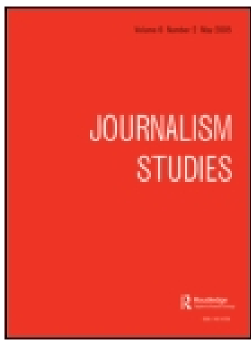

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JOURNALISM AND MEDIA STUDIES IN LEBANON

Jad Melki

This study uses mixed-methods to map out the field of journalism and media studies in Lebanese universities and deploys a Q-technique to capture faculties' opinions. The Q-analysis of 29 instructors revealed three groups of opinions towards journalism studies: one advocated a professional approach, one preferred a communication arts focus, and one pushed for a theoretical and research-intensive orientation. While the three groups differed on various matters, they all agreed that journalism and media studies in Lebanon urgently needed more qualified faculty, locally oriented research, and relevant academic and technical resources. Student demographic analysis revealed a stable increase in broadcast journalism and public relations (PR) enrolments but a decrease in print journalism; advertising and marketing were the most popular subjects, followed by broadcast journalism and PR; females outnumbered males; and the Lebanese University, the only public university, remained the most prestigious and popular program despite its dire financial situation. The curricula analysis found most programs had either a practical or a liberal-professional orientation, while only one had a liberal emphasis. In addition, most programs required an internship, while only two required a thesis; English and the US academic system dominated; only one program offered online journalism; while none offered media or news literacy.

KEYWORDS Arab; curricula; journalism education; Lebanon; media studies; Middle East

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Introduction

Elizabeth Thoman wrote about her "enchanting experience" during a visit to a new communication department in China (Center for Media Literacy, 1988). The US scholar was greatly surprised by the students' reaction as she explained the importance of profit in US media: American media "operates on only one principle – and I put a "$" on the chalkboard . . . [They] stared at me blankly. Money. Profit. Ownership. Foreign words from this foreign woman." Thoman's story still resonates today with the experience of journalism and media scholars who visit foreign countries. One reason is the scarce literature on media studies in many areas around the world, a matter the Association of Education in Journalism and Mass Communication (AEJMC) tried to resolve by taking steps toward internationalization and setting the foundation of a World Journalism Education Congress (Goodman and Hasegawa, 2004). In the light of this problem, this paper fills a gap by understanding better the approaches to media studies in an area of the globe where journalism pedagogy is neglected.

While most media education literature focuses on the United States and Western Europe, scholars have increasingly shown interest in "non-Western" countries. Hiebert and Gross (2003) surveyed 11 Eastern European states, reviewing changes in journalism studies in the post-USSR era. Prompted by the UNESCO's program for improving curricula for journalism training in Africa, Okigbo and Pratt (1997) profiled similar programs in Kenya,

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and Kang et al. (2002) included South Korea in a comparative study of broadcast curricula. Despite this increased interest in formerly ignored countries, the literature still lacks much needed research on this topic, especially in regions such as the Arab world. Therefore, to help journalism scholars better understand academic and professional media practices around the world and to fill a gap for an under-covered region, this paper researches and reflects on journalism and media studies in Lebanon.

This study aims to provide a guide to media studies programs in Lebanon and act as a pilot study for further research in the Middle East. In the past decade, the Middle East has witnessed a massive expansion in its media industry as a result of technological advances and a realization of the media's striking political and financial benefits (Al-Jazeera, 2004). This increased interest in the field has pushed journalism and media studies to the front lines, especially in more democratic Arab states like Lebanon.

But Lebanon represents a window to a broader Arab region, and the field of journalism and media studies acts as a launching pad to larger social and political issues. Writing about media and higher education in Europe, Nartowski stressed the interdependence and importance of the two industries in contributing to human civilization: "Both are pillars of democracy. Both are essential to social progress and development. Both can be instrumental in fostering respect for . . . tolerance, human rights, and fundamental freedoms" (2003, p. 114). Media studies programs produce tomorrow's journalists, media experts and scholars who have the power to reshape the industry. Accordingly, this study addresses the state of journalism and media studies and proposes ways that may help generate a healthy body of journalists and media scholars.

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Background and Overview of Methodology

This study administered a Q-method technique of Lebanese journalism and media faculty and analyzed curricular material and laws pertaining to journalism education in Lebanon. What follows explains these methods and reviews the literature.

Although this study focused primarily on journalism, it included other specialties that are closely associated with the field, such as communication, public relations and advertising. This approach helped compare enrolments and demographics of students in the field. So, with few exceptions, the study encompassed all university departments that offered journalism as a primary or secondary degree. Out of 41 universities accredited by the Lebanese Ministry of Education (2005), the final list included nine programs (Table 5).

Analysis Criteria and Media Education Theory

Analyzing media studies entails differentiating between core courses in the curricula. Most journalism curricula today share courses with other departments. Kang et al. (2002) recommended seven core courses for broadcast journalism programs: an introductory course, a theory course, some writing courses, a law and media history course, and two courses specific to broadcast journalism. Based on this recommendation, the paper used a number of indicators to study each curriculum.

First, the study divided each department's core and emphasis courses into theoretical and practical courses, following Niven's (1961) approach. It then categorized the curricula into three groups. *Liberal* curricula focused on theoretical, historical and

ethical approaches. *Practical* curricula stressed instruction and focused on skills, and *Liberal-Professional* curricula provided a balance between the two (Kang et al. 2002).

Second, the study tracked experiential learning, which signifies some of the best programs. Experiential learning provides an environment that develops skills and encourages learning from experience (Brandon, 2002). This could be achieved through internships, fieldwork and practical courses or incorporated into the theoretical coursework. Hence, this study searched for evidence of experiential learning by analyzing catalogs and curricula and surveying media production facilities. It also checked if programs required theses, internships or both.

Third, to evaluate the accessibility of the programs to scientific data and research skills, the study tracked library resources and research methods courses, and asked faculty their opinion about student and faculty research requirements. Various model curricula, for example UNESCO (2007), stressed the importance of research methods courses. Research skills metamorphose students from mere consumers to producers of knowledge and prepare them to critique complex data. This issue becomes particularly important in a region often criticized for the little original research it has produced. *The Economist* highlighted two UN Development reports, noting that Arabs have "trailed in advancing research" (2003, para. 3).

Fourth, the research briefly addressed the impact of new media on the programs by searching for online journalism courses. Today, the Internet continues to set the agenda for journalism education (Hans-Henrick, 2002), and journalists and media professionals cannot afford but to be experts in new media.

Next, the study searched for media and news literacy courses. Media literacy, or "the ability to access, analyze, evaluate and create media," has become an essential course in today's curricula (Center for Media Literacy, nd). Many institutes testify to the importance of media and news literacy courses in empowering individuals and promoting free press and democratic governance (see Salzburg Academy, 2008; United Nations Alliance of Civilizations, 2008).

Additionally, a growing number of scholars have visited multiculturalism in various academic contexts (Manning-Miller and Dunlap, 2002). In a region that encapsulates dozens of religions and ideologies, it is important to search for issues impacting on diversity. Therefore, the study compared gender demographics and presented a picture of the politico-religious divide that continues to impact the Lebanese society.

Finally, since media educators remain key players in shaping curricula, the study deployed a Q-method technique to explore and categorize their opinions. As a quali-quantitative research design invented by Stephenson (1953), Q-method "model[s] patterns of subjectivity within and across individuals" (Dryzek and Holmes, 2002, p. 20). Primarily a "discriminatory taxonomic device" (Stenner and Rogers, 2004, p. 104), it provides systematic and rigorous means to sort and categorize different points of views using correlation and factor-analysis, therefore, limiting the interference of the researcher's self-reference (McKeown and Thomas, 1988). Simultaneously, Q's "pattern analytic powers" allow significant space for qualitatively interpreting the rich information obtained (Stenner and Rogers, 2004, p. 104). Q is typically conducted by collecting a universe of opinions sorted out in statements called the Q-sample. Then, 24–36 participants (Q-sort) sort these statements, usually on a scale ranging from agree to disagree. A computer software later correlates and factor analyzes the data (Lewis-Beck et al., 2003).

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Accordingly, this study first interviewed the heads of each department along with one or two main professors in the program. The researcher digitally recorded and transcribed 60-minute-long interviews with 16 participants. The following general question—once asked at an AEJMC symposium—guided the inquiry: "What are the key issues of practice and mission facing departments and schools of communication and journalism?" (Cohen, 2001, p. 4). Moreover, the study asked about the philosophies guiding the curricula, including freedom of expression and academic freedom, and the condition of student and faculty research.

Later, the researcher selected 23 statements addressing the dominant topics that emerged from the interviews. Then, 29 faculty sorted the statements into seven stacks in a quasi-normal distribution ranging from "strongly disagree" (−3) to "strongly agree" (+3) and passing through "neutral" (0).

In sum, this study analyzed course-catalogs, curricula, historical documents and laws pertaining to Lebanese media studies programs. In addition, it administered depth-interviews and a Q-method technique to 29 faculty members. Furthermore, the researcher inspected libraries and media production facilities. The research questions guiding this study were:

RQ1 What characteristics distinguish Lebanese journalism and media studies programs?

RQ2 How do Lebanese professors define journalism and media studies curricula?

Results and Discussion

This section starts with an analysis of the cultures and histories that influenced the development of higher education and subsequently of journalism education in Lebanon. It then presents a curricular and demographic analysis of programs and students. Finally, it discusses the categories of faculty opinions generated by the Q-technique.

Lebanon: The Mosaic of Cultures

Lebanon, a state half the size of New Jersey with a population of four million, constitutes a broad spectrum of cultures and religions. Many perceive the country "as one of the most liberal in the Arab World" (Schofield, 1999) and "one of the most Western-oriented societies in the Middle East, where English and French is widely spoken and Western trends avidly followed" (Blanford, 2002). Lebanese people boast about having the freest country in a region dominated by dictatorships, and many scholars from around the Arabic world look towards Beirut to publish their controversial books (Castillo, 2002).

Lebanon as a modern state was the result of major shifts in international politics during Word War I. After the collapse of the Ottoman Empire, Western European powers reshaped the political map of this "Near East" region. Historically, this area encompassed Lebanon, Syria, Iraq, Jordan and Palestine and was called "Bilad Al-Sham" or the "Fertile Crescent" (Beshara, 1995; Hitti, 2002). Prior to the 1917 French–British plan to divide the area and its people, "the Lebanon" mostly referred to a mountain that oversaw the Mediterranean. After World War II, the French, given a UN "mandate" over Lebanon, erected a puppet government based on a feeble balance between the competing religious groups. This fragile construction kept the country in a constant state of flux leading up to a devastating 15-year-long civil war exacerbated by several Israeli invasions.

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After the end of the civil war around 1990, a central government took control and was stabilized and influenced by Arab countries, especially Syria and Saudi Arabia. That period witnessed the reemergence of Lebanon as a relatively stable state and the establishment of new laws and institutions. Of course, the old problems, especially religious-sectarianism, still exist and threaten to take the country back to war, as the bloody events of 2008 have recently shown.

Oddly, Lebanon's menace also constitutes its main distinguishing characteristic and the source of its peculiar freedom and diversity. Due partly to this history, many Lebanese college students today are trilingual. Almost all are bi-lingual since schools and universities require a foreign language. Schools use Arabic for the humanities and social sciences, while English or French dominates the natural sciences and mathematics. Lately, English has been introduced to most French schools, and it is "starting to gain the upper hand" (Shaaban and Ghaith, 2002, p. 562) despite a temporary decline during the 1975–1990 civil war (Mesce, 1999). What is more, Lebanese students study western philosophies and cultures, which the French introduced in 1516 (Abouchedid et al., 2002). Moreover, periodic emigration and the constant flow of Lebanese students to European and American universities still bring back a variety of academic traditions to the Lebanese campus.

Lebanese Universities: The Missionary and Religious-Sectarian Roots

Bachour defined three historic epochs for higher education in Lebanon (El-Amine, 1997). The first epoch (1850–1950) was characterized by the hegemony of foreign education during which foreign Christian missionaries established the oldest two universities: the American University of Beirut (AUB) and Saint Joseph University (SJU). American Protestant missionaries established the former and were in contentious competition with European Jesuit Catholic missionaries, who created the latter. The two institutions dominated all aspects of higher education for three-quarters of a century and were responsible for the spread of bi-lingual education. This consequently contributed to the persistent competition between the English and French languages and curricula. Moreover, the missionaries attracted two different segments of the native population. The Jesuits found allies among Catholics and Maronites, while the American missionaries mostly attracted Christian Orthodox and Sunnis. These foreign missions not only brought languages, arts and sciences, but also contradicting philosophies, ideologies and political interests that increased the religious, political and cultural divisions among the indigenous population.

The second epoch (1950–1975) started with the establishment of the Lebanese University (LU) and then the Beirut Arab University (BAU), and ended with the beginning of the civil war. This period witnessed a balancing effect between foreign and national education. LU remains the only public university and has a highly controversial history. This institution was established as a national instrument for bringing together the diverse politico-religious and socio-economic groups. BAU was primarily the product of the Nasserite Arabic nationalism movement. The first major private university with clear Arabic and Muslim undertones, BAU was established by Al-Birr Wal-Ihssan, an institution affiliated with one of the largest Sunni establishments in Egypt. Both LU and BAU focused on Arabic. Although LU started offering courses both in Arabic and French, it later adopted Arabic in most of its courses.

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The third epoch extended from the start of the civil war till the mid-1990s and was characterized by schisms, expansions, and chaos. This period caused the near destruction of LU, where the sharp divisions along politico-religious lines caused the division of every department into two or more "branches." The prestigious Faculty of Information and Documentation (media studies) split into two branches, each located in a separate region and affiliated with the sectarian-political powers that controlled its locality. The "East-Beirut" branch was predominantly Christian, rightist and focused on the French language, while the "West-Beirut" branch was mostly Muslim, leftist and adopted English, but remained focused on Arabic. This division persists even 18 years after the reunification of Beirut, and the university that was envisioned as a melting pot became a contributor to the politico-religious divisions.

Aside from the destruction and divisions, three major universities emerged during the third period. The Lebanese American University (LAU, 2006) was first known as Beirut University College and had roots in the American School for Girls, which was founded by American Presbyterian missionaries. Notre Dame University (NDU) was originally established as the "East-Beirut" branch of LAU during the civil war but later became independent under the auspices of the Mariamite-Maronite Church and had connections with the American Presbyterian establishment. Finally, the University of Balamand (UOB) was established in 1988 under the patronage of the Christian Orthodox Church.

Following the civil war in the mid-1990s, the Lebanese government implemented major changes to higher education. This was in part a reaction, but ironically also a contributor, to the frenzied expansion of existing universities and the rapid establishment of many new ones. This period is still evolving and witnessing major changes and restructuring. The good news is that universities are trying hard to attract a more diverse body of students, as a result of economic pressures in a tight market where the growing number of universities seems to outpace the growth of potential students. To a large extent, however, the politico-sectarian affiliation and identity of most universities still brews under the surface, and any efforts to change the status quo meets fierce opposition, especially regarding reunification of LU.

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Lebanese Media Studies: The Rise of Private Universities and Modern Media Fields

Demographics of journalism and media studies students. Historically, Lebanese students had little interest in journalism and media studies and preferred to enroll in the traditionally prestigious majors of medicine, law and engineering. While this trend has not changed much, more students are gradually enrolling in media studies fields. The total number of students enrolled in journalism and media studies increased from 3034 in 2001–2 to 3634 in 2006–7 (Table 1). Today, journalism and media studies students make up 2.5 percent of the total body of university students. Additional evidence of the growing field lends itself to the many recently established media studies programs.

Table 1 shows the total number of students enrolled in the past six years, divided between all private universities, on one hand, and the only public university (LU), on the other. LU's oldest media studies program clearly dominated the field but was gradually losing student share to private institutions. In 2001–2, LU had 44 more media studies students than all private universities combined. In 2006–7, LU had 1140 students less than its private competitors. Still, LU's tuition-free policy and the reputation of its prestigious

TABLE 1
Number of students by university type over the past six years

Lebanese students in media studies	Academic year					
	2001–2	2002–3	2003–4	2004–5	2005–6	2006–7
Public university (LU)	1539	1474	1514	1468	1235	1247
Private universities	1495	1848	1722	1828	2483	2387
Total	3034	3322	3236	3296	3718	3634

Source: Center for Educational Research and Development (2001–7).

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journalism program—which remains widely considered number one even by its competitors and the news media—still received the lion share of students. In addition, LU graduates dominated the news industry in Lebanon, especially in print and editorial positions.

LAU came second measured by student enrolments, followed by NDU. According to their departments, graduates of both LAU and NDU occupied mostly creative, production and technical positions in Lebanon and the Arab world. AUB had a smaller share of the market and its graduates were hired mostly by NGOs, government, and academic institutions, and occupied management, policy and research positions.

Women make up the majority of journalism and media studies students (Table 2). This paralleled demographics of media programs around the world, but could also be attributed to cultural factors. According to Dr. Nabil Dajani, historically

> parents pressured their sons to pursue professional degrees, such as medicine, law or engineering, as those were the future providers for their families, but they were less concerned about their daughters' career selection, as they were expected to fill the traditional roles of mother and housewife, and therefore female students interested in the social sciences or humanities were not subjected to family demands to go after professional degrees. (personal interview, February 17, 2008)

These attitudes are in decline although they still exert a dwindling influence. Dajani notes only slow change in his 40 years as educator. But as Lebanese society further accepts gender equality and the role of women as equal providers with independent careers, and as the reputation of journalism and media studies strengthens, the gender gap is likely to

TABLE 2
Media studies students by gender over the past six years

Media studies students by gender	Academic year					
	2001–2	2002–3	2003–4	2004–5	2005–6	2006–7
Males	726	952	919	1010	1191	1128
Females	2308	2370	2317	2286	2527	2506
Male to female ratio	1:3.18	1:2.49	1:2.52	1:2.26	1:2.12	1:2.22

Source: Center for Educational Research and Development (2001–7).

TABLE 3
Male to female ratio by major averaged over the six years

Ratio by major	Advertising and marketing	Major Broadcast journalist	Print journalism	Public relations
Male to female ratio	1:2.7	1:3.6	1:4.4	1:7.9

Source: Center for Educational Research and Development (2001–7).

shrink. The ratio of males to females that went from 1:3.2 to 1:2.2 over six years supports this prediction (Table 2).

Gender differences varied across media specialties. Table 3 reveals the ratio of males to females across four specialties. For every male student in public relations there were almost eight female students. The disparity decreased to about 1:4 in print and broadcast journalism, and 1:3 in advertising and marketing.

The number of students also varied across particular specialisms and changed over time (Table 4). Across the last six years, enrolments in print journalism declined while they increased in broadcast journalism and public relations. Although advertising and marketing remained the most popular, they too experienced a gradual decline. So, broadcast journalism became the second most popular followed by public relations, while print journalism trailed the rest. In addition, the popularity of other majors, including photography and audiovisual production, has increased, with student enrollment going from 415 in 2001–2 to 1118 in 2006–7.

Orientation of curricula. Lebanese departments of media studies varied in their location, orientation and offerings. Table 5 lists universities and the year in which they launched journalism and media studies, the degrees they offered, and the main languages of instruction. It also provides departmental information that locates each program within the university hierarchy. This table reflects the diverse approaches to media studies, whether it was in the disciplines offering the programs, the languages used, or the degrees offered. Five of the nine programs were less than 12 years old. English language dominated media studies, and most programs only offered undergraduate degrees, only a few offered Masters, but none offered PhDs. Four of the universities offered concentrations (print, broadcast, public relations, etc.), while the rest only offered a general media

TABLE 4
Media studies students by major over the past six years

Media studies major	Academic year					
	2001–2	2002–3	2003–4	2004–5	2005–6	2006–7
Print journalism	802	386	422	399	296	471
Broadcast journalism	371	411	552	407	474	508
Public relations	277	409	366	498	441	499
Advertising and marketing	1169	1445	1335	1007	1224	1038
Other	415	672	561	985	1283	1118
Total	3034	3323	3236	3296	3718	3634

Source: Center for Educational Research and Development (2001–7).

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TABLE 5
Media studies programs

University	Program founded	Program names and degrees	Department	Language
Lebanese University (LU)	1967	BA/MA: Journalism & Press Agencies, Radio/TV, Public Relations & Advertising, Documentation	Faculty of Information & Documentation	Arabic and English or French
American University of Beirut (AUB)	1976	BA/MA: Media Communication Diploma, BA minor, and MA concentration	Faculty of Arts & Sciences, Dept. of Social & Behavioral Sciences	English, Arabic
Lebanese American University (LAU)	1973	BA/AA: Communication Arts with Concentrations in Journalism, Radio/TV or Theater	School of Arts & Sciences, Communication Arts Division	English, Arabic
Notre Dame University (NDU)	1987	BA: Journalism, Radio/TV, Advertising and Marketing, MA: Media Studies	Faculty of Humanities, Dept. of Mass Communication	Arabic, English
University of Balamand (UOB)	1996	BA/MA/Diploma: Mass Communication (no specialty)	Faculty of Arts & Social Sciences, Dept. of Mass Communication	Arabic & English or French
Jinan University (JU)	1999	BA/MA: Journalism and Mass Communication, Radio/TV	Faculty of Communication	Arabic, French
American University of Science & Technology (AUST)	2000	BA: Advertising, Journalism, Public Relations, Radio/TV	Dept. of Liberal Arts & Sciences, Communication Arts Program	Arabic, English
American University of Technology (AUT)	2000	BA: Advertising, Journalism, Public Relations, Radio/TV, Audio Visuals	Dept. of English Language & Literature, Arts & Sciences	Arabic, English
Beirut Arab University (BAU)	2002	BA, Diploma: Mass Communication	Faculty of Arts, Dept. of Mass Communication	Arabic, English

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studies degree. AUB uniquely offered a media communication diploma through its Sociology–Anthropology–Psychology program.

Based on curricular analysis, the study found three practical programs, one liberal and two liberal-professional (see Table 6). AUB had the only liberal program with 90 percent of its courses focusing on theory and research. LAU and NDU offered liberal-professional curricula balancing theory and skills, while LU, UOB and the American University of Science & Technology (AUST) had the most skills-focused approaches.

According to Table 7, few programs required theses and research methods courses while most required internships. All programs except LU and AUB required an internship for an undergraduate degree. Only AUB and NDU required a thesis for a BA. AUST required one research methods course, while LU and AUB required two. Finally, LU uniquely offered online journalism, while none of the programs offered media or news literacy.

TABLE 6
Media studies curricula

University	Practical (%)/theoretical (%)	Curriculum orientation*
LU	80/20	Practical
AUB	10/90	Liberal
LAU	65/35	Liberal-professional
NDU	60/40	Liberal-professional
UOB	75/25	Practical
AUST	70/30	Practical

*Liberal (>50% theoretical), practical (<30% theoretical), liberal-professional (30–50% theoretical).
Note: JU, AUT and BAU did not offer sufficient curricular material for analysis.

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Resources and facilities. Lastly, based on visits to libraries and media labs, the study concluded that AUB had the best libraries and research resources, but lacked any media/production facilities. NDU, LAU and UOB also had strong libraries for journalism and media studies. When it came to media/production facilities, LAU and NDU ranked first with impressive space, equipment and permanent staff. AUST and UOB had sufficient equipment and a strong potential, but their media facilities were at a relatively early stage of development. LU had the least equipped and poorest facilities. LU students relied on the private universities' libraries for resources and depended on non-credited internships for practical training.

Q-Analysis of Lebanese Faculty

This section discusses the data sorted through the Q method technique that generated four factors, or four distinct groups of faculty opinions on curricula and teaching (see Appendix B). It first presents the consensus statements. Then, it discusses the definitive properties of each factor and ends with a summary.

Consensus statements. Consensus statements that the four groups commonly accepted focused on the urgent need for faculty, research and resources for journalism and media studies in Lebanon. The four groups positively ranked statements 11 and 14 (Table 8 and Appendix A), which noted that the field had a pressing need for qualified

TABLE 7
Mandatory courses

University	Course				
	Research methods	Online journalism	Media literacy	Internship required?	Thesis required?
LU	2	1	No	No	No
AUB	2	0	No	No	Yes
LAU	0	0	No	Yes	No
NDU	0	0	No	Yes	Yes
UOB	0	0	No	Yes	No
AUST	1	0	No	Yes	No

TABLE 8
Factor Q-sort values for each statement

Statement	Factor (group)			
	One	Two	Three	Four
1	2	1	1	1
2	1	1	0	0
3	−3	0	−2	−3
4	−2	0	−2	−2
5	−1	0	−3	2
6	0	−1	2	−1
7	−1	0	−1	−2
8	1	2	0	−2
9	0	−1	0	1
10	1	−1	0	0
11	3	3	3	1
12	−3	−3	0	2
13	0	−2	2	−1
14	2	3	3	1
15	−2	0	−3	0
16	3	2	2	−1
17	−2	−2	1	0
18	−1	−2	1	0
19	−1	1	−1	2
20	0	−3	1	−3
21	0	1	−2	−1
22	1	−1	−1	3
23	2	2	−1	3

faculty and for resources, especially books and studies related to local issues, training centers for research and new technologies, and associations and venues that bring field scholars together. In addition, two groups negatively ranked statement 15, which contradicted statements 11 and 14 and noted that the field has enough faculty and resources, while the two other groups ranked it neutrally (0). This highlights the dominant feeling of urgent need for qualified faculty, research and resources in the field. Beyond that consensus, the groups differed sometimes drastically on the other issues.

Factor one. Factor one advocated a balance between theory and practice. The top positively ranked statement (16) referred to balancing theory and practice and preparing students for the market. The positive loading of statement one, which considered research important, and the negative loading of statement 12, which advocated a social sciences and theory-heavy approach to teaching, further supported this conclusion.

This group believed in a specialized program that offered some research courses to students but did not necessarily emphasize research for faculty. Group one rejected statement 17, which advocated a generalist approach to curricula. So, the group preferred a specialized program located in a separate department. In addition, the group ranked negatively statements 3 and 4, both of which dismissed the importance of research as a core component of the program. This enforced the group's belief in the importance of teaching research in media studies. However, group one gave statements 5, 6 and 7 essentially neutral rankings (−1, −1, 0). All three statements dealt with faculty research. This suggested group one offered only low priority to faculty research.

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Group one was cautiously optimistic about freedom of expression, but not so much about academic freedom. The weak negative ranking of statement 19 suggested professors did not feel they had enough freedom in the classroom. Still, the positive ranking of statement 23 implied the group saw a healthy tradition of teaching and practicing freedom of expression, though the phrase "of course, there are always lines you don't cross" qualified this optimism.

Finally, the group gave low priority to teaching about sectarianism. It gave an essentially neutral ranking to statements 8, 9 and 10 (+1, 0, +1).

In sum, group one advocated a balance between theory and practice, a specialized curriculum, and some emphasis on teaching students research. It gave little importance to faculty research and expressed cautious optimism about freedom of expression teaching and practice, but showed pessimism about academic freedom. Finally, the group did not see teaching about sectarianism as a priority.

Factor two. F Communication actor two advocated a weak balance between theory and practice and tilted more towards the latter. It emphasized that the primary purpose of journalism and media studies is to produce professionals. This group also positively ranked statement 16. Unlike group one, however, this group mostly ignored statements regarding student research, which both pushed it further to the professional, even vocational, side of the spectrum, and made it the group least likely to advocate teaching research. The negative ranking of statement 18, which required journalism professors to have a PhD and a strong background in theory, further supported this conclusion. Group two even more strongly rejected statement 12, which advocated a social sciences approach. It also rejected statement 13, which advocated a communication arts focus. This reinforced the group's vocational approach to training journalists and professionals, not scientists or artists.

In addition, this group rejected statements 17 and 12. Therefore, it advocated a specialized curriculum and a program located in a separate department of media studies.

Group two was cautiously optimistic about both freedom of expression and academic freedom. The negative ranking of statement 20 suggested that it felt professors had enough freedom in the classroom. The weak positive ranking (+1) of statement 19 somewhat reinforced this notion. Statement 19 dubbed the professor the "sultan" of his course. Furthermore, like group one, group two positively ranked statement 23, which reflected a positive but qualified view of the tradition of teaching and practicing freedom of expression.

Finally, this group gave a positive ranking to statement 1, which stated that the curriculum "should not have specific courses" that cover the issue of sectarianism. It also gave a slight negative ranking (−1) to statements 9 and 10, which advocated teaching about this issue. This indicated a clear opposition to teaching about sectarianism.

In sum, group two advocated a weak balance between theory and practice with a strong tilt towards the latter, suggesting a specialized vocational approach to media studies with little or no concern for both faculty and student research. It expressed cautious optimism about both freedom of expression and academic freedom and rejected the notion of teaching about sectarianism.

Factor three. Factor three leaned towards the arts and creative side of media studies and preferred a generalist approach. It viewed media studies as a communication

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arts rather than a professional or scientific degree. According to positively ranked statement 13, students "shouldn't graduate as journalists, but as communicators." Still, this group advocated some balance between theory and skills, as the positive ranking of statement 16 suggested. It also preferred a generalist approach to the curriculum and did not advocate a specialized program.

Group three negatively ranked both statements 3 and 4, which rejected having research and a thesis as required core elements of the curriculum. It also gave a slightly positive ranking (+1) to statement 2, which advocated emphasizing research in the curriculum. This suggested that group three saw some importance in teaching research in the program but did not give it central focus. Also when it came to faculty research, this group agreed with statement 6, which believed the "university policy should encourage faculty research," but disagreed with statement 5, which advocated an "up or out policy; if you don't publish, your out." This suggested that the group also somewhat cared about faculty research but did not see it as a priority.

In addition, this group had a pessimistic view about academic freedom and freedom of expression on campus. Statement 21, negatively ranked, stated that professors had "a lot of freedom to teach" what they want but sometimes avoided certain thorny topics that may offend students. The slight negative ranking (−1) of statement 19, which dubbed the professor as "sultan" of his course, further reinforced this interpretation. Furthermore, the slight negative ranking (−1) of statement 22 suggested that the group was also slightly pessimistic about freedom of expression teaching and practice. Statement 22 described the teaching of freedom of expression as "better than American programs." This statement coupled with the slight negative ranking (−1) of statement 23, which claimed that freedom of expression is well practiced within certain lines, located this group as slightly pessimistic about freedom of expression too.

Finally, factor three ignored the issue of teaching about sectarianism. It gave a zero ranking for statements 8, 9 and 10.

In sum, group three advocated a balance between theory and practice and a generalist approach but from a communication arts, rather than a professional or scientific, point of view. The group somewhat supported including research and the production of a thesis in the curriculum but not as required core elements. Similarly, it cared about faculty research but did not give it high priority. In addition, group three had a slight pessimistic view about both freedom of expression and academic freedom in Lebanon and essentially ignored the issue of teaching about sectarianism.

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Factor four. This group strongly advocated a theory-heavy curriculum and a social sciences approach. Statement 12 noted, "Media should be taught as a social science and that students should have a strong theoretical background ..." The strong positive ranking of this statement, along with the slight negative ranking of statement 16, which advocated a balance between theory and practice, put this group at the theoretical end of the spectrum. Also, from the positive ranking of statement 12, one can conclude that this group advocated a generalist rather than a specialized program.

This group advocated a strong research agenda for both students and faculty. It agreed with statement 5, which pushed for an "up or out policy." Simultaneously, this group rejected statements 3, 4 and 7, which rejected a research course, suggested that theses are not important, and rejected a "publish or perish" policy, respectively. Therefore,

this group prioritized a strict research agenda as a prerequisite for both students' graduation and professors' promotion.

Moreover, group four was particularly optimistic about freedom of expression and academic freedom in Lebanon. The strong positive ranking of statements 22, 23, and 19 and the strong negative ranking of statement 20 both reflected this strong view and the importance of the issue for group four.

Finally, group four was the only group to advocate teaching about sectarianism. It rejected statement 8, which argued for not getting into the topic, and gave a slight positive ranking (+1) to statement 9, which advocated having courses that "talk about difference in religion and how it impacts the perceptions of people . . . and the communication patterns that result from that."

In sum, group four advocated a social sciences, theory-heavy and generalist approach to teaching journalism and media studies and strongly emphasized research for both students and faculty. The group expressed pronounced optimism regarding freedom of expression and academic freedom, and uniquely advocated teaching about sectarianism.

Two shades of green eyeshades, a solid chi-square and a colorful artist. The first three factors had much in common but also differed in several important ways. Factor four, however, was clearly distinctive from the others. The statistics reveal a strong positive correlation between factors one and two (0.66), and between factors one and three (0.61), and a slight positive correlation (0.28) between factors two and three. On the other hand, there was no relationship between factor four and any of the first groups (0.17, 0.15, −0.04).

Groups one and two could be considered one group with nuanced differences, given the strong correlation between them and their agreement on most of the main points. Both groups advocated a balance between theory and practice, with a strong tilt towards the latter for group two. Both advocated separate media studies departments and specialized curricula, and both were cautiously optimistic about the traditions and teaching of freedom of expression on campus. The two groups, however, differed slightly when it came to the importance of research, their view of academic freedom, and their opinion on teaching about sectarianism.

Group three seemed to fit in its own category although it had much in common with group one and to a lesser extent group two. Group three's main difference lay in its focus on communication arts, a generalist approach, and its pessimistic view of freedom of expression and academic freedom.

Group four also had a unique take on journalism and media studies and differed considerably from the other three groups. It advocated a social sciences approach with a strong emphasis on theory and research. It was also uniquely strongly optimistic about freedom of expression and academic freedom.

In sum, there were three general groups of opinion among media studies faculty in Lebanon. The first included groups one and two and could be conveniently labeled the "green eyeshades"—referring to a traditional view that advocated a professionally oriented school of journalism approach (see Rogers, 1997). The second category included group four and could be dubbed the "chi-squares"—referring to the school opposing the "green eyeshades" and advocating a social sciences, research and theory-oriented approach. The third category included group three and could be called the artists—referring to the term

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"communication arts" used in statement 13. Finally, despite their different approaches and opinions, all groups agreed that there was a strong need for qualified journalism and media faculty and scholars, and for resources, especially publications catering to local issues and concerns, research and training centers, and common venues that could bring the field's faculty together.

Conclusion

This study used a mixed-methods approach to map out the field of journalism and media studies in Lebanese universities and deployed a Q-technique to capture media faculties' opinions. The Q-analysis revealed three groups of opinions: one advocated a professional approach, one preferred a communication arts approach, and one pushed for a theoretical and research-intensive approach. While the three groups differed on various matters, they all agreed that journalism and media studies had a major need for qualified faculty, research and resources. Student demographic analysis revealed a stable increase in broadcast journalism and PR enrolments but a decrease in print journalism; advertising and marketing were the most popular majors, followed by broadcast journalism and PR; females outnumbered males; and LU, the only public university, remained the most prestigious and popular program despite its problematic economic situation. The curricula analyses found most programs had either a practical or a liberal-professional orientation, while only one had a liberal emphasis. In addition, most programs required an internship, while only two required a thesis; English and the US academic system dominated; only one program offered online journalism, while none offered media or news literacy.

Based on the findings, the study offers seven recommendations: first, the importance of including media literacy, new media, and research methods courses in the curricula; second, the need to create and enhance media production facilities and library resources; third, the importance of monitoring academic freedom on campuses and promoting freedom of expression in journalism and media studies classes; fourth, expanding and duplicating the only liberal program in the country in order to balance the predominantly practical and liberal-professional programs; fifth, encouraging and rewarding curricula that promote and teach courses about inclusiveness, diversity and multiculturalism and programs that promote a secular identity in brand and practice and fight the problem of sectarianism in the country; sixth, monitoring diversity and sectarian speech and practice on campuses and installing checks and balances that deter from sectarian practices; and seventh, encouraging the establishment of journalism and media studies research and training centers on campuses to push for and facilitate the production of original research, innovative curricula and advanced training and teaching in the field.

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Jad Melki, Department of Social & Behavioral Sciences, American University of Beirut, P.O. Box 11-0236, Beirut, 1107 2020, Lebanon. E-mail: jad.melki@aub.edu.lb

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Appendix A

Q-Sample: Excerpts of the 23 Ranked Statements

1. Research should be a very important component of the program . . .
2. We should put more emphasis on research in the curriculum.
3. It's enough to have a course where students choose an internship or a thesis, but we shouldn't require theses . . .
4. I am against a research course. I prefer we put more emphasis on research papers in each course.
5. When it comes to faculty research, there should be an up or out policy; if you don't publish, you're out . . .
6. The university policy should encourage faculty research but should not go into publish or perish policy.
7. There should be no publish or perish policy. No matter what, you should not perish.
8. We should not have specific courses for the topic of sectarianism.
9. We should have courses that talk about differences in religion and how it impacts people's perceptions . . .
10. Courses like media and society can address the topic of sectarianism, but there is no need for a specific course.
11. There is a big need for resources in this field, especially books and studies related to local issues, training centers for research and new technologies and associations . . .
12. Media should be taught as a social science and students should have a strong theoretical background . . .
13. The student should feel that she is in a communication arts program. They shouldn't graduate as journalists, but as communicators.
14. Media studies in Lebanon badly need faculty and scholars qualified and specialized in this field.
15. We have enough resources and qualified journalism and media faculty.
16. We should not stop at theory but also focus on practice. The idea is to have well-rounded students who are equipped with the theoretical and practical expertise and able to compete in the market.
17. We should not have a specialized program at the bachelors level, but at the masters level.
18. The ideal Professor should have a PhD in media studies and a strong background in theory.
19. The professor is the "sultan" of his course. He has total freedom . . .
20. Sometimes you don't want to instigate an angry reaction among some students who might not understand your logic . . . So, you would limit the intensity of the discussion . . .
21. I have a lot of freedom to teach what I think is important, but sometimes I avoid discussing issues that may challenge certain political or religious beliefs . . .
22. When it comes to teaching freedom of expression, our program is better than American programs . . .
23. Freedom of expression is well practiced and well believed-in on this campus. Of course, there are always lines you don't cross . . .

Appendix B

Q-Sort of Professors

Faculty	Factor			
	One	Two	Three	Four
1	0.2029	0.5244X	0.1706	0.0537
2	0.7084X	0.2636	0.1158	−0.0760
3	0.5194X	0.0773	0.1227	−0.3880
4	0.4107	0.1978	0.3806	0.1070
5	0.3074	0.5563X	0.1469	0.1051
6	0.4723	0.6020X	−0.2968	0.1685
7	−0.1605	0.3419	−0.1880	−0.4275
8	0.3500	0.0739	0.5399X	0.0813
9	0.1685	0.5780X	0.0539	−0.0341
10	0.7593X	0.2238	0.0651	−0.1455
11	0.4158	0.7296X	−0.2925	0.0138
12	0.6757X	0.1224	−0.2102	0.3236
13	−0.4610	0.1492	0.1612	0.5130X
14	0.1437	0.1198	−0.0965	0.5139X
15	0.5777X	0.3387	−0.0972	−0.2163
16	0.7010X	−0.0492	0.3568	−0.0428
17	0.3349	0.1247	0.7093X	−0.0166
18	0.3351	0.2259	0.1048	−0.1831
19	−0.0817	0.1094	0.5669X	0.2035
20	0.6318X	0.2042	0.3669	0.2410
21	0.2521	0.6913X	−0.0454	−0.2837
22	0.3217	0.6202X	−0.1238	−0.0413
23	0.5249X	0.1129	−0.2078	−0.2789
24	0.6390X	0.3256	−0.2728	−0.1078
25	0.6692X	0.2713	0.0879	0.1120
26	0.2617	0.3430	0.5449X	0.2657
27	0.5960X	0.1255	0.3591	−0.2268
28	0.8019X	0.3650	0.0322	−0.1006
29	0.7581	0.5012	0.1023	0.0321
No. of defining variables	12	7	4	2
Composite-reliability	0.980	0.966	0.941	0.889

Factor matrix with an X indicates a defining sort.

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