

**University of Calgary**  
**Department of Communication, Media and Film**

**COMS 401 (L02): Special Topics in Communication and Media Studies**  
**(Journalism and Democracy)**

**Fall 2020: Sep. 9 to Dec. 9 (excluding Oct. 12 & Nov. 9-13)**

**Lectures: MW 14:00-15:15**

**(Lectures will be synchronous Zoom sessions on Mondays and Wednesdays)**

**IMPORTANT NOTE ON COURSE DELIVERY FOR FALL 2020:**

This Fall 2020 course will be offered entirely online as part of the University's plan to ensure everyone's safety during the Covid-19 pandemic. Please read the outline carefully to see which course components will be offered synchronously (where you are expected to participate at the usual scheduled course time) and which components will be offered asynchronously (to be completed on your own time). Synchronous course sessions will normally be hosted on Zoom, a video-conferencing program. To access scheduled Zoom course sessions, go to D2L, click on the COMMUNICATION tab, and select Zoom 5 or 10 minutes before class is scheduled to begin.

If you will not be able to participate in scheduled synchronous class sessions owing to time differences, then you should arrange to take this course when it is offered in person in the future.

Note that the time indicated on course outlines for all timed quizzes and exams in CMCL, COMS, and FILM courses includes 50% extra time to allow for technical difficulties.

<b>Instructor:</b>	Maria Victoria Guglietti
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<b>Web Page:</b>	D2L available through MyUofC portal
<b>Office Hours:</b>	<i>Available via email anytime/ Zoom conference upon request.</i>

**Course Description**

The class offers a critical study of the relationship between journalism and democracy, with an emphasis on the recent challenges and transformations of journalism's role in democratic societies. Some of the topics explored are the liberal press theory and the ideological conceptualization of journalism as a democratic institution, the changing understanding of journalism as a public service, the emergence of radical journalism, the crisis of the relationship between journalism and democracy and new configurations of journalism's public role.

**Additional Information**

The weekly schedule of topics and readings can be found at the end of this outline or on D2L.

**The class has a hybrid format.** Narrated lectures will be posted **on Monday noon** to allow students to prepare for Zoom discussions, where the instructor will answer questions and discuss a case study that addresses the reading of the week. **Zoom discussions are considered an essential component of the class**, as they will provide students with training in critical thinking and analysis.

In order to make the Zoom discussion more manageable, **students will be divided in two groups (A and B) during the first week of class and, once again, on week 7.** Each group will be assigned a meeting day (either Monday OR Wednesday) during the scheduled hours (14:00 to 15:15). Zoom sessions will be recorded and posted on D2L.

Students are responsible for reading and following all course and university policies discussed in this outline.

### **Objectives of the Course**

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

1. identify the ideological basis of the relationship between journalism and democracy,
2. analyse contemporary professional and academic discourses aimed at introducing journalism as a democratic institution,
3. discuss journalism's past and present roles in a democratic society,
4. assess the contribution of counter hegemonic journalism to democracy,
5. formulate a strategy to democratize mainstream journalistic practices in Canada based on the analysis of a case study, and
6. reflect on their own learning.

### **Textbooks and Readings**

The following is the list of mandatory readings for this class:

Atton, C. (2002). News cultures and new social movements: Radical journalism and the mainstream media. *Journalism Studies*, 3(4), 491-505. [https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/openurl?sid=google&aunit=C&aurlast=Atton&atitle=News%20cultures%20and%20new%20social%20movements:%20Radical%20journalism%20and%20the%20mainstream%20media&id=doi:10.1080%2F1461670022000019209&title=Journalism%20studies.&volume=3&issue=4&date=2002&spage=491&issn=1461-670X&vid=UCALGARY&institution=01UCALG&url\\_ctx\\_val=&url\\_ctx\\_fmt=null&isServicesPage=true](https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/openurl?sid=google&aunit=C&aurlast=Atton&atitle=News%20cultures%20and%20new%20social%20movements:%20Radical%20journalism%20and%20the%20mainstream%20media&id=doi:10.1080%2F1461670022000019209&title=Journalism%20studies.&volume=3&issue=4&date=2002&spage=491&issn=1461-670X&vid=UCALGARY&institution=01UCALG&url_ctx_val=&url_ctx_fmt=null&isServicesPage=true)

Baym, G. (2005). The Daily Show: Discursive integration and the reinvention of political journalism. *Political Communication*, 22(3), 259-276. [https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/openurl?sid=google&aunit=G&aurlast=Baym&atitle=The%20Daily%20Show:%20Discursive%20integration%20and%20the%20reinvention%20of%20political%20journalism&id=doi:10.1080%2F10584600591006492&title=Political%20communication.&volume=22&issue=3&date=2005&spage=259&issn=1058-4609&vid=UCALGARY&institution=01UCALG&url\\_ctx\\_val=&url\\_ctx\\_fmt=null&isServicesPage=true](https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/openurl?sid=google&aunit=G&aurlast=Baym&atitle=The%20Daily%20Show:%20Discursive%20integration%20and%20the%20reinvention%20of%20political%20journalism&id=doi:10.1080%2F10584600591006492&title=Political%20communication.&volume=22&issue=3&date=2005&spage=259&issn=1058-4609&vid=UCALGARY&institution=01UCALG&url_ctx_val=&url_ctx_fmt=null&isServicesPage=true)

Carey, J. (2007). A short history of journalism for journalists: A proposal and essay. *The*

*Harvard International Journal of Press/Politics*, 12(1), 3-16. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/1081180X06297603>

- Champlin, D. P., & Knoedler, J. T. (2006). The media, the news, and democracy: Revisiting the Dewey-Lippman debate. *Journal of Economic Issues*, 40(1), 135+. Retrieved from <https://link-gale-com.ezproxy.lib.ucalgary.ca/apps/doc/A143871723/AONE?u=ucalgary&sid=AONE&xid=98178fa2>
- Goode, L. (2009). Social news, citizen journalism and democracy. *New Media & Society*, 11(8), 1287-1305. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1vibdgm/TN\\_sage\\_s10\\_1177\\_14614448\\_09341393](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1vibdgm/TN_sage_s10_1177_14614448_09341393)
- Habermas, J. (2006). Political communication in media society: Does democracy still enjoy an epistemic dimension? The impact of normative theory on empirical research 1. *Communication Theory*, 16(4), 411-426. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1vibdgm/TN\\_wj10.1111/j.1468-2885.2006.00280.x](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1vibdgm/TN_wj10.1111/j.1468-2885.2006.00280.x)
- Janowitz, M. (1975). Professional models in journalism: The gatekeeper and the advocate. *Journalism Quarterly*, 52(4), 618-626. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1vibdgm/TN\\_proquest1290634585](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1vibdgm/TN_proquest1290634585)
- Mcchesney, R. (2012). Farewell to journalism? Time for a rethinking. *Journalism Practice: The Future of Journalism 2011: Developments and Debates*, 6(5-6), 614-626. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1vibdgm/TN\\_informaworld\\_s10\\_1080\\_17512786\\_2012\\_683273](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1vibdgm/TN_informaworld_s10_1080_17512786_2012_683273)
- Mills, J.S. (2012). Liberal press theory. In B. Mills & D. Barlow. (Eds.), *Reading media theory: Thinkers, approaches and contexts*. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1710711&ppg=62>
- Peters, C & Witschge, T. (2014). From grand narratives of democracy to small expectations of participation. *Journalism Practice*, 9(1), 19-34. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1amoh5i/TN\\_cdi\\_datacite\\_primary\\_10\\_1080\\_17512786\\_2014\\_928455](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1amoh5i/TN_cdi_datacite_primary_10_1080_17512786_2014_928455)
- Platon, S. & Deuze, M. (2003). Indymedia journalism. *Journalism: Theory, Practice, and Criticism*. 4(3), 336-55. [https://ucalgary-primo-hosted-exlibrisgroup-com.ezproxy.lib.ucalgary.ca/primo-explore/openurl?sid=google&aunit=S&aurlast=Platon&atitle=Indymedia%20journalism:%20A%20radical%20way%20of%20making,%20selecting%20and%20sharing%20news%3F&id=doi:10.1177%2F14648849030043005&title=Journalism%20:&volume=4&issue=3&date=2003&spage=336&issn=1464-8849&vid=UCALGARY&institution=01UCALG&url\\_ctx\\_val=&url\\_ctx\\_fmt=null&isSerivcesPage=true](https://ucalgary-primo-hosted-exlibrisgroup-com.ezproxy.lib.ucalgary.ca/primo-explore/openurl?sid=google&aunit=S&aurlast=Platon&atitle=Indymedia%20journalism:%20A%20radical%20way%20of%20making,%20selecting%20and%20sharing%20news%3F&id=doi:10.1177%2F14648849030043005&title=Journalism%20:&volume=4&issue=3&date=2003&spage=336&issn=1464-8849&vid=UCALGARY&institution=01UCALG&url_ctx_val=&url_ctx_fmt=null&isSerivcesPage=true)

Schudson, M. (2013). Reluctant Stewards: Journalism in a Democratic Society. *Daedalus*, 142(2), 159-176. Retrieved July 1, 2020, from [www.jstor.org/stable/43297240](http://www.jstor.org/stable/43297240)

Zelizer, B. (2013). On the shelf life of democracy in journalism scholarship. *Journalism*, 14(4), 459–473. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1vibdgm/TN\\_sage\\_s10\\_1177\\_14648849\\_12464179](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1vibdgm/TN_sage_s10_1177_14648849_12464179)

## Learning Technologies and Requirements & Policy on the Use of Electronic Communication Devices

This is an online course. In order to complete online (or blended) courses, University of Calgary students are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates, with current antivirus software enabled;
- Broadband internet connection, and a current and updated web browser;
- A webcam (built-in or external);
- A microphone and speaker (built-in or external), or headset with microphone.

Most current laptops will have a built-in webcam, speaker and microphone. If you need access to other software programs to complete assignments, your instructor will provide relevant information and links.

If you have technical difficulties, contact the university's IT department. For more information, see <https://www.ucalgary.ca/pubs/calendar/current/student-campus-services-information-technologies-it.html>

Instructors may arrange to record synchronous zoom class sessions for lesson capture; however, students are not to share recordings with others. Please carefully review the section on Instructor Copyright at the end of this outline.

## Assignments and Evaluation

Weight	Course components	Due
24%	<p><b>Group activities:</b> in groups of five members, students will complete three problem solving activities that require the analysis of different aspects of journalistic discourse and phenomena in light of the critical studies discussed in class. The activities will be completed remotely and handed in via dropbox submission. Students will have at least a week to complete the activity.</p> <p>Group activities are open book. The instructions will become available at least a week before the deadline.</p>	September 24, October 29 and December 10 by 11:59PM (D2L dropbox)
30%	<p><b>Midterm exam:</b> individual assignment- open book, take-home, Q&amp;A format Approx. 2500 words. The midterm will consist in the analysis of a case study in light of the theories studied in class from Week 1 to Week 5 (included). Further instructions will be posted on D2L on <b>September 21<sup>st</sup></b>.</p>	October 8 by 11:59 PM (D2L dropbox)
46%	<p><b>Portfolio:</b> individual assignment- open book, take-home. Students will produce a portfolio consisting of four sections:</p>	Sections 1 and 2: November 6 @ 11:59PM (D2L)

<p><i>Section 1 and 2 (24% of final grade):</i> Students will provide evidence of learning in connection to <b>two</b> of the first four learning objectives of the course. Each section will address one of the four objectives. Students may choose to address <b>each section</b> as a written essay (1000-1500 words), audio essay (7 to 10 minutes) or multimedia piece (i.e. blog entry, webpage, trailer) in which students demonstrate that they are able to meet two of the following learning objectives:</p> <ol style="list-style-type: none"> <li>1. identify the ideological basis of the relationship between journalism and democracy.</li> <li>2. analyse contemporary professional and academic discourses aimed at introducing journalism as a democratic institution.</li> <li>3. discuss journalism's past and present roles in a democratic society.</li> <li>4. assess the contribution of counter hegemonic journalism to democracy.</li> </ol> <p>This first two sections constitute the first part of the portfolio.</p> <p><i>Section 3 (15% of final grade):</i> Students will formulate a strategy to democratize mainstream journalistic practices in Canada based on the analysis of a case study, demonstrating learning in connection to the fourth objective of this class. <b>In this section, students will address some of the concerns raised by scholars discussed in part 4 and 5 of the class.</b> As in the case of sections 1 and 2, students may choose to address the section as a written essay (1500-2000 words), audio essay (7 to 10 minutes) or multimedia piece (i.e. webpage, trailer).</p> <p><i>Section 4 (7% of final grade):</i> Finally, students will write a 500-word reflection or a 3-minute audio essay discussing their learning experience and the impact of their learning on their views of journalism and democracy, demonstrating learning in connection to the fifth objective of the course.</p> <p>Sections 3 and 4 constitute the second part of the portfolio.</p> <p>Further instructions will be posted on D2L at the beginning of the term.</p>	<p>dropbox)</p> <p>Sections 3 and 4: December 12 @ 11:59PM (D2L dropbox).</p>
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**Registrar-scheduled Final Examination:** No

**Note:** You do not have to complete all the assignments and exams in order to receive a passing grade in this course.

If you miss a required course component, please contact your instructor as soon as possible.

### **Submission of Assignments**

Please submit all assignments electronically by uploading them to the designated D2L dropbox (unless instructed otherwise in the assignment guidelines). Include your name and ID number on all assignments. It is your responsibility to keep a copy of each submitted assignment and to ensure that you submit the proper version (particularly in courses requiring electronic submission).

Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the ***Freedom of Information and Protection of Privacy (FOIP) Act***. Please note that instructors may use audio or video recorded for lesson capture, assessment of student learning, and self-assessment of teaching practices.

### **Policy for Late Assignments**

Assignments submitted after the deadline will receive a 0.

**\*The Day of Grace:** One day of grace is available to all students to cover unforeseen problems that prevent them from meeting a deadline such as computer crashes, vehicle breakdowns, lack of printer ink or money, unexpected family obligations, etc. Students may use this day ONLY ONCE during the semester. **Students using this day of grace must upload the assignment by 4:30 pm the next calendar day** to avoid a late penalty and write “grace” on their subject line. It should be noted that assignments handed in this manner may be returned 1-2 classes later than those submitted on the due date.

### **Student Accommodations**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Students seeking accommodation for transient illnesses (e.g., the flu) or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require that a medical note be presented. For the policy on supporting documentation the use of a statutory declaration, see Section M.1 of the *University Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>. Also see FAQs for Students: <https://www.ucalgary.ca/registrar/registration/appeals/student-faq>

### **Expectations for Writing**

Department policy directs that all written assignments and, to a lesser extent, written exam responses be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization and proper documentation of research sources. For further information, please refer to the *University of Calgary Calendar* section on writing across the curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

### **Grading & Department of Communication, Media and Film Grade Scale**

The following table outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film. Final grades are reported as letter grades. For components graded using percentages or numerical scores, those values will be used directly in calculating the final course grade, while for components graded using letter grades, the letter grades will be converted to the midpoint values listed in the final column of the table below in calculating the final course grade.

In this course, final grades are reported as letter grades. All other assignments (group activities, group work, midterm and final assignments) will receive a percentage grade.

Grade Point Value	Description	Grade	Dept of CMF grade scale equivalents*	Letter grade % equivalent for calculations*
4.00	Outstanding performance	A+	96 - 100%	98.0%
4.00	Excellent performance	A	90 - 95.99%	93.0%
3.70	Approaching excellent performance	A -	85 - 89.99%	87.5%
3.30	Exceeding good performance	B+	80 - 84.99%	82.5%
3.00	Good performance	B	75 - 79.99%	77.5%
2.70	Approaching good performance	B-	70 - 74.99%	72.5%
2.30	Exceeding satisfactory performance	C+	65 - 69.99%	67.5%
2.00	Satisfactory performance	C	60 - 64.99%	62.5%
1.70	Approaching satisfactory performance	C-	55 - 59.99%	57.5%
1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	D+	53 - 54.99%	54.0%
1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject	D	50 - 52.99%	51.5%
0.00	Failure. Did not meet course requirements.	F	0 - 49.99%	0%

\* Column 4: If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades. Column 5: These percentage equivalents will be used for calculating final grades unless an alternative method of final grade calculation is outlined above.

## Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. **In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin.** Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there.

For information on citation and documentation styles (MLA, APA, Chicago, IEEE, etc.), visit the Student Success Centre resource links at <https://ucalgary.ca/student-services/student-success/writing-support> or the Purdue Online Writing Lab (OWL) Research and Citation Resources at [https://owl.purdue.edu/owl/research\\_and\\_citation/resources.html](https://owl.purdue.edu/owl/research_and_citation/resources.html)

If you need help with your writing or have questions about citing sources, please consult your instructor or visit the Student Success Centre, 3<sup>rd</sup> floor, Taylor Family Digital Library. To book an appointment, go to [https://ucalgary.ca/student-services/student-success?utm\\_source=ssc&utm\\_medium=redirect&utm\\_campaign=redirect](https://ucalgary.ca/student-services/student-success?utm_source=ssc&utm_medium=redirect&utm_campaign=redirect)

## **Instructor Intellectual Property & Copyright Legislation**

Course materials created by the instructor (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the same course section and term may be allowed under fair dealing. Check with the instructor if you have any questions about sharing materials with classmates.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

## **Academic Misconduct**

For information on academic misconduct and its consequences, please see the *University of Calgary Calendar* at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

## **Research Ethics**

Whenever you perform research with human participants, including surveys, interviews, or observations as part of your university studies, you are responsible for obtaining research ethics approval and for following university research ethics guidelines. In some cases, your instructors may apply for course-based research ethics approval for certain assignments, and in those cases, they must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, please see <https://arts.ucalgary.ca/research/arts-researchers/resources-researchers-and-instructors/ethics>

## **Deferrals of Course Work and Requests for Reappraisal**

For university regulations and procedures related to deferrals of exams and course work, requests for reappraisals, and other matters, please see the relevant sections in the *University Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/academic-regs.html>

## **Student Support Services and Resources**

Please visit <https://www.ucalgary.ca/registrar/registration/course-outlines> for information about student support services and resources, including Wellness and Mental Health Resources, Student Success programs and services, the Student Ombuds Office, the Student Union, and Safewalk.

For resources on D2L, visit <http://elearn.ucalgary.ca/desire2learn/home/students>. IT support is available at [itsupport@ucalgary.ca](mailto:itsupport@ucalgary.ca) or by calling 403-220.5555.



## Schedule of Lecture Topics and Readings

	<b>Mondays/Wednesdays Zoom session</b> 14:00 – 15:15
<b>Week 1</b> Sep. 9	<p><b>PART 1: The ideological basis: what is the connection between journalism and democracy?</b></p> <p><b>Asynchronous components:</b> Introduction to class and assignments (video) An ideological expression: <a href="#">Carey (2007). A short history of journalism for journalists</a> (mandatory reading and recorded lecture).</p> <p><b>Synchronous component:</b> Zoom discussion (everyone participates-September 9)</p> <p><b>Assignment:</b> sign in for groups; familiarize with the D2L site</p>
<b>Week 2</b> Sep. 14 &16	<p><b>Asynchronous components:</b> The ideological foundation: <a href="#">Mills, J.S. (2012). Liberal press theory</a> (mandatory reading and recorded lecture).</p> <p><b>Synchronous component:</b> Zoom discussion (Group A: September 14; Group B: September 16)</p> <p><b>Assignment:</b> group activity 1 posted</p>
<b>Week 3</b> Sep. 21 & 23	<p><b>Asynchronous components:</b> The crisis: <a href="#">Mcchesney, R. (2012). Farewell to journalism? Time for a rethinking</a> (mandatory reading and recorded lecture).</p> <p><b>Midterm instructions are posted.</b></p> <p><b>Synchronous component:</b> Zoom discussion (Group A: September 21; Group B: September 23)</p> <p><b>Assignment:</b> group activity 1 due on <b>September 24 @ 11:59PM (dropbox)</b></p>
<b>Week 4</b> Sep. 28 & 30	<p><b>PART 2: The role of journalism in a democratic society: Past and present debates</b></p> <p><b>Asynchronous components:</b> The Dewey/Lippman debate: <a href="#">Champlin, D. P., &amp; Knoedler, J. T. (2006). The media, the news, and democracy: revisiting the Dewey-Lippman debate.</a> (mandatory reading and recorded lecture).</p> <p><b>Synchronous component:</b> Zoom discussion (Group A: September 28; Group B: September 30)</p>
<b>Week 5</b> Oct. 5 & 7	<p><b>Asynchronous components:</b> Gatekeepers or advocates? <a href="#">Janowitz, M. (1975). Professional models in journalism: The gatekeeper and the advocate.</a> (mandatory reading and recorded lecture).</p> <p><b>Synchronous component:</b> Zoom discussion (Group A: October 5; Group B: October 7)</p> <p><b>Assignment:</b> <b>Midterm due on October 8<sup>th</sup> @ 11:59PM (dropbox)</b></p>
<b>Week 6</b> Oct. 12 &14	<p><b>Asynchronous components:</b> Shifting roles: <a href="#">Schudson, M. (2013). Reluctant stewards: Journalism in a democratic society.</a> (mandatory reading and recorded lecture).</p> <p><b>Synchronous component:</b> <b>Zoom discussion (All participants meet on October 14<sup>th</sup>)</b></p>
<b>Week 7</b> Oct. 19 & 21	<p><b>PART 3: Hegemony and counter-hegemony: Journalism as a field of struggle</b></p> <p><b>Asynchronous components:</b> Radical journalism: <a href="#">Atton, C. (2002). News cultures and new social movements: Radical journalism and the mainstream media.</a> (mandatory reading and recorded lecture).</p> <p><b>Synchronous component:</b> Zoom discussion (<b>Group exchange:</b> Group A: October 19; Group B: October 21)</p> <p><b>Assignment:</b> group activity 2 posted</p>
<b>Week 8</b> Oct. 26 & 28	<p><b>Asynchronous components:</b> Indymedia: <a href="#">Platon, S. &amp; Deuze, M. (2003). Indymedia journalism.</a> (mandatory reading and recorded lecture).</p> <p><b>Synchronous component:</b> Zoom discussion (Group A: October 26; Group B: October 28)</p>

	<b>Assignment: group activity 2 due on October 29 @ 11:59PM (dropbox)</b>
<b>Week 9</b> Nov. 2 & 4	<b>PART 4: The connection between democracy and journalism reconsidered</b> <b>Asynchronous components:</b> The public sphere today: <a href="#">Habermas, J. (2006). Political communication in media society: Does democracy still enjoy an epistemic dimension? The impact of normative theory on empirical research 1.</a> (mandatory reading and recorded lecture). <b>Synchronous component:</b> Zoom discussion (Group A: November 2; Group B: November 4) <b>Assignment: Portfolio (first submission- section 1 &amp; 2) due November 6 @ 11:59PM (dropbox)</b>
<b>Week 10</b> Nov 9 & 11	<b>TERM BREAK- NO CLASSES</b>
<b>Week 11</b> Nov. 16 & 18	<b>Asynchronous components:</b> Beyond the link between democracy and journalism: <a href="#">Zelizer, B. (2013). On the shelf life of democracy in journalism scholarship.</a> (mandatory reading and recorded lecture). <b>Synchronous component:</b> Zoom discussion (Group A: November 16; Group B: November 18)
<b>Week 12</b> Nov. 23 & 25	<b>PART 5: New configurations</b> <b>Asynchronous components:</b> New digital challenges: <a href="#">Peters, C &amp; Witschge, T. (2014). From grand narratives of democracy to small expectations of participation</a> (mandatory reading and recorded lecture). <b>Synchronous component:</b> Zoom discussion (Group A: November 23; Group B: November 25) <b>Assignment: group activity 3 posted</b>
<b>Week 13</b> Nov. 30 & Dec. 2	<b>Asynchronous components:</b> Humour, journalism and democracy: <a href="#">Baym, G. (2005). The Daily Show: Discursive integration and the reinvention of political journalism.</a> (mandatory reading and recorded lecture). <b>Synchronous component:</b> Zoom discussion (Group A: November 30; Group B: December 2)
<b>Week 14</b> Dec. 7 & 9	<b>Asynchronous components:</b> Citizen journalism: <a href="#">Goode, L. (2009). Social news, citizen journalism and democracy.</a> (mandatory reading and recorded lecture). <b>Synchronous component:</b> Zoom discussion (Group A: December 7; Group B: December 9) <b>Assignment: group activity 3 due on December 10 @ 11:59PM (dropbox)</b>  <b>FINAL PORTFOLIO SUBMISSION (SECTIONS 3 &amp; 4) DUE DECEMBER 12 @ 11:59PM (dropbox)</b>