COURSE SPECIFICATION DOCUMENT

NOTE: ANY CHANGES TO A CSD MUST GO THROUGH ALL OF THE RELEVANT APPROVAL PROCESSES, INCLUDING LTPC.

Academic School/Department: Communications, Arts and Social Sciences

Programme: International Journalism and Media

FHEQ Level:

Course Title: History of Journalism

Course Code: JRN 4210

Course Leader: Louise Byrne

Student Engagement Hours:120Lectures:22.5Seminar / Tutorials:22.5Independent / Guided Learning:75

Semester: FALL and/or SPRING and/or SUMMER

Credits: 12 UK CATS credits

6 ECTS credits
3 US credits

Course Description:

This course introduces students to the development of journalism from the 1600s to the present. It examines the political, social and economic forces which have both influenced and been influenced by journalism in Europe and North America, and sets the enduring debates around freedom of the press, professional 'objectivity', technological innovation and economic sustainability in an historical context. It examines journalism's integral relationship to democracy and power, and also examines the different discourses around this historical narrative. Watershed moments in specialist areas, such as investigative journalism, war reporting and 'muckraking' journalism, will also be examined to bring students towards a broad understanding of the different fields of journalism and their contribution to the complex whole.

Pre-requisites: None.

Aims and Objectives:

- To provide an introduction to the development of journalism and to trace the history of key themes in the practice and economics of journalism.
- To critically engage with the discourse of journalism as an historical narrative, as an autonomous cultural practice and in its multiple relationships with society and politics.
- To gain an appreciation of the crucial role that technology and economics has played in its development.

• To use a range of sources (academic books and journals, news articles, and the Internet) and to engage with journalistic texts.

Learning Outcomes:

Upon completion of this course, a successful student should be able to:

- Demonstrate an understanding of the history of journalism and key themes in its practice and business models.
- Demonstrate the ability to engage with the discourse of journalism, both as an autonomous cultural practice and in its multiple relationships with society, business and politics.
- Demonstrate an appreciation of the integral role that technology has played in its development.
- Demonstrate the ability to gather, organise and deploy ideas and information in order to communicate arguments effectively in written, oral or other forms, as appropriate at the 4000 level.
- Demonstrate the ability to use a range of sources (academic books and journals, news articles, and the Internet) and to engage with journalistic texts.
- Demonstrate an awareness of views other than their own and adapt behaviour to meet obligations in personal and/or group outcomes and/or outputs.

Relationship to Programme Outcomes:

At the end of this course, the students will have achieved the following programme outcomes.

4Ai, 4Aiii, 4Ci, 4Ciii, 4Di, 4Diii

A detailed list of the programme outcomes is found in the Programme Specification. This is located on the Departmental/Schools page of the portal.

Indicative Content:

- The early print era
- Revolution and the rising news culture
- Journalism professionalization
- Media industrialisation
- Global communication and imperial reach.
- Mass commercialisation
- Propaganda and censorship
- Globalisation and the 24/7 news cycle
- Multimedia and changing practices

Assessment:

This course conforms to the Richmond University Journalism Assessment Norms approved at Academic Council on June 28, 2012.

Teaching Methodology:

This course will be taught through a combination of lectures and seminar-type activities, including group work, sub-group activities, classroom discussion, and the showing of documentaries. The general approach to classes is informal, and discussion is viewed as an essential part of an interactive and participatory learning program. Audio-visual aids, study materials and electronic learning resources will be used as appropriate.

Lectures provide a framework for the course, and are designed to ensure students have an overview of main issues and concerns on a particular topic, receive clarification on the major points of debate understand the broad dimensions of core problems, and are aware of relevant literature in the specific area of concern. It is essential that lectures are supplemented with assigned readings; together, the readings and the lectures are designed to provide guidance for seminar discussion.

Seminar classes are based on the principle of active and student-directed learning, and are designed to be Safe, Enjoyable, Managed, Inclusive, Necessary, Academic, Respectful & Stimulating. The seminars provide an opportunity for discussion of contentious issues, addressing questions and exploring academic debates in more depth, group and sub-group discussion. They are encouraged to share their opinions freely, but must also maintain respect for the opinions of others. It is expected that students will participate regularly in discussions in a creative, competent and critical way, as the formulation of their own thoughts and clarification of their assumptions, often in contradiction to other students' thoughts and assumptions, form a crucial part of the learning process. Students are expected to come to seminar classes prepared.

Bibliography:

See syllabus for complete reading list

Key Texts:

Conboy, M. (2004) (and 2013) Journalism. A Critical History. London: Sage

Brennan B. S. and Hardt H. (eds) (2011) *The American Journalism History Reader. New York:* Routledge.

Atton, C. and Hamilton, J.(2008) Alternative Journalism. Journalism Studies. Key Texts. London Sage.

Change Log for this CSD:

Nature of Change		Change
	Approval Body (School	Actioned by
	or LTPC)	Academic
	·	Registry
	Nature of Change	Nature of Change Date Approved & Approval Body (School or LTPC)