

Gender, Sexuality and Journalism Education: Expanding the Horizon of Media Educators and Trainees

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Abstract

This paper examines gender and sexuality in journalism education in Nigeria using Nigeria's National Universities Commission Benchmark Minimum Academic Standards (NUC BMAS) on gender and sexuality in its undergraduate Mass Communication programme as a case in point. The study analysed the curricula of four purposively selected universities offering Mass Communication in South-East Nigeria to determine the mainstreaming of gender and sexuality studies in the Nigerian media training context. The paper also reviews the views of media educators and trainees on possible curricula reviews to integrate gender and sexuality studies. The methodology and instrumentation involved a combination of survey and documentary analyses and interviews via cell phone, SMS and WhatsApp chat. Key findings indicate that NUC BMAS did not integrate gender and sexuality/diversity in the curricula of the sampled universities. Gender and sexuality were glaringly missing in the course offerings and course descriptions/details. Based on the above, the research participants recommended the redesigning of the Mass Communication in Nigeria to include gender and sexuality/diversity studies in line with UNESCO 2013 revised curricula on journalism education.

Keywords: Gender, Sexuality, Diversity, Journalism Educators, Media Trainees, Curriculum, Mass Communication.