American journalism is changing. No one is sure how much, or when the process will end, or what will be the result, but change is happening. It is vital for new journalists to understand what is driving this change, to orient to the contemporary landscape of journalism, and to make educated guesses about the near- and medium-term future of the field. Of course, not every industry makes an appearance in the Bill of Rights. Journalism has a distinctive public service mission as well. We will want to reflect on this mission, and how it is being adapted to the digital age.

The School of Journalism and Mass Communication is committed to your academic and professional success. In line with this commitment, we have identified particular learning outcomes that every student should obtain by the time they earn a JMC degree. You can find more information about these learning outcomes here: [http://clas.uiowa.edu/sjmc/undergraduate-programs/assessment](http://clas.uiowa.edu/sjmc/undergraduate-programs/assessment). We regularly assess the curriculum to determine whether students are achieving these outcomes.

This course contributes to these learning outcomes by helping you achieve proficiency in understanding journalism as a cultural industry, and the historical genesis and practice of journalism ethics. To this end, this course has the following learning objectives:

- Reflect on the institution of journalism and its role in society [ethics learning outcome]
- Understand the major causes of disruption within journalism and their consequences for the field [media industries and culture outcome]
- Demonstrate knowledge of core journalistic practices and values [media literacy outcome]
- Evaluate the landscape of the contemporary journalistic field and its immediate future

**Readings and Other Course Materials:**
Unless otherwise noted below, all course readings are available in a “Readings” folder of the ICON website for this course.

**NY Times.** For the duration of this course, I will ask that you keep abreast of the daily news by regularly reading the NY Times. As a student at the University of Iowa, you may obtain a FREE
subscription to the Times by going to accessnyt.com. Once on the site, you may select “University of Iowa” as your institution from the drop-down menu, and then create a login account. After that, they will have free access to nytimes.com for the rest of your time as a student at the U of Iowa!

**Tophat.** We will be using the Top Hat (www.tophat.com) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message.

You can visit the Top Hat Overview (https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system.

An email invitation will be sent to you by email, but if don’t receive this email, you can register by simply visiting our course website: https://app.tophat.com/e/217220. Note: our Course Join Code is 217220.

Top Hat may require a paid subscription, and a full breakdown of all subscription options available can be found here: www.tophat.com/pricing. Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email (support@tophat.com), the in app support button, or by calling 1-888-663-5491.

**Assignments & Grading:**

**Attendance:** 100 points
**Quizzes (5 X 10 points):** 50 points
**Analytic Papers (2 x 50 points):** 100 points
**First Midterm:** 200 points
**Second Midterm:** 250 points
**Final Paper:** 300 points
**Total Points:** 1000 points

**Points Final Grade**

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Attendance in this class is mandatory. We will take attendance every day in this class. It will happen at the beginning of class, so please plan to arrive on time. Using Tophat, I will put a code on the screen. You will enter that code using your Tophat app and your attendance will be logged automatically. Let me emphasize that it is your responsibility to arrive to class on time. I have allotted 100 points to attendance. If you have 0-1 unexcused absences, you will earn 100 attendance points. If you have 2 unexcused absences, you will earn 80 attendance points. If you have 3 unexcused absences, you will earn 70 attendance points. If you have 4 unexcused absences, you will earn 50 attendance points. If you have 5 or more unexcused absences, you will earn 0 attendance points. An unexcused absence is any absence for which you cannot account with a note detailing to me why it was necessary for you to miss. If you are sick, fill out this CLAS form (https://clas.uiowa.edu/sites/default/files/ABSENCE%20EXPLANATION%20FORM.pdf). If your car breaks down, show me the repair receipt. This is important: I will not accept documentation of absences more than a week after the absence. You will not be allowed to make up any assignments missed due to an unexcused absence. If for any reason you must miss a midterm, you should notify me a week in advance. Except in the case of emergencies, I will not accept last-minute requests to take make-up exams.

Quizzes: Beginning in week 2, we will take 5 “pop” quizzes during the semester. Quizzes will happen at the beginning of class using the Tophat tool. Each quiz will consist of ten multiple choice questions on the readings listed for that day combined with questions about the most important events in the news at that time (as gauged by your reading of the NY Times). Each question is worth 1 point, each quiz is worth 10 points, and the quizzes en total are worth 50 points.

Midterms. These will be held in class on the dates listed below in the syllabus. They may consist of matching, multiple-choice, and essay questions. I will have more to say about each midterm during class. Each midterm is worth 200 points.

Analytic Papers. Three times during class you will be asked to analyze media we watch in class in the context of the concepts, arguments, and themes we have discussed. I will have more to say about these assignments during class. Each analytic paper is worth 50 points.

Movies and Documentaries. As you scan the syllabus, you will see that several times during the course of the semester we will watch movies or documentaries in class. Given that we have only 65 minutes in class, there will not be time to finish some of these viewings. On these occasions, I will ask that you finish watching outside of class. For this purpose, I have put all movies and documentaries shown in class on reserve in the library. You may finish watching them at the library. Or, if you prefer, all of these movies and documentaries are available online at Netflix, Amazon, and elsewhere. You may of course finish your viewing using these services as well.
Final Paper. Your final paper will consist of a 5-page response to a prompt that I provide to you in class. I will have more to say about this paper in the weeks before it is due. The final paper is worth 300 points.

Resources for Students
Students will find the Writing Center and the Speaking Center very useful for this course; the Tutor Iowa site is also very valuable for students seeking extra help:
Writing Center: http://writingcenter.uiowa.edu/
Speaking Center: http://clas.uiowa.edu/rhetoric/for-students/speaking-center
Tutor Iowa: http://tutor.uiowa.edu/
The College of Liberal Arts and Sciences: Important Policies and Procedures

Administrative Home
The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Academic Policies Handbook.

Electronic Communication
University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondence (Operations Manual, III.15.2. Scroll down to k.11).

Accommodations for Disabilities
A student seeking academic accommodations should first register with Student Disability Services and then meet with the course instructor privately in the instructor's office to make particular arrangements. See http://sds.studentlife.uiowa.edu/ for more information.

Academic Honesty
All students taking CLAS courses have, in essence, agreed to the College's Code of Academic Honesty: "I pledge to do my own academic work and to excel to the best of my abilities, upholding the IOWA Challenge. I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled (CLAS Academic Policies Handbook).

CLAS Final Examination Policies
The date and time of every final examination is announced by the Registrar generally by the fifth week of classes. No exams of any kind are allowed during the last week of classes. All students should plan on being at the UI through the final examination period. It is the student's responsibility to know the date, time, and place of the final exam.

Making a Suggestion or a Complaint
Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the departmental DEO. Complaints must be made within six months of the incident (CLAS Academic Policies Handbook).
Nondiscrimination in the Classroom
The University of Iowa is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University’s Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity, diversity@iowa.edu or visit diversity.uiowa.edu.

Understanding Sexual Harassment
Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Comprehensive Guide on Sexual Harassment for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather
In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Public Safety website.

COURSE CALENDAR

WEEKS 1-5: A PREHISTORY

Week 1: Getting Started

First Session (January 21): Introduction

Second Session (January 23): Journalists without Journalism

Week’s Reading:

No reading for the first week! But please obtain a subscription to the NY Times using the instructions above and begin reading the newspaper every day.
Week 2: A Field Emerges

Third Session (January 28): Journalism Becomes a Vocation

Fourth Session (January 30): The Power of News: Objectivity 1.0

Week’s Reading:


Week 3: Journalism’s “High Modernist Moment”

Fifth Session (February 4): Movie: All the President’s Men (you may finish viewing this movie at the library, where I have placed it on reserve. Or, of course, you may also finish viewing it via Netflix, Amazon and other streaming services).

First Analytic Paper Assigned

Sixth Session (February 6): NO CLASS TODAY (Please work on your first response paper)

Week’s Reading:


Week 4: Fractures and Fissures

Seventh Session (February 11): From Consensus to Conflict

First Analytic Paper Due

Eighth Session (February 13): The Power of News: Objectivity 2.0

Week’s Reading:

**Week 5: Recap**

Ninth Session (February 18): Review

Tenth Session (February 20): First Midterm

**Weeks 6-12: JOURNALISM TODAY**

**Week 6: Before the Internet**

Eleventh Session (February 25): Structural Changes

Twelfth Session (February 27): Economic Changes

**Week’s Reading:**


**Week 7: The Technological Revolution**

Thirteenth Session (March 3): Networks

Fourteenth Session (March 5): Documentary: “Page One” (you may finish viewing this video at the library, where I have placed it on reserve. Or, of course, you may also finish viewing it via Netflix, Amazon and other streaming services).

*Second Analytic Paper Assigned*

**Week’s Reading:**

**Week 8: Business Models**

*THIS WEEK WILL BE ONLINE RATHER THAN IN CLASS. PLEASE WATCH THE VIDEOS I HAVE UPLOADED FOR THE WEEK. AT THE END OF EACH VIDEO I HAVE CREATED A SHORT QUIZ. POINTS EARNED ON THIS QUIZ WILL COUNT AS EXTRA CREDIT TOWARD YOUR FINAL GRADE.*

Fifteenth Session (March 10): Beyond Advertising

Sixteenth Session (March 12): Beyond Advertising, cont’d

*Second Analytic Paper Due*

**Week’s Reading:**


**Week 9: Platforms**

Seventeenth Session (March 24): Algorithmic News

Eighteenth Session (March 26): Platforms and News

**Week’s Reading:**

**Week 10:** Local and Regional News

Nineteenth Session (March 31): The Decline of the Local Newspaper

Twentieth Session (April 2): NO CLASS TODAY. PLEASE WATCH THE VIDEO I HAVE CREATED FOR TODAY’S LECTURE. A QUIZ ACCOMPANIES THE LECTURE. POINTS EARNED ON THE QUIZ WILL COUNT AS EXTRA CREDIT.

**Week’s Reading:** Penelope Abernathy, “The Expanding News Desert,” The Center for Innovation and Sustainability in Local Media, University of North Carolina, 2018. (please read the first part of this report, “The Loss of Local News: What it Means for Communities”).

**Week 11:** News without Journalists

Twenty-First Session (April 7): Sources Become Producers

Twenty-Second Session: (April 9): Misinformation/Disinformation

Reading: TBD

**Week 12:** Recap

Twenty-Third Session (April 14): Recap and Review

Twenty-Fourth Session (April 16): Midterm

**Weeks 13-15: THE FUTURE OF JOURNALISM**

**Week 13:** Journalism in an Unruly Age

Twenty-Fifth Session (April 21): Verification

*Final Paper Assigned*

Twenty-Sixth Session (April 23): Distribution

**Week’s Reading:**

**Week 14**: Democracy without Journalism?

Twenty-Seventh Session (April 28): Do We Need Journalists?

*Final Paper Assignment Assigned*

Twenty-Eighth Session (April 30): The Power of News: Objectivity 3.0?


**Week 15**: Summing Up

Twenty-Ninth Session (May 5): Opportunities and Challenges

Thirtieth Session (May 7): Opportunities and Challenges

*Final Paper Due May 11.*