REPORTING AFRICA

A SELECTIVE SYLLABUS

Table of Contents

1.0 Background

Over 35 African journalism educators gathered in Grahamstown, South Africa, on the 9th of September 2009, at the invitation of the SAB Ltd-UNESCO Chair of Media and Democracy, to present and discuss initial research papers aimed at defining a common vision of journalism education on the African continent. The meeting was held against the backdrop of the bid by Rhodes University, under the auspices of the School of Journalism and Media Studies, to host the 2nd World Journalism Education Congress (WJEC).

Furthermore, the meeting was part of a larger initiative of UNESCO's aimed at deepening the exchange of knowledge and experiences within the context of the *UNESCO Centres of Excellence in Journalism Education* project. An aspect of the meeting thus involved reflecting on the viability of the UNESCO model curricula in journalism education.

The Grahamstown consultation concluded that there were four key areas which needed continual work by African journalism educators and scholars, namely:

- Interrogating the epistemic-ontological foundations of African journalism education
- Analysing the complexities of national educational policies and their implications for quality assessment of journalism education
- Experimenting with new teaching and learning innovations in journalism education
- Making sense of the impact of African journalism education on journalistic practices and socio-political change

Another conclusion of the gathering was a decision to take advantage of the 2nd WJEC to be held in Africa to conceptualise, research and design a series of syllabi on reporting the African continent. One reason for undertaking such an initiative was to influence how the continent is portrayed both in foreign and African media. A journalistic praxis that is rooted in the political history of the continent is likely to get African citizens – and others – to reconnect with their continent in a more organic fashion.

The consultation was spearheaded by Rhodes University's SAB Ltd-UNESCO Chair of Media and Democracy, Prof. Fackson Banda, in conjunction with the UNESCO Windhoek Office. It involved contributions from media practitioners, trainers, experts and other interested parties with a keen interest in indigenising journalism education. The courses elaborated thus represent felt needs, as captured through the online consultation via the web site of the UNESCO African Journalism Schools: http://journalismschools.unesco-ci.org.

The findings of the online consultation clearly demonstrated the need for an indigenised syllabus on reporting Africa. They also confirmed many of the themes espoused by the UNESCO model curriculum, including the need for understanding the political history of Africa as a means to locating the practice of journalism in the African context. Peace journalism as a means to respond to the troubled history of conflicts in Africa was among the priorities identified. There was also an emphasis on experiential journalism, with a greater focus on "the arts and sciences" knowledge which would enhance African journalistic analysis and reporting. Participants also highlighted the importance of focusing on the interplay between the African continent and global decision-making institutions as an aspect of the contemporary political history of Africa in the age of global governance and communication. In addition, they highlighted development journalism as a way of raising critical awareness among student journalists about the key development challenges that confront Africa and Africans, such as HIV and Aids and poverty.

The four courses herein presented, authored by Prof. Fackson Banda (Rhodes University), Prof. Abiodun Salawu (University of Fort Hare) and Dr. Monica Chibita (Makerere University), represent a series of initial attempts at mapping out a possible syllabus on reporting Africa which can be administered flexibly within any national journalism education curriculum.

2.0 Introduction

The four course outlines which follow are in response to the need for highly contextualised teaching and learning materials on various aspects of reporting on Africa as a rich, multifaceted cultural unit of analysis. They take their cue from the UNESCO model curricula for journalism education which recognises core competencies in journalism as consisting in, *inter alia*:

- An ability to think critically, incorporating skill in comprehension, analysis, synthesis, and evaluation of unfamiliar material, and a basic understanding of evidence and research methods;
- A knowledge of national and international political, economic, cultural, religious, and social institutions; and
- A knowledge of current affairs and issues, and a general knowledge of history and geography (UNESCO, 2007: 8).

The UNESCO curriculum document is emphatic on the importance of a contextualised understanding and application of journalism, with the result that it recommends various electives for meeting the needs of the varied social contexts in which journalism is researched, taught and practised. For example, it recommends such electives as covering conflict, disaster reporting, development journalism, business journalism, etc. (UNESCO, 2007: 26). In part, then, the four-course syllabus presented here reflects the spirit of the UNESCO model curricula.

The syllabus serves another purpose: to reorient students in their uptake of knowledge about the theory and practice of journalism. Many of the concepts presented in the syllabus are introduced and developed through the lens of African scholarship. Here, *African scholarship* refers not only to scholarship by Africans but also by others producing scholarship about Africa. Such an 'Africana' approach allows for the contextualised and relevant philosophical-intellectual cross-pollination that African journalism education would seem to require (cf. Eze, 1997). Clearly, a relevant cross-cultural pedagogy would make it easy for African and foreign teachers of journalism to relate on a common frontier. For example, with financial support from the Bill & Melinda Gates Foundation, the UC Berkeley Graduate School of Journalism was offering at the time of this research project a 2-year course focused on increasing reporting on Africa and agriculture and women (majority of smallholder farmers). There were 15 students -- 10 Americans and five international visiting scholars, including a journalist from Uganda – who would all be travelling to Africa to report stories. Their work was intended for distribution with partnering mainstream media in the US, Africa and internationally, and the students were working to establish collaborations with African journalists while in the field. Their stories and blogs would also be published in a digital site the class recently launched at: http://africareportingproject.org (Herrman, 2010).

The rationale behind this present syllabus is thus informed by the recognition that Africa is often inaccurately and incomprehensively represented in foreign, and even African, media. However, it is evident that such representations are ideologically flavoured, often fitting into the media frames that such foreign journalism has, wittingly and unwittingly,

evolved over time. As a result, the reporting of the continent is often formulaic, risking a dangerous cultural homogenisation of a continent that is in reality geo-culturally multifaceted and fascinating in many ways.

In this light, the syllabus is an attempt at addressing the paucity of teaching and learning materials on reporting Africa. It is meant to provide a conceptually relevant and practically sophisticated basis for reporting a culturally diverse continent in continual flux.

The syllabus consists of four courses: Political history of African journalism; Journalism ethics in Africa; Development journalism in Africa; and Indigenous language media and democracy in Africa. Clearly, courses on the political history of African journalism and journalism ethics in Africa can be taught as core courses in any African national journalism curriculum, but they can also be taught as standalone electives or workshops, following the recommendation in the UNESCO model curriculum (UNESCO, 2007: 25-26). What this means is that such courses can be injected into the main curriculum with flexibility. For example, a generic course on journalism ethics would be enriched by considering how aspects of African philosophy could be used as a lens for analysing African journalism ethics. Such an approach would have the advantage of grounding students in a particular intellectual and social-cultural context.

Considered as a whole, then, the key objectives of this four-course syllabus on reporting Africa are:

- To root students in the African historical context of journalistic production;
- To engender a self-reflective journalistic ethical decision-making approach that is grounded in a critical appreciation of the social and historical context of philosophy and morality;
- To promote a critical understanding of the development contexts and priorities that African journalists must grapple with; and
- To experiment with culturally and linguistically innovative media forms which lend themselves to a more democratically engaged journalistic practice.

3.0   Reporting Africa: A Selective Syllabus

As noted above, the syllabus consists of four select courses:

- Political history of African journalism
- Journalism ethics in Africa
- Development journalism in Africa
- Indigenous language media and democracy in Africa.

To reiterate: courses on the political history of African journalism and journalism ethics in Africa can be taught as core courses in any African national journalism curriculum, but they can also be taught as standalone electives or workshops, following the recommendation in the UNESCO model curriculum (UNESCO, 2007: 25-26). This means that such courses can be injected into the main curriculum with flexibility. For example, a generic course on journalism ethics would be enriched by considering how aspects of African philosophy could be used as a lens for analysing African journalism ethics.

Political History of Journalism in Africa

1 Level of course

This course can be offered as an elective or workshop, either in the fourth year of a Bachelor's degree, or during an Honours' degree programme.

2 Course description

This course attempts to map the trajectory of African journalism as signposted by key political developments on the continent. Phases of African journalism are marked by different political epochs, beginning with colonialism, through the nationalist struggle, the post-colonial period and the current age of democracy. The characters of African journalism are determined by the experiences in the different epochs. The course thus takes a thematic approach to the political-historical study of African journalism.

3 Specific objectives

By the end of this course, students should be able to:

- Display knowledge of the impact of changing political landscapes on the character of African media
- Critically analyse the implications of African political experience for the practice of journalism on the continent
- Demonstrate understanding of the role played by the journalism and various media practitioners in the political life of the continent.
- Relate the history of African journalism to the contours of the political history of the continent.

4 Mode

The course will take the form of class teachings, discussions and reading assignments. Students are required to regularly and punctually attend the classes, undertake reading assignments and be involved in the class discussion as much as possible.

5 Pedagogical approach or method

This is a thematic-historical course and does not necessarily require a chronological treatise of the historical milestones to which students are introduced. The pedagogical approach is thus to re-orientate students to appreciate the key historical moments in Africa and critically relate them to the contemporary media condition in their respective African countries. Overall, the course aims to impart analytical skills that will enable students to critically sift through historical data on African media and confidently debate its historical, cultural, political and policy significance in the present context. In keeping with this approach, students will be expected to produce reflective essays on a particular historical moment. Such an essay will then become a subject of further discussion and reflection in class.

6 Required and recommended texts, schedule of classes

Date	Topic	Key study/lecture points	Texts

Weeks 1 & 2	*Early Beginnings: African journalism in the colonial era*	African journalism in the colonial era:
		• The private settler press
		• The missionary press:
		  (i) Anglophone Africa: Nigeria; Malawi; South Africa
		  (ii) Francophone & Lusophone Africa: Sénégal; Mali
		• The emergence of local language press
			Required readings:
			• Ahmad, G. 2006. '*Gaskiya Ta Fi Kwabo*: from colonial service to community beacon'. In A. Salawu (ed.) *Indigenous language media in Africa*. Lagos: CBAAC: 95 – 113.
			• Ajibade, O. 2003. Contributions of the religious publications to the development of Nigerian journalism: past, present and future, in Akinfeleye, R.A. & I. Okoye (eds) *Issues in Nigerian Media History: 1900 – 2000 A.D*. Lagos: Malthouse Press Ltd: 1-9.
			• Akinfeleye, R.A. 1985. Religious publications: pioneers of Nigerian journalism, in O. Nwuneli

			(ed) *Mass communication in Nigeria*: a *book of readings.* Enugu: Fourth Dimension Publishing Co. Ltd. • Banda, F. 2007. The Media in Africa, in PJ Fourie (ed) *Volume 1: Media studies: media history, media and society.* Cape Town: Juta & Co: 59 - 84. • Barratt, E. & G. Berger (eds). 2007. *50 Years of journalism: African media since Ghana's independence.* Johannesburg: The African Editors' Forum, Highway Africa and Media Foundation for West Africa. • Bourgault, L. M. 1995. *Mass media in sub-Saharan Africa.* Bloomington & Indianapolis: Indiana University Press. • Coker, I. 1968. *Landmarks of the Nigerian press.* Lagos: Nigerian National Press Ltd. • Duyile, D. 1987. *Makers of Nigerian Press*. Lagos: Gong Communications.
Week 3 & 4	*African journalism & the nationalist movement*	African journalism and the nationalist struggle: • The nationalist press and journalists in West Africa • The nationalist press and journalists in East Africa • The nationalist press and journalists in North Africa • The nationalist press and journalists in Southern Africa	**Required readings:** • Kishindo, P. 2006. The development of indigenous language press in Malawi, in A. Salawu (ed) *Indigenous language media in Africa.* Lagos: CBAAC: 21- 41. • Nyamnjoh, F. 2005. *Africa's media: democracy and the politics of belonging.* London, New York and Pretoria: Zed Books & Unisa Press. • Olukotun, A. 2006. The indigenous language press and democratic mobilisation in Nigeria: a

		• Journalism in apartheid South Africa: the racist press and the anti-apartheid press	historical structural overview, in A. Salawu (ed) *Indigenous language media in Africa*. Lagos: CBAAC: 126 – 140. • Olukotun, A. 2000. State repression, crisis of democratisation and the underground press in Nigeria: a study of 3 encounters, in *Monographic Research* conducted under the University of Sussex/Ford Foundation Governance Network Project, Administered by CRD, Kano. • Olukotun, A. 2000. The 1999 Nigerian transition and the media. *African Journal of Political Science* 5(2). December: 33-44. • Olukotun, A. 2000. From military to civilian rule: thoughts on a media in transition, in Arogundade, Lanre & Eitopha Bose (eds) *Media in a democratic government*. Lagos: International Press Centre and Friedrich Ebert Foundation: 94-102. • Olukotun, Ayo & Omole, Tale. 1999. The media and democratisation in Nigeria 1984 – 1996, in Dele, Olowu, Adebayo, Williams and Kayode Soremekun (eds) *Governance and democratisation in West Africa*. Dakar: Codesria Press: 239-263. • Olukotun A. 2004. *Repressive state and resurgent media under Nigeria's military dictatorship 1988 – 1998*. Upsalla: Nordic African Institute.

			• Omu, F. I. A. 1978. *Press and politics in Nigeria, 1880 – 1937*. London: Longman.
			• Salawu, A & S. Isola. 2009. The press as tools and casualties of political conflicts in Nigeria, in M'Bayo, R. T., C. Onwumechili & B. A. Musa (eds) *Communications in an era of global conflicts: theories, systems, strategies and the African context.* Lanham, Maryland: University Press of America: 221 – 234.
			• Salawu, A.S. 2004. Identity politics and the indigenous language press: a case study of the *Alaroye* publications, in Duro Oni, Suman Gupta, Efurosibina Adegbija, Segun Awonusi & Tope Omoniyi (eds) *Nigeria and globalisation: discourses on identity politics and social conflict*. Lagos: CBAAC: 257 – 274.
Week 5, 6 & 7	*The post-liberation era of political independence: promise, regress, renewal in African journalism*	African Journalism in post-colonial Africa: • The Government/Establishment press (e.g. *Daily Times*, *Morning Star*, *New Nigerian* in Nigeria) • African journalism in military regimes • The rise of ethnic and partisan press in Africa • The private, independent press and the crusade for justice and accountability	**Required readings:** • Tomaselli, KG, Tomaselli, RE & M Johan (eds). 1987. *Narrating the crisis: hegemony and the South African press*. Johannesburg: R Lyon. • Ugangu, W. 2006. The development and political mobilisation role of Kenyan indigenous language Press, in A. Salawu (ed) *Indigenous language media in Africa*. Lagos: CBAAC: 86 – 94. • Wigston, D. 2007. A history of the South African media, in PJ Fourie (ed) *Volume 1: Media studies: media history, media and society*. Cape Town: Juta & Co: 4 – 58.

		• The press and the struggle for democracy in Africa • The alternative press (e.g. community broadcasting)	• Banda, F. 2008. African political thought as an epistemic framework for understanding African media. *Ecquid Novi: African Journalism Studies* 29(1): 79-99. • Hyden, G., & Okigbo, C. 2002. The media and the two waves of democracy, in *Media and democracy in Africa* edited by Goran Hyden, Michael Leslie & Folu F. Ogundimu. NewBrunswick (USA) and London (UK): Transaction Publishers: 29–53. • Mamdani, M. 1996. *Citizen and subject: Contemporary Africa and the legacy of late colonialism.* New Jersey: Princeton University Press. • Alumuku, PT. 2006. *Community radio for development: the world and Africa.* Nairobi: Paulines.

7   Grading and assessment protocol

There will be assessment during, and at the end of the semester. The evaluations will take the form of take-home assignments, often in the form of reflective essays (50%), tests (20%) and a final examination (30%). For the assignments, strict adherence to submission deadline is required. Dates of tests will be announced in advance. Thus, absence at tests shall not be tolerated or excused. Both the Continuous Assessment (assignments, tests, etc.) and the final examination should be taken seriously as they both count towards each student's final grade in the examination.

8   Comments

Students are expected to read in preparation for each lecture. The lectures will be used to introduce the subject. It is thus expected that students will conduct independent reading/research to enrich lecture presentations. All written assignments are expected to adhere, as strictly as possible, to the institution's recommended referencing style (e.g. Harvard, APA). In case of any difficulty, please feel free to consult with the lecturer for advice.

Contributor: Prof. Salawu Abiodun

Journalism Ethics in Africa

1 Level of course

This course presents opportunities for African journalism educators to supplement their generic courses on journalism ethics, by inserting it into the Bachelor's degree curriculum as an elective or workshop. However, it can also be offered as a standalone course in journalism ethics, preferably in the second year of the Bachelor's degree.

2 Course description

This course, taking its cue from the book *Journalism ethics in Africa* edited by Francis Kasoma (1994), assumes a postcolonial, Afrocentric approach to investigating the philosophical basis of ethics and its application to the domain or field of journalism in Africa. While the course acknowledges the contributions of Western philosophy to elucidating the ethical considerations associated with the practice of contemporary journalism globally, it takes as a starting-point African philosophy as an intellectual prism through which Western philosophy becomes subject to the African gaze – a form of "provincialising Europe" (in Rao, 2008: 96). Journalism is a social practice that is underpinned by various philosophical assumptions, most of them amenable to an Afrocentric deconstructive and reconstructive project (Banda, 2008).

As such, this course draws attention to the fact that media are implicated in social structure, produced, researched and analysed within specific historical contexts – what McQuail (1987: 110) calls "the media-society linkages". It equips students with indigenized approaches to ethical questions, enabling them to compare and contrast these approaches with some of the major Western ethical paradigms. An emancipatory aspect of the course is thus that it allows students to assess the metaphysical vitality and normative applicability of such foreign ethics through their own *African* experiences and ethical nomenclature. A key indigenized aspect of the African ethical nomenclature is *Ubuntu* -- framing journalistic mediation as a possible way for ensuring peace and justice in the often conflict-ridden societies on the African continent (cf. Ramose, 2002). Also significant is the globalisation – or glocalisation – of journalism ethics and the questions it throws up for the contemporary practice of journalism in Africa.

Although this course assumes no prior learning as such, it can usefully build on the knowledge gained in the course on the political history of African journalism, especially the aspects dealing with ethnic and other conflicts in Africa. Navigating such conflicts by journalists requires a sophisticated understanding of the social and political context of ethical decision-making and its implications for the practice of journalism.

3 Specific objectives

By the end of this course, students should be able to:

- Demonstrate a critical understanding of the key features of African philosophy and its implications for journalism ethics in Africa.
- Critically compare and contrast African and Euro-American approaches to journalistic ethical decision-making.
- Justify and apply particular African – or hybridised – approaches to journalistic ethical decision-making.

4 Mode

Teaching will take the form of a one-hour lecture, followed by a student seminar. During the seminar, one or more students will give a presentation on a topic given in advance. Some students will be asked to be formal respondents. In order to allow the respondents enough time to give their critique, presentations should be circulated in advance.

5 Pedagogical approach or method

This course is aimed at developing a critical awareness of philosophical debates in Africa and how they impact on the production of knowledge about ethics and the practice of journalism. As such, it attempts to engender an acute sense of the philosophy of culture, the key trends in (African) philosophical thinking, the notion of metaphysics or idealism, the sociology of knowledge, ethics, politics and aesthetics (see Coetzee & Roux 1998, for a helpful mapping of the thematic terrain of African philosophy). This requires a pedagogical approach that is deeply reflective and critical. As such, it will encourage independent critical thinking and reflection among students about the key philosophical debates and trends in Africa, and how these could possibly shape the nature and practice of journalism on the continent. Through reflective essays and class debates, the course will develop students' meta-

cognitive capacities for analysing and synthesising African and other philosophical concepts, and relating and applying them to the African context of journalistic production.

6   Required and recommended texts, schedule of classes

Date	Topic	Key study/lecture points	Texts

Weeks 1, 2 & 3	An outline of the key debates on African philosophy	• A short history of African philosophy, outlining the foundations of modern African philosophy
		• Key features of contemporary African philosophy:
		   a) Liberation and postcolonial African philosophy:
		          (i) African humanism and socialism
		          (ii) Postcolonial African thought
		   b) African moral philosophy:
		          (i) Persons, individualism, and communalism
		   c) Narrative in African
			Required readings:
			• Hallen, B. 2002. *A short history of African philosophy.* Bloomington and Indianapolis: Indiana University Press.
			• Eze, EC. 1997. Introduction: philosophy and the (post)colonial, in *Postcolonial African philosophy: a critical reader* edited by EC Eze. Cambridge, Massachusetts: Blackwell: 1-21.
			• Bell, RH. 2002. *Understanding African philosophy: a cross-cultural approach to classical and contemporary issues.* New York & London: Routledge.
			• Imbo, SO. 1998. An introduction to African philosophy. Lanham, Md.: Oxford: Rowman & Littlefield.
			• Ikuenobe, P. 2006. Philosophical perspectives on communalism and morality in African traditions. Lanham, Boulder, New York, Toronto & Oxford: Lexington Books. [In particular, see chapters 2, 3 and 4 on 'African conceptions of personhood and community;

			philosophy: orality and icons: (i) The philosophical significance of oral narrative (ii) Rational dialogue, democracy, and the village palaver d) The significance of African philosophy for journalism ethics and practice: (i) Revisionism of normative media theory, with a focus on African media ethics (ii) The *Communalistic Imperative* versus Emmanuel Kant's *Categorical Imperative*: a synthetic approach to	moral philosophy, communalism, and morality; and oral tradition, narratives, and moral education, respectively]. - Kant, E. 2008. The fundamental principles of the metaphysic of morals, in *The great political theories: a comprehensive selection of the crucial ideas in political philosophy from the French Revolution to modern times* edited by M. Curtis. New York, London, Toronto, Sydney, New Delhi & Auckland: Harper Perennial Modern Classics: 40-47. - Mill, JS. 2008. Essay on utilitarianism, in *The great political theories: a comprehensive selection of the crucial ideas in political philosophy from the French Revolution to modern times* edited by M. Curtis. New York, London, Toronto, Sydney, New Delhi & Auckland: Harper Perennial Modern Classics: 125-129. - Fourie, P J. 2007. Approaches to the study of mass communication, in *Media Studies: media history, media and society* edited by P J. Fourie. Cape Town: Juta: 184-226. - Fourie, P J. 2007. The effects of mass communication, in *Media Studies: media history, media and society* edited by P J. Fourie. Cape Town: Juta: 227-268. **Recommended readings:** - Serequeberhan, T. 1994. *The hermeneutics of*

			journalistic ethical decision-making (iii) The village palaver as a democratic journalistic 'public sphere'?	*African philosophy: horizon and discourse*. New York: Routledge. • Coetzee, PH & Roux, APJ (eds). 1998. *The African philosophy reader*. London & New York: Routledge. • Sardar, Z & Van Loon, B. 2004. *Introducing cultural studies*. Royston: Icon Books Ltd.
Weeks 4 & 5	Application of African philosophy to African ethics ('Afriethics') in journalism		• A postcolonial analysis of the role of media in society • Case study: 'Afriethics': a) African cultural relativism as the motif of Afriethics b) Towards a reappraisal of Afriethics *à la* Banda (2009) and Tomaselli (2009): (i) Historicity (ii) Relativity (iii) Theoreticality (iv) Practicality • *Ubuntu* as an ethical framework: prospects and problems	**Required readings:** • Banda, F. 2008. African political thought as an epistemic framework for understanding African media. *Ecquid Novi: African Journalism Studies* 29(1): 79-99. • Asante, MK. 2004. Afrocentricity and communication in Africa, in *Development and communication in Africa* edited by CC Okigbo & F. Eribo. Lanham, Boulder, New York, Toronto and Oxford: Rowman & Littlefield Publishers, Inc.3-13. • Fourie, P J. 2007. Approaches to the study of mass communication, in *Media Studies: media history, media and society* edited by P J. Fourie. Cape Town: Juta: 184-226. • Kasoma, FP. 1996. The foundations of African ethics (Afriethics) and the professional practice of journalism: the case of society-centered media morality. *Africa Media Review* 10(3): 93-116.

			• Banda, F. 2009. Kasoma's Afriethics: a reappraisal. *The International Communication Gazette* 71(4): 227-242. • Tomaselli, KG. 2009. (Afri)ethics, communitarianism and libertarianism. *The International Communication Gazette* 71(7): 577-594. • Christians, CG. 2004. *Ubuntu* and communitarianism in media ethics. *Ecquid Novi*, 25(2): 235-256. • Blankenberg, N. 1999. In search of a real freedom: Ubuntu and the media. *Critical Arts*, 13(2): 42-65. • Fourie, PJ. 2008. African *Ubuntuism* as a framework for media ethics: questions and criticism, in *Media ethics beyond borders: a global perspective* edited by SJA Ward & H Wasserman. Johannesburg: Heinemann: 105-122. **Recommended readings:** • Kasoma, FP & AA. Moemeka. 1994. Journalism ethics in Africa: an aversion to deontology?, in *Journalism ethics in Africa* edited by FP Kasoma. Nairobi: ACCE: 38-50. • Mazrui, AA & Okigbo, CC. 2004. The triple heritage: The split soul of a continent, in *Development and communication in Africa* edited by CC Okigbo & F. Eribo. Lanham, Boulder,

			New York, Toronto and Oxford: Rowman & Littlefield Publishers, Inc.15-29. • Wiredu, K. 2001. Society and democracy in Africa, in *Explorations in African political thought: identity, community, ethics* edited by T. Kiros. New York & London: Routledge: 171-184.

Weeks 5 & 7	The globalisation or 'glocalisation' of journalism ethics: issues for a contemporary Africa	• Globalisation, or glocalisation?
		 • Negotiating journalism ethics in Africa:
		   a) The internationalisation of libertarian normative ethics
		   b) The libertarian-communitarian dialectic
		   c) State resistance to libertarian normative media ethics
		 • Towards a hybridised African normative ethics?
			Required readings:
			 • Robertson, R. 1995. Glocalization: time-space and homogeneity-heterogeneity, in *Global modernities* edited by M. Featherstone, S. Lash & R. Roland. London, Thousand Oaks and New Delhi: Sage: 25-44.
			 • Robertson, R. 1992. *Globalization: social theory and global culture.* London: Sage.
			 • Christians, CG. 2008. The ethics of universal being, in *Media ethics beyond borders: a global perspective* edited by SJA Ward & H Wasserman. Johannesburg: Heinemann: 6-23.
			 • Wasserman, H. 2006. Globalized values and postcolonial responses: South African perspectives on normative media ethics. *International Communication Gazette,* 68 (1): 71-91.
			 • Banda, F. 2007. Media in Africa, in *Media Studies: media history, media and society* (2nd ed., Vol. 1) edited by P Fourie. Cape Town: Juta: 59-86).
			 • Banda, F. 2008. Negotiating journalism ethics in

			Zambia: towards a 'glocal' ethics, in *Media ethics beyond borders: a global perspective* edited by SJA Ward & H Wasserman. Johannesburg: Heinemann: 124-141.
			<u>Recommended readings:</u>
			• Stephen, JA & Wasserman, H (eds). 2008. *Media ethics beyond borders: a global perspective.* Johannesburg: Heinemann.
			• Fourie, P J. 2007. Globalisation, information communication technology and the media, in *Media Studies: media history, media and society* edited by P J. Fourie. Cape Town: Juta: 350-409.
			• Thussu, DK. 2000. *International communication: continuity and change.* 2nd edition. London: Hodder Arnold: 40-65.
			• Appadurai, A. 1996. *Modernity at large: cultural dimensions of globalization.* Minneapolis and London: University of Minnesota Press.
			• Banda, F. 2006. Negotiating distant influences – globalization and broadcasting policy reforms in Zambia and South Africa. *Canadian Journal of Communication* 31(2): 459-467.
			• Hafez, K. 2007. *The myth of media globalization.* Translated by Alex Skinner. Cambridge: Polity.

7 Grading and assessment protocol

There is no 'final' examination for this course. Assessment will be based on two pieces of work, as outlined below.

7.1 **Seminar presentation:** You will be given a topic focusing on an aspect of African philosophy and journalism ethics. You will be required to write a paper on it – not exceeding 2000 words – and present it before your peers in class. After the class presentation, you will be expected to revise the paper based upon your peers' comments. This final product will attract 30% of your mark.

Specific Outcomes	Assessment Criteria	Assessment Tasks	Due Date
• Demonstrate a critical understanding of an aspect of African philosophy in terms of how it could possibly approach the question of journalism ethics • Display knowledge of the historical context of the aspect of African philosophy • Give examples of how the ethical approach can be critically applied in contemporary African journalism	1. **Presentation & Style:** • Clarity of expression (incl. accuracy, spelling, grammar, punctuation) • Communication & presentation appropriate to discipline 2. **Conforming to instructions/clarity of objectives:** • Conforming with instructions (word length) • Addressing the purpose of the assignment comprehensively and imaginatively • Referencing is consistently accurate 3. **Content and knowledge:** • Arguments developed and justified using ideas based on a wide range of sources which have been thoroughly analysed, applied and discussed • Gives examples illustrating subject boundaries • Takes into account complex context 4. **Thinking/analysis/conclusions:**	Seminar paper & presentation (30%)	To be determined

	• Analytical and clear conclusions drawn • Place the theories within the wider context of mass media and society debates		

7.2   Research paper: On an aspect of the course, to be established.

Specific Outcomes	Assessment Criteria	Assessment Tasks	Due Date

• Demonstrate a critical understanding of an aspect of African philosophy in terms of how it could possibly approach the question of journalism ethics
• Display knowledge of the historical context of the aspect of African philosophy
• Give examples of how the ethical approach can be critically applied in contemporary African journalism
	1. **Presentation & Style:**
	  • Polished & imaginative approach to the topic
	  • Clarity of expression (incl. accuracy, spelling, grammar, punctuation)
	  • Communication & presentation appropriate to discipline
	2. **Conforming to instructions/clarity of objectives:**
	  • Conforming with instructions (word length)
	  • Addressing the purpose of the assignment comprehensively and imaginatively
	  • Referencing is consistently accurate
	3. **Content and knowledge:**
	  • Comprehensive knowledge of topic
	  • Arguments developed and justified using ideas based on a wide range of sources which have been thoroughly analysed, applied and discussed
	  • Demonstrates integration and innovation in the handling of theory
	  • Gives examples illustrating subject boundaries
	  • Takes into account complex African context
		Research paper, based upon a predetermined question (70%)	To be determined

	4. **Thinking/analysis/conclusions:** • Analytical and clear conclusions drawn • Evidence of ability to analyse new and/or abstract data and situations • Place the theories within the wider context of mass media and society debates		

8 Evaluation

This course will be evaluated in the form of student reflection questions on the alignment between the specific learning outcomes, course content and learning activities.

9 Comments

Students are expected to read in preparation for each lecture. The lectures will be used to introduce the subject. It is thus expected that students will conduct independent reading/research to enrich lecture presentations. All written assignments are expected to adhere, as strictly as possible, to the institution's recommended referencing style (e.g. Harvard, APA). In case of any difficulty, please feel free to consult with the lecturer for advice.

Contributor: Prof. Fackson Banda

Development Journalism in Africa

1 Level of course

Given the need for flexibility, this particular course can be offered as an elective or workshop in the fourth year of the Bachelor's degree curriculum. It can also be offered as such in an Honours' degree programme.

2 Course description

This course investigates the conceptual and practical relationship between journalism and development in Africa. It critically reevaluates the concept of development journalism, much maligned over the years as pandering to the nationalistic ideologies of the postcolonial African State. The critical reconceptualisation of development journalism also unravels the neo-liberal assumptions immanent in certain approaches to development journalism. As part of this evaluative exercise, it interrogates the historical moorings of the concept of development and how it can be applied in contemporary African societies.

As part of its focus on demonstrating how the structures, processes and ends of development can become amenable to journalistic practice, it mounts a critical analysis of the different typologies of journalism and how these can be applied in cultivating a type of human development that is founded upon the basic principles of democracy and human rights. The notion of human rights is itself thus critically assessed as an integral aspect of the discourse of Africa's human development and journalistic mediation.

3 Specific objectives

By the end of this course, students should be able to:

- Demonstrate understanding of the historical context of debates about journalism and Africa's development.
- Display knowledge of and critically synthesise the following conceptual paradigms of development:
  - Development as diffusion/modernisation
  - Development as dissociation from dependency (on Western metropoles or centres)
  - Development as a multiplicity of social processes

- Enlist and apply development journalism in the service of human development.

4 Mode

Teaching will take the form of two weekly double lectures. While the first lecture will be used to introduce the key theoretical debates, the second lecture will serve to operationalise some of these debates by specifying instances of possible application. As such, this lecture period will serve largely as a question-and-answer session between lecturer and students, and among students themselves. Towards the latter part of the course, the class will be divided into groups in preparation for a field research project related to the practice of development journalism.

5 Pedagogical approach or method

This course assumes a participatory pedagogy, aimed at developing students' abilities to think afresh – and critically – about the theories and professional routines of conventional journalism. It is out of such critical thinking that can emerge the possibility to imagine alternative approaches to conceptualizing and practising journalism in a development context. As such, during the question-and-answer session in class, attempts will be made to critically analyse traditional approaches to journalism, using such alternative analytical frameworks as are presented throughout the course content below. Such a critical pedagogical approach should hopefully endow students with the conceptual sophistication and the intellectual confidence they need in order to relate the practice of journalism to the complex processes of democracy and development.

6 Required and recommended texts, schedule of classes

Date	Topic	Key study/lecture points	Texts
Weeks 1 & 2	*Contextualising & conceptualising development*	• The contextual & conceptual evolution of development: a) Development as diffusion or modernisation b) Development as dissociation from dependency on the 'First	**Required readings:** • Dodds, K. 2002. The Third World, developing countries, the south, poor countries, in *The companion to development studies* edited by V Desai & RB Potter. London: Hodder Arnold: 3-6. • Melkote, SR. 1991. *Communication for development*

		World' c) Development as a multiplicity of (historical, technological, political, etc.) processes	*in the third world: theory and practice.* New Delhi, Newbury Park, London: Sage: 37-92. - Servaes, J. 1996. Participatory communication research with new social movements: a realistic utopia, in *Participatory communication for social change* edited by J Servaes, TL Jacobson & SA White. New Delhi, Thousand Oaks, London: Sage: 82-108. - Hettne, B. 2002. Current trends and future options in development studies, in *The companion to development studies* edited by V Desai & RB Potter. London: Hodder Arnold: 7-12. - Schuurman, FJ. 2002. The impasse in development studies, in *The companion to development studies* edited by V Desai & RB Potter. London: Hodder Arnold: 12-15. - Thirlwall, AP. 2002. Development as economic growth, in *The companion to development studies* edited by V Desai & RB Potter. London: Hodder Arnold: 41-44. - Elliot, JA. 2002. Development as improving human welfare and human rights, in *The companion to development studies* edited by V Desai & RB Potter. London: Hodder Arnold: 45-49. - Mohan, G. 2002. Participatory development, in *The companion to development studies* edited by V

				Desai & RB Potter. London: Hodder Arnold: 49-54. **Recommended readings:** • Banda, F. 2009. *Civic education for media professionals: a training manual.* Paris: UNESCO. • Banda, F. 2008. African political thought as an epistemic framework for understanding African media. *Ecquid Novi: African Journalism Studies* 29(1): 79-99.
Week 3	*Towards 'another development' & 'another journalism?*	• Stretching the multiplicity paradigm, to embrace: a) Africa's development as 'another development' b) The discourse of the 'developmental state' • Conceptual correlation between development and democracy: a) Development as freedom b) Development as a human right		**Required readings:** • Mamdani, M. 1996. *Citizen and subject: Contemporary Africa and the legacy of late colonialism.* New Jersey: Princeton University Press. • Edigheji, O (ed.) 2007. *Rethinking South Africa's development path: reflections on the ANC's policy conference discussion documents.* Johannesburg: Centre for Policy Studies [In addition to many other interesting papers in this volume, see F. Banda's essay on 'Media and development: towards a development journalism editorial policy framework for the SABC ', in chapter 19]. • Hyden, G., & Okigbo, C. 2002. The media and the two waves of democracy, in *Media and democracy in Africa* edited by Goran Hyden, Michael Leslie & Folu F. Ogundimu. NewBrunswick (USA) and London (UK): Transaction Publishers: 29–53.

			• Banda, F. 2009. *Civic education for media professionals: a training manual*. Paris: UNESCO. • Sen, A. 1999. *Development as freedom*. New York: Alfred A. Knopf: 3-11 [See also chapter 6 'The importance of democracy': 146-159]. • Elliot, JA. 2002. Development as improving human welfare and human rights, in *The companion to development studies* edited by V Desai & RB Potter. London: Hodder Arnold: 45-49. • Norris, P. 2006. *The role of the free press in promoting democratization, good governance, and human development*. Paper presented at the Midwest Political Science Association Annual Meeting, 20-22nd April, 2006, Chicago, Palmer House.

Week 4	*Contemporary discourses and structures of development in Africa*	• The rise of Neoliberalism
		• Structural adjustment and economic recovery programmes
		  a) Initial responses to the debt crisis in Africa
		  b) The anatomy of structural adjustment programmes
		  c) Poverty reduction strategies
		• Millennium Development Goals (MDGs)
		• New Partnership for Africa's Development (NEPAD)
			Required readings:
			• Simon, D. 2002. Neo-liberalism, structural adjustment and poverty reduction strategies, in *The companion to development studies* edited by V Desai & RB Potter. London: Hodder Arnold: 86-92.
			• Husain, I & Faruqee, R. (eds) 1996. *Adjustment in Africa: lessons from country case studies*. Aldershot: The World Bank.
			• Mahjoub, A (ed) 1990. *Adjusting or delinking? The African experience*. London: Zed Books.
			• Nelson, PJ. 2007. Human rights, the Millennium

			Development Goals, and the future of development cooperation. *World Development* 35 (12): 2041–2055. • Matthews, S. Investigating NEPAD's development assumptions. *Review of African Political Economy* 31 (101): 497 — 511.

Weeks 5, 6 & 7	*Connecting the dots: journalisms in the service of development*	• 'Alternative journalism' as a conceptual framework for imagining 'another' journalism
		• Development journalism: 3 moments:
		  a) Journalism as a market-driven "diffusion of innovations" from the West to the rest
		  b) Journalism as a new State-led information and communication order (e.g. NWICO)
		  c) Journalism as a citizen-based platform for multiple processes that recognize the need for diversity, dialogue & development:
		  (i) Journalistic *cognition* in generating different modes of development
		  (ii) Journalistic *politics* or *power* in empowering the voiceless
		  (iii) Journalistic *instrumentality* in
			Required readings:
			• Atton, C. 2003. What is 'alternative' journalism? *Journalism* 4(3): 267-272.
			• Banda, F. 2009. *Civic education for media professionals: a training manual.* Paris: UNESCO.
			• Banda, F. 2007. An appraisal of the applicability of development journalism in the context of public service broadcasting (PSB). *Communicatio* 33(2): 154-170.
			• Musa, BA & Domatob, JK. 2007. Who is a development journalist? Perspectives on Media Ethics and Professionalism in Post-Colonial Societies. *Journal of Mass Media Ethics* 22(4): 315–331.
			• Ogan, CL. 1980. Development journalism/communication: the status of the concept. Paper presented at the Annual Meeting of the Association for Education in Journalism, 63rd. Boston, MA., August 9-13.
			• Mohan, G. 2002. Participatory development, in *The companion to development studies* edited by V Desai & RB Potter. London: Hodder Arnold: 49-

| | | proposing new alternatives
• Criticisms of development journalism, and a rebuttal | 54.
Recommended readings:
• Banda, F. 2009. Exploring media education as civic praxis in Africa, in *Mapping media education policies in the world: visions, programmes and challenges,* edited by Divina Frau-Meigs & Jordi Torrent. New York: UN-Alliance of Civilizations: 225-242.
• Banda, F. 2007. Radio listening clubs in Malawi and Zambia: towards a model of participatory radio broadcasting. *Communicare* 25(2): 130-148.
• Hamelink, CJ. 1998. Human rights: the implementation gap. *The Journal of International Communication* 5 (1&2): 54-74.
• Kovach, B & Rosenstiel, T. 2001. *The elements of journalism: what newspeople should know and the public should expect.* New York: Three Rivers Press: 70-93.
• Plaisance, PL. 2002. The journalist as moral witness: Michael Ignatieff's pluralistic philosophy for a global media culture. *Journalism* 3(2): 205-222. |

7 Grading and assessment protocol

7.1 **Reflective essay** (70%)**:** Based on the development journalism framework introduced to you on this course, write a reflective essay – between 2000 and 2500 words – that answers the following questions:

- What was the contextual framework of the story or stories (where there any implicit or explicit human rights aspects, for example?)
- Explain how, if at all, the story lent itself to the values, principles and methods of development journalism?
- What, if any at all, were the main problems you experienced in researching the story, and how did you resolve them?
- What, in your opinion, would be the impact of the story on the audience?

Specific Outcomes	Assessment Criteria	Assessment Tasks	Due Date

• Demonstrate a critical understanding of development journalism as a journalistic approach, among many others, in the process of news production
• Display knowledge of the key development and journalism debates in Africa
• Give examples of how considerations of (a) and (b) impact upon the overall media produced.
	1. **Presentation & Style:**
	  • Clarity of expression (incl. accuracy, spelling, grammar, punctuation)
	  • Communication & presentation appropriate to discipline
	2. **Conforming to instructions/clarity of objectives:**
	  • Conforming with instructions (word length)
	  • Addressing the purpose of the assignment comprehensively and imaginatively
	  • Referencing is consistently accurate
	3. **Content and knowledge:**
	  • Arguments developed and justified using ideas based on a wide range of sources which have been thoroughly analysed, applied and discussed
	  • Gives examples illustrating subject boundaries
	  • Takes into account complex context
	4. **Thinking/analysis/conclusions:**
	  • Analytical and clear conclusions drawn
	  • Place the theories within the wider context of mass media and society debates
		Reflective essay (70%)	To be determined

7.2   Examination (30%)

8   Comments

Students are expected to read in preparation for each lecture. The lectures will be used to introduce the subject. It is thus expected that students will conduct independent reading/research to enrich lecture presentations. All written assignments are expected to adhere, as strictly as possible, to the institution's recommended referencing style (e.g. Harvard, APA). In case of any difficulty, please feel free to consult with the lecturer for advice.

Contributor: Prof. Fackson Banda

Indigenous Language Media and Democracy in Africa

1 Level of course

This course can be offered as a workshop or elective, particularly in the fourth year of the Bachelor's degree programme, or during an Honours' degree programme. It could also be offered as a standalone first-year course, to ground students in their local cultural-linguistic context of media production, regulation and consumption.

2 Course description

The indigenous language media have played and continue to play a key role in Africa's democratisation. This course seeks to place the indigenous language media in Africa in a particular historical context with a view to highlighting their role in enhancing the participation of Africans in the political process in their local environs. It interrogates the extent to which such media can be innovatively extended to journalistic production.

3 Specific objectives

By the end of this course, students should be able to:

- Demonstrate an understanding of the historical development of the indigenous language media in their country/region.
- Display the ability to link the developments in the media and media freedom with wider political developments.
- Display an understanding of the political contribution of the indigenous language media in colonial and pre-colonial African contexts with a focus on their own country/region.

4 Mode

The course will have 2 two-hour lectures at the beginning of the semester to provide an overview of the history of the indigenous language media in Africa and in the specific country or region. This will be followed by seminar presentations based on archival research and interviews.

5 Pedagogical approach or method

Each topic will be assigned two hours. The first 30 minutes will be for the presentation of the research by students. The next 1 hour will be for discussion. The last 30 minutes will be for the lecturer/tutor/course leader to wrap up and clarify issues that may have arisen in the presentation and discussion. Students will have flexibility in determining the format for the presentation of their research and this could be mini-lecture, debate, drama etc., as a way of ensuring a participatory, critical pedagogy.

6 Required and recommended texts, schedule of classes

Date	Topic	Key study/lecture points	Texts
Weeks 1 & 2	*Introduction to the history of the indigenous language media in Africa.*	Overview of media development: • from traditional, to • new media	**Required readings:** • Salawu, A. 2006. (ed). *Indigenous language media in Africa*. Lagos: Center for Black and African Arts and Civilisation (CBAAC). • Mwesige, P. 2004. *"Can you hear me now?" Radio talk shows and political participation in Uganda*. Ann Arbor, MI: Proquest. • Jimmy, O. 1999. Media and democracy in Africa: mutual political bedfellows or implacable arch-foes? Cambridge, MA: Fellows Program, Weatherhead Center for International Affairs, Harvard University.
Week 3	*The role of the*	• The contribution of the indigenous	

	indigenous language media in the struggle for political emancipation	language media to independence and post-independence political struggles	• Barrat E. and Berger, G. 2007. (Eds) 50 years of journalism: African media since Ghana's independence. Johannesburg: African Editors' Forum, Highway Africa and Media Foundation for West Africa.
Week 4	*The role of state media in Africa's political development*	• History of state media in (country/region) • Use of state media by the state • Indigenous language media and their co-optation by state and other interests	• Hyden, G, Leslie M & Ogundimu, FF. 2002. *Media and democracy in Africa*, edited by G. New Brusnswick, NJ: Transaction:177-205. • Tettey, W. 2001. The media and democratisation in Africa: contributions, constraints and concerns of the private press. *Media, culture and society* 23(1): 5-31.
Weeks 5 & 6	*The liberalisation of the airwaves, talk radio and political participation*	• The context of liberalisation policies in Africa • The implications of liberalisation for the development of the media and media freedoms in (country/region) • Critical evaluation of the contribution of community media to political participation in (country/region) • Critical evaluation of the contribution of the commercial media to political participation in (country/region)	

Week 7	*The influence of convergence and new media on indigenous language media's democratizing roles.*	• The internet, the mobile phone and synergies with radio • The internet as "alternative public sphere" in (country/region): cases	
Week 8	*Regulating the indigenous language media*	• Processes, mechanisms and motives for regulation of the indigenous language media in (country/region)	

7 Grading and assessment protocol

Students' assessment will be undertaken as follows:

7.1 Group research and presentation

Specific Outcomes	Assessment Criteria	Assessment Tasks	Due Date
• Demonstrate ability to conduct original research on the history of the media in Africa and organise, critique and present findings in a systematic way. • Demonstrate the ability to link the developments in the media and media freedom with wider political developments.	1. **Presentation & Style:** • Clarity of expression (incl. accuracy, spelling, grammar, punctuation) • Communication & presentation appropriate to discipline 2. **Conforming to instructions/clarity of objectives:** • Conforming with instructions (word length) • Addressing the purpose of the assignment comprehensively	Group presentation (25%)	To be determined

• Display an understanding of the political contribution of the indigenous language media in colonial and pre-colonial African contexts with a focus on their own country/region.	• Creativity in mode of presentation
	• Accurate referencing
	3. **Content and knowledge:**
	  • Evidence of accurate and cross-checked facts
	  • Arguments developed and justified using ideas based on a wide range of sources which have been thoroughly analysed, applied and discussed
	  • Ability to generate meaningful discussion on topic
	4. **Thinking/analysis/conclusions:**
	  • Analytical and clear conclusions drawn
	  • Historical events linked to wider political development rather than seen as discrete
	  • Ability to tease out symbiotic relationships between the media politics

7.2 **Term paper:** Write a 10-page research paper on the group research topic. Specific topic may be refined with the assistance of the lecturer/tutor/course leader.

Specific Outcomes	Assessment Criteria	Assessment Tasks	Due Date

• Display an understanding of the political contribution of the indigenous language media in colonial and pre-colonial African contexts with a focus on their own country/region.
• Display ability to appraise contribution of the media to democratisation in (country/region) to wider African and
	1. **Presentation & Style:**
	  • Selection of angle to topic
	  • Polished & imaginative approach to the topic
	  • Clarity of expression (incl. accuracy, spelling, grammar, punctuation)
	  • Communication & presentation appropriate to discipline
	2. **Conforming to instructions/clarity of objectives:**
		10 page paper (25%)	To be determined

| global context. | • Conforming with instructions (word length)
• Addressing the purpose of the assignment comprehensively and imaginatively
• Accurate referencing
3. **Content and knowledge:**
• Comprehensive knowledge of topic
• Arguments developed and justified using ideas based on a wide range of sources which have been thoroughly analysed, applied and discussed
4.**Thinking/analysis/conclusions:**
• Analytical and clear conclusions drawn
• Evidence of ability to analyse new and/or abstract data and situations
• Place historical developments into wider context of the development of the media and their democratic roles. | | |

7.3   Final examination (50%)

| • Display ability to bring together the outcomes of the research, presentation, term paper to address specific questions on the history of the indigenous language media in Africa. | | 2 hour examination; 4 questions (50%). | |

8 Comments

All students are expected to read up on every topic, regardless of whether their presentation is on that topic or not. It is thus expected that students will conduct independent reading/research to enrich lecture presentations. All written assignments are expected to adhere, as strictly as possible, to the institution's recommended style. In case of any difficulty, please feel free to consult with the lecturer for advice.

Contributor: Dr. Monica Chibita

4.0   General references

Eze, EC. 1997. Introduction: philosophy and the (post)colonial, in *Postcolonial African philosophy: a critical reader* edited by EC Eze. Cambridge, Massachusetts: Blackwell: 1-21.

Herrman, C. Lecturer, UC Berkeley's Graduate School of Journalism. 2010. *E-mail correspondence.* 3 February. California.

UNESCO. 2009. Model curricula for journalism education for developing countries & emerging democracies. Paris: UNESCO.