, CA: Sage.
- Glifford, C. Anthony (1989). Unesco and the Media. White Plains, NY: Longman.
- Hachten, William A. (1987). The World News Prism: Changing Media, Clashing Ideologies, (2nd Edition) Ames: Iowa State University Press.
- Head, Sydney (1985). World Broadcasting Systems: A Comparative Analysis. Belmont, CA: Wadsworth.
- Lent, John A. (1989). Mass Communication in Asia and the Pacific: Recent Trends and Developments. Media Asia, 16 (1), 1989: 16-24.
- Lull, James, ed. (1988). World Families Watch Television. Newbury Park, CA: Sage.
- Martin, L. John, and Anju Grover Chaudhary, eds. (1983). Comparative Mass Communication Systems. White Plains, NY: Longman.
- Mowlana, Hamid. (1986). Global Information and World Communication. White Plains, NY: Longman.
- Picard, Robert G. (1988). The Ravens of Odin? The Press in the Nordic Nations. Ames: Iowa State University Press.
- Rogers, Everett (1986). Communications Technology: The New Media in Society. New York: Free Press.
- See W.A. Hachten and C. Anthony Gliffard (1984). The Press and Apartheid: Repression and Propaganda in South Africa. Madison: University of Wisconsin Press.
- Stevenson, Robert L. (1988). Communication, Development and the Third World. White Plains, NY: Longman.

COURSE ANALYSIS QUESTIONNAIRE

A. DETAILS OF THE COURSE

- A1. This course will be placed into the Liberal Studies package as a non-western culture option and would be available to all majors of the university.
- A2. This course does not require changes in any existing courses.
- A3. This course will be offered as a mixture of lecture and discussion that is typical of many courses in the department. The department does have a teleconferencing unit that will be used to access embassy personnel and United Nations staff.
- A4. The course has not been offered as a special topic.
- A5. This course is not intended to be dual level.
- A6. This course is not to be taken for variable credit.
- A7. An examination of many college and university catalogs indicates that this course is not offered by other programs. Several universities offer a portion of the proposed course, but usually emphasize a different facet. The universities and course offerings are as follows:
 - Kent University - Intercultural/International Communication
 - California University - International Broadcast Systems
 - Temple University - International News Communication
 - Slippery Rock - Intercultural Communications
- A8. The content of this course is not recommended or requested by any professional society, accrediting authority, law, or other external agency.

B. INTERDISCIPLINARY IMPLICATIONS

- B1. This course will be taught by one instructor.
- B2. No additional or corollary courses are needed, now or later!
- B3. This course does not overlap with any other courses at the university.
- B4. It is not presently anticipated that students in the College of Continuing Education will be taking this course.

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C. IMPLEMENTATION

CI. Resources

- a. No new faculty are needed to teach this course.
- b. Current space allocations are adequate to teach this course.
- c. The department already has the equipment needed to teach this course.
- d. There are no laboratory supplies or consumable goods necessary to teach this course.
- e. Library holdings are adequate.
- f. No travel funds are associated with this course.

C2. No grand funds are associated with this course.

C3. This course will be an occasional offering every spring.

C4. One section of the course will be offered at a time.

C5. Thirty students will be accommodated in this course. Enrollment will be restricted to this number due to the teleconferencing unit discussion and the writing assignment.

C6. No professional society recommends enrollment limits or parameters for this course.

C7. This course is available to non majors and as a controlled elective for CM majors.

D. MISCELLANEOUS

No additional information is necessary.

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.

CHECK LIST – LIBERAL STUDIES ELECTIVES

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.

Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or preprofessional proficiency.. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Intermediate French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

LIBERAL STUDIES COURSE APPROVAL, PARTS 4-6:

- A. There will be only one section of the course offered at any one time. The instructor may, however, be different from year to year. Basic equivalency will be assured by adherence to objectives and topics outlined in the official course syllabus.
- B. Topics covered during weeks 6 through 11 focus on communication in the developing world where gender and tribal discrimination, inequitable access to the media by certain groups of the society, and tribal stereotyping are rampant. In addition, cultural/tribal expectations of women, taboos, dos and don'ts imposed by society upon certain groups will be explored.
- C. Naipaul, V.S. An Area of Darkness., New York: Viking-Penguin, 1992.

In this 288 page book, Naipaul attributes the general "dirtiness" of India not to poverty, ignorance or lack of technology, but rather to India's profound cultural failing.

- D. This course is not included in the Communications Media major sequence.

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

- | | | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A. Intellectual Skills and Modes of Thinking: |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 2. Literacy--writing, reading, speaking, listening. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Understanding numerical data. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4. Historical consciousness. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 5. Scientific Inquiry. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 6. Values (Ethical mode of thinking or application of ethical perception). |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. Aesthetic mode of thinking. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C. Understanding the Physical Nature of Human Beings |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | D. Collateral Skills: |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Use of the library. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 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.

MEMORANDUM FROM
COLLEGE OF EDUCATION

DATE: March 3, 1993
SUBJECT: CM 230 Course Proposal
TO: Dr. Gary Buterbaugh
Senate Curriculum Committee
FROM: John W. Butzow, Dean
College of Education



The new course, CM 230 Issues in International Communication, does not need new or more resources to be offered. This course will be offered on an occasional basis. As a result, we will offer one less section each year of CM 460 Alternative Systems or CM 445 Applications and Techniques of Motion Pictures.

Approved  3/8/93
Dr. Kurt Dudt Date

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