This course examines the intersections and complexities between journalism, society, and culture within the Ghanaian and African context. In order to account for the broad spectrum of issues regarding how the media and society intersect, this course addresses concepts and theories which help students understand the way the media functions and its effects or influence on society and vice versa.

Facilitation: The pedagogy includes presentations, discussions, group activities, and field trips to media establishments and other places of interest.

At the end of the semester students will:

- Be familiar with the historical, cultural, and social underpinnings of the media industry in Ghana and Africa;
● Be able to critically examine, appreciate and analyze media products within an African and global context;

● Be able to understand media production, reception and the multiple forms of mass communication from an Afrocentric perspective; and

● Appreciate evolving forms of communication and emerging journalistic practices, their effects or influence within the African setting

**Assessment Components**

- A short book review on the African media (15%)
- Class anthology that tracks, covers and reports on major socio-political issues within Ghana or Africa (10%).
- Critical reflection papers (10%)
- Class participation, Field Trips and presentations (25%)
- Term Paper (40% of grades)

**Assessment Expectations**

**Grade A:** An ‘A’ student attends class regularly and always contributes to the class discussion by raising thoughtful questions, analyzing relevant issues; building on other’s ideas and challenging assumptions/perspectives; all of his/her discussion questions reflect a synthesis of readings and discussions; all of his/her reflection papers eloquently link class material/discussion to his/her experience; the final exam reflects an ability to elegantly synthesise course material and draw on the appropriate material to answer questions.

**Grade B:** A ‘B’ student attends class regularly and sometimes contributes to the class discussion by raising thoughtful questions, analyzing relevant issues; building on other’s ideas and challenging assumptions/perspectives; three-quarters of his/her discussion questions reflect a synthesis of readings and discussions; 2 out of 3 of his/her reflection papers eloquently link class material/discussion to his/her experience; the final exam reflects an ability to synthesise course material although not elegantly and draw on the appropriate material to answer questions.

**Grade C:** A ‘C’ student attends class regularly but rarely contributes to the class discussion by raising thoughtful questions, analyzing relevant issues; building on other’s ideas and challenging assumptions/perspectives; half of his/her discussion questions reflect a synthesis of readings and discussions; 1 out of 3 of his/her reflection papers eloquently link class material/discussion to his/her experience; the final exam reflects an inability to synthesise course material but draws on the appropriate material to answer questions.
**Grade D:** A `D` student attends class regularly but never contributes to the class discussion by raising thoughtful questions, analyzing relevant issues; building on other’s ideas and challenging assumptions/perspectives; a quarter of his/her discussion questions reflect a synthesis of readings and discussions; none of his/her reflection papers eloquently link class material/discussion to his or her experience; the final exam reflects an inability to synthesise course material and a weak ability to draw on the appropriate material to answer questions.

**Grade F:** An `F` student attends class irregularly and never contributes to the class discussion by raising thoughtful questions, analyzing relevant issues; building on other’s ideas and challenging assumptions/perspectives; his/her discussion questions have no bearing on the readings and discussions; his/her reflection papers make no links whatsoever between class material/discussion and his/her experience; the final exam reflects an inability to synthesise course material and fails to draw on the appropriate material to answer questions.

<table>
<thead>
<tr>
<th>GRADE CONVERSION</th>
<th>94-100</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>A</td>
<td>90-93</td>
<td>Very Good</td>
</tr>
<tr>
<td>A-</td>
<td>87-89</td>
<td>Good</td>
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<tr>
<td>B+</td>
<td>84-86</td>
<td>Above Average</td>
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<tr>
<td>B</td>
<td>80-83</td>
<td>Average</td>
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<tr>
<td>B-</td>
<td>77-79</td>
<td>Pass</td>
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<tr>
<td>C</td>
<td>74-76</td>
<td>Pass</td>
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<tr>
<td>C-</td>
<td>70-73</td>
<td>Pass</td>
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<tr>
<td>D</td>
<td>65-69</td>
<td>Concessionary Pass</td>
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<tr>
<td>F</td>
<td>Below 65</td>
<td>Fail</td>
</tr>
</tbody>
</table>
Study abroad at a Global Academic Centre is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion based seminars. Learning in such an environment depends on the active participation of all students. And since the class will meet once a week, a single absence can cause a student to miss a significant portion of the course. To ensure the integrity of this academic experience, class attendance at the center is mandatory, and unexcused absences will affect students' semester grades. Students are responsible for making up any work missed due to absence. Repeated absences will result in harsher penalties, including failure. Absences are only excused if they are due to illness, religious observance or family emergencies.

Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and or after the holiday. Students must notify the professor and the Assistant Director of Academics in writing via email one week in advance before being absent for this purpose. Accommodations would be made to allow students who have been absent for religious reasons to make up any missed work.

Requests to be excused from a class on medical grounds should go to the Student Life Coordinator. All non-medical requests must go to the Site Director and should be made in person (not by email) BEFORE the day of class.

Late submission of work will be penalized by mark deductions.

Academic Accommodations for Students with Disabilities

See: (http://www.nyu.edu/life/safety-health-andwellness/students-with-disabilities.html)

Plagiarism Policy

Students must adhere to NYU's academic integrity policy while studying away at a global site. As that policy states: “At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By
accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others."

NYU defines plagiarism as “presenting others’ work without adequate acknowledgement of its source, as though it were one’s own.” Before submitting assignments, students are expected to reference all sources that you have consulted in preparing them, and to include a full bibliography for every assignment where you make use of outside sources.

Plagiarism, the use of another writer’s words without due acknowledgement, is a serious academic offence for which you will be penalized. The following acts constitute plagiarism:

- Using a phrase, sentence or passage from another person’s work without quotation marks and attribution of the source.
- Paraphrasing words or ideas from another’s work without attribution.
- Reporting as your own research or knowledge any data or facts gathered or reported by another (including another student).
- Submitting in your own name papers or reports completed by another.
- Submitting your own original work (be it oral presentations or written work) toward requirements in more than one class without my prior permission. If there is an overlap of the subject of an assignment with one that the student has produced for another course (either in the current or previous semesters.), s/he is obliged to inform me.

**Required Text(s)**

**READING LIST 1. On Ghana and Africa Media**


Media and Power: How can the media hold governments in developing countries, international financial institutions and donors to account? - Mark Wilson, Panos & Orlando Bama (in) Charlie Beckett and Laura Kyrke-Smith

**Session 1**

Introduction to the historical foundations of journalism in Africa: what is journalism, indigenous communication and the post-colonial press?

06/02/2020

**Readings:**

- Towards an African Journalism Model: A Critical Historical Perspective - Ibrahim Seaga Shaw from: [http://eprints.uwe.ac.uk/13131](http://eprints.uwe.ac.uk/13131)
• Assignment for the week: A journalistic piece of no more than two pages on any activity that reflects social and cultural values as observed over the week to be submitted at the end of the class.

Session 2
The nature of African society and mass media considered: culture, values and Africancy/Society
13/02/2020

Readings:
• Assignment for the week: A journalistic piece of no more than two pages on any story in the news that draws a relationship between Ghana and any country of your choice to be submitted in class.

Session 3
Contemporary Mass media in Africa [today]: A broad discussion on the nature and scope of mass communication in the modern era.
20/02/2020

Readings:
Session 4
27/02/2020

Mass media and democracy in Africa and Ghana. We will discuss the changing political context of media practice.

Readings:


- Assignment for the week: Review of Ace Anan Ankomah’s *Is There Not A Cause To Rant?* or Gen. Daniel Kwadjo Frimpong’s *Kofi Chokosi Speaks: From Archaeology to Zoology*. **Students may visit the author for an interaction.**
News production and practices in Ghana: A visit to selected newsrooms in Ghana. This will help put in context our next discussion on news room and media culture.

- A visit to Radio Ada.
- Assignment for the week: A critical review paper on experiences gathered from the visit to be submitted in class the following week.

Session 6
12/03/2020

Media culture and public interest – this includes discussions on what values determine selection of news and programming; also a revisiting of issues involving public interests, community interests etc.

Reading:
- Assignment for the week: A critical reflection paper on media culture and public interest, drawn from the major reading.

Session 7
19/03/2020

Political Economy of News & Media Ownership: This examines how economic and business considerations affect the operations of media and determine media content.

Readings:
- *A visit to a Commercial Radio Station in Accra* to understand the political economy of news and media ownership and newsroom practices.
• Assignment for the week: A comparative critical review paper on experiences gathered from the visits to *Radio Ada* and a Commercial Radio Station in Accra to be submitted in class the following week.

**Session 8**

26/03/2020

Public Service/State Broadcasting: We will discuss the emergence, role and dynamics of state broadcasting in Ghana.

Readings:

- Assignment for the week: Presentations by each member of the class.

**Session 9**

02/04/2020

The other tiers of broadcasting: commercial/private broadcasting and community broadcasting.

Readings:

- Assignment for the week: A critical review paper on the synergy between and among commercial/private and community broadcasting to be submitted in class.

**Session 10**

09/04/2020

Contemporary, New Media, Digitization and the effect of globalization. We discuss growing trends in the context of flow of global media products – Kwami Ahiabenu, PenPlusbyte. (Guest Lecturer)

Readings:


• Assignment for the week: A journalistic piece on the discussions held regarding the topic in relation to a contemporary news item in Ghana or elsewhere.

Session 11
16/04/2020
Pop-Culture, Folklore, Drama and Music as forms of mass communication and representations in society

Readings:
• Assignment for the week: A critical reflection paper on how pop-culture, folklore, drama, music can be used as a veritable force of mass communication (to be submitted in class.)

Session 12
23/04/2020
Media Literacy and Analysis: an examination/critique/analysis of variants of media products.

Readings:
Assignment for the week: Write a feature on the relevance of media literacy to the journalist (to be submitted in class).

**Session 13**
30/04/2020

Media Effect, theories and concepts

Ethics and Constitutional Foundations of Journalism Practice in Ghana/Africa – Dr. Etse Sikanku (Guest Lecturer).

Readings:

- Assignment for the week: Students will be required to raise at least five (5) key questions that should underlie media effects theories and concepts for discussion in class.

**Session 14**
07/05/2020

Journalism, Society and the Future: Freedom of expression, Social Change and Audience Reception

Readings:

- Assignment for the week: Present an analysis of freedom of the press in Ghana in comparison with freedom of the press in another country in a critical review paper.
Final Examination: Term Paper (1500 words)
Your final examination will be a term paper on an emerging issue/current issue of socio-cultural significance of your choice. Your paper must be predicated on at least a month’s worth of reading, watching or listening to how various news media are covering the issue in one selected Western country and in Ghana. Your analysis must draw concrete examples from the media you have analyzed to underpin the points you make and reflect the readings on the subject. Your paper should be properly referenced with citations of literature and sources of information properly attributed.

classroom Etiquette

We need to be respectful of each other in order to create a classroom environment that encourages the full participation of each student. Both verbal and non-verbal forms of communication that are disrespectful will not be tolerated. Cell phones are not to be used for social media or texting purposes during class sessions. Laptops are only to be used for word-processing purposes.

You may be allowed to nibble savories and not whole meals in deference to others.

Required Co-curricular Activities
Co-curricular Activities  TBA

Suggested Co-curricular Activities
Co-curricular Activities  TBA

Note: Salient aspects of this syllabus are subject to change.

Your Instructor

Timothy Quashigah is a senior lecturer at the Ghana Institute of Journalism, teaching Journalism, Feature Writing, Radio & Television News Presentation and Advanced Reporting. He has had considerable exposure in broadcasting and was the Head of Training at the GBC. He has written extensively on social issues of interest. His current publications include book reviews on Investigative Reporting: A study in Technique (Journal of Communications, Media and Society, volume 13, Number 1, October, 2016.), Investigative Journalism: Proven Strategies for Reporting the Story (Ghana Social Science Journal, volume 13, Number 1, June, 2016.), African Cultural Values: An Introduction (Ghana Social Science Journal, volume 12, Number 2, December, 2015.) and
Kofi Chokosi Speaks: From Archaeology to Zoology (Daily Graphic, Saturday, December 9, 2017.). He is currently a PhD candidate at University of Ghana, studying sociology of the media and communication.