

**uOttawa**L'Université canadienne
Canada's university**Syllabus**
CMN4115 Media and Public BroadcastingWinter 2020
Wednesday 14:30 - 17:20**IMPORTANT INFORMATION**

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Office Hours	Wednesday 11:30 - 13:30 Thursday 14:30 - 17:30

You have two options when it comes to my office hours: we can meet face-to-face in my office or virtually via Google Hangouts. I strongly encourage you to choose the in-person option. Bonus: I offer a complimentary selection of coffee, tea, and candy. Either way, please make an appointment using [the signup sheet](#) available on Virtual Campus.

Your success is my priority. If you are unable to meet me during my regular office hours or have a simple question, reach out via email. I will try to get back to you within 48 hours. Whenever you send me an email, please make sure to write "CMN4115" in the subject line of your message. I teach three courses and use Gmail filters to stay organized.

ACKNOWLEDGEMENT

This syllabus is based in large part on a course outline developed by Pierre C. Bélanger.

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OFFICIAL COURSE DESCRIPTION

Study of the evolution of public broadcasting. Examination of public broadcasting's mandates, roles, modes of operation and strategic action plans in the areas of radio, television, and emerging media. Study of Canadian government policies and initiatives with regard to the creation of public space.

COURSE CONTENT

This course is an open invitation to explore and discuss the past, present, and future of public broadcasting. We will often use CBC/Radio-Canada, Canada's national public broadcaster, as our main case study. But we will also take a closer look at the role of provincial public broadcasters, such as TVO, and foreign ones, like PBS, NPR, BBC, etc. We will also examine the role of non-state funded "public utility" broadcasters.

The first part of this seminar will focus on the historical, political, social, and economic contexts of public broadcasting. We will also discuss its philosophical underpinnings. Did you know that CBC/Radio-Canada was initially responsible for regulating the broadcasting system in the country?

Then, we will turn our attention to contemporary issues in public broadcasting. We will debate questions such as whether public broadcasters are still relevant in the Internet era. We will learn more about Canada's regulatory policies with regards to broadcasting.

Lastly, we will envision the future of public broadcasting. How can public broadcasters better cope with budgetary cuts and new technologies? In a world where Netflix, Prime Video, Disney+, and the likes are becoming pop culture staples, how can public broadcasting help ensure that Canadian content still has a space?

Quite importantly, the main learning outcome of a fourth-year seminar is not to remember concepts by heart. Rather, it is to push you to sharpen your critical thinking skills. Whether you are personally "for" or "against" public broadcasting, I hope that this course will allow you to have a better appreciation of the role it has played and is still playing in shaping societies, be it in Canada or abroad.

GENERAL LEARNING OUTCOMES

This seminar aims to help you gain a better understanding of public broadcasting and to hone your critical thinking skills. At the end of this course, you should be able to:

1. Summarize and explain the role of public broadcasting in its historical, political, social, economic, and philosophical contexts, both in Canada and abroad;
2. Analyze and discuss the shortcomings of public broadcasting and/or some of the modern challenges it faces;
3. Suggest ways by which public broadcasting in Canada could better cope with the changing social, political, and media landscapes.

TEACHING METHODS

A seminar is quite different from a traditional lecture-style course. As the instructor, my role is not as much to lecture as it is to foster insightful discussions. As such, it is your responsibility to complete the mandatory readings before class in order to be ready for our group discussions.

At times, we might watch short videos or read thought-provoking news articles in class. We will then debate them. I will also try to invite a guest speaker or two during the course of the semester.

As fourth-year students, you must hone your oral communication skills. As such, you will prepare and deliver two presentations. Don't worry. I know it sounds like a lot, but one of them will be quite short. You will find more information further in this syllabus.

I will also encourage you to write quite a bit, first by crafting thoughtful reading memos based on our weekly readings, then by producing a well-researched policy paper at the end of the semester. Writing is a quintessential skill in academia.

Lastly, my door is always open should you have any questions or concerns. Send me an email or, even better, come see me during office hours.

OUR TEACHER-LEARNER CONTRACT (TLC)

My job as an instructor is not to impart knowledge on you. It is to help you develop professional competencies and critical thinking skills. As such, below are some of our shared responsibilities. It's just a partial list. The key message here is that you are responsible for your own learning process; I am only there to guide you.

Your Responsibilities

- The success of a seminar course relies on everyone's active participation in group discussions. Electronic devices such as cell phones and laptop computers are prohibited during class unless instructed otherwise.
- You must attend our weekly meetings and be punctual.
- You must proactively communicate with me. If you are sick, please let me know as soon as possible. If you need to miss class for a reason other than medical, please discuss it with me ahead of time. If you don't understand a concept, schedule an appointment during my office hours.
- It is normal to disagree with the instructor or other students, especially in a seminar course. Nonetheless, we should be debating ideas, not attacking the character of the person whose argument with which we disagree. Therefore, I am expecting you to be respectful and considerate towards your classmates and me.
- You are responsible for your own learning. You must therefore complete the mandatory readings and assignments on time. To truly succeed, you need to commit time to this course outside the classroom. As per [Academic regulation I-8 - Courses](#), "a unit generally represents 45 hours of work, including class attendance (lectures, labs, practical training), online presence, personal work, practical assignments and exam preparation." As such, the expected workload for a 3-unit university course represents roughly 135 hours, that is 36 contact hours in the classroom and up to 99 hours for readings, assignments, etc.

My Responsibilities

- Barring a major delay with our beloved O-Train or similar issues, I will start and end class on time.
- I will treat you fairly and with respect. This means that I will do my best to acknowledge your own learning style and to assist you. I will also evaluate your arguments and assignments based on their own merit, not on whether or not I agree with you.
- I will try to mark your assignment as soon as humanly possible. I like to be thorough when marking, which takes time. Nonetheless, I will do my best to hand back assignments within two weeks following the due date.
- I will clearly communicate my expectations and share the evaluation criteria for each assignment ahead of time.
- I will make myself available to you. I will be holding five office hours per week this semester. Additionally, I will try to find extra time to meet you if required.

ATTENDANCE & PUNCTUALITY POLICY

Attendance is compulsory. Each missed class will result in a 5% penalty on your final mark, unless you provide me with the proper paperwork and/or a valid reason ahead of time. **Additionally, if you miss five or more class meetings, you will receive a mark of EIN (Failure/Incomplete), which is equivalent to a failure mark (F).**

Send me an email before class if you will be late or unable to attend. I will take this into account when marking your participation and professionalism mark.

I designed the assignments so that they closely match the content seen in class. I will also be giving detailed instructions for them during our weekly meetings. Suffice to say, if you miss class, it is your responsibility to make sure to catch up.

REQUIRED READINGS

There is no mandatory textbook for this course. The required readings are available online. You will find detailed references in the class calendar. Additionally, we will read chapters from the books below. You can buy them if you wish to add them to your personal collection, but they are also available online and at the course reserve in the Morisset Library. When appropriate, complementary readings will be made available on Virtual Campus.

Rowland, W. (2013). *Saving the CBC: Balancing profit and public service*. Westmount, QC: Linda Leith Publishing Inc.

Availability: [Online Resource](#) and Course Reserve

Rowland, W. (2015). *Canada lives here: The case for public broadcasting*. Westmount, QC: Linda Leith Publishing Inc.

Availability: [Online Resource](#) and Course Reserve

LANGUAGE OF INSTRUCTION

This course will be taught in English but assignments can be submitted in either official language. Please carefully read [Academic Regulation I-2 - Bilingualism](#). It states that, “except in programs and courses for which language is a requirement, all students have the right to produce their written work and to answer examination questions in the official language of their choice, regardless of the course’s language of instruction.”

If you need help writing your assignments, please do not hesitate to visit the [Academic Writing Help Centre](#) (AWHC). I also encourage you to use software such as Antidote (installed on the computers in the Morisset Library) or Grammarly to spell check your work.

EVALUATION METHODS

Unless stated otherwise, you must submit written assignments on Virtual Campus and/or Google Drive. **All written assignments must follow APA style.** Detailed instructions and marking rubrics will be made available on Virtual Campus ahead of time.

Description	Due Date	Value
Reading Memos (5 x 5%)	Throughout the term	25%
Group Presentation on a Contemporary Issue	Feb. 26 and March 4	20%
Oral Pitch on the Policy Paper	March 25	10%
Take-Home Exam: Policy Paper	April 17	30%
Active Participation & Professionalism	Throughout the term	15%

Reading Memos

You will be required to write a total of five two-page reading memos, each focusing on one mandatory reading of your choosing. Some shorter readings will need to be combined. I will let you know which ones ahead of time. Your reading memos should be in two parts:

- A summary of the key message or takeaway from the reading(s)
- A critical analysis of the reading(s), including, when appropriate, a comparison with other readings and/or concrete examples

Each memo will be due before the beginning of the class for which the chosen reading was assigned. I will accept only one memo per week per student.

Group Presentation on a Contemporary Issue

We will form teams of two or three students at the beginning of the semester. You will then have a few weeks to prepare a 30-minute presentation on a contemporary issue in public broadcasting. Here are a few examples of potential topics:

- Does CBC/Radio-Canada still play a role in promoting national unity?
- The “space” occupied by Canada’s Indigenous peoples in the public sphere
- Public confidence in the role and mandate of CBC/Radio-Canada
- How can public broadcasting help better represent Canada’s diverse society?
- How are social media eroding the public sphere?
- Should governments help print media?

- Are community media enough to “fill the void” in underserved markets?
- Should CBC TV and ICI Radio-Canada Télé stop airing commercials?
- The role of CBC/Radio-Canada as a content distributor
- How can public broadcasters better cope with new technologies.
- Should private players receive more subsidies to produce Canadian content?

Each team will be required to meet with me at least once so that we can discuss the layout and content of the presentation.

Oral Pitch on the Policy Paper

You will have 10 minutes to “pitch” your project for the policy paper to myself and your classmates. Your classmates will then offer you feedback. Visual supports such as PowerPoint, Google Slides or Keynote are allowed. However, you must limit your presentation to a maximum of five slides.

Take-Home Exam: Policy Paper

For this assignment, imagine that you are writing a policy paper to be presented before CBC/Radio-Canada’s board of directors, the Canadian Radio-television and Telecommunications Commission (CRTC), or the Minister of Canadian Heritage. Your paper must follow APA guidelines and have a length of 12-15 pages (excluding the cover page and the bibliography). You must identify and discuss an issue faced by Canada’s public broadcasting sector and suggest new policies it could implement to better cope with those challenges. You must cite evidence and offer concrete examples in support of your claims.

Active Participation & Professionalism

I believe that your participation and professionalism mark should not be based solely on attendance. As such, you must actively contribute to both your own learning and the learning of your peers. Among other things, I expect you to complete mandatory readings and to participate in our in-class discussions. Here are some of the criteria on which you will be evaluated:

- Frequency and relevance of in-class comments
- Professional behaviour and respect
- Attendance, punctuality, and proactive communication with the instructor
- Individual meeting during my office hours

I will post a detailed evaluation rubric on Virtual Campus. Please send me a self-evaluation (about 250 words) before the end of the exam period.

OFFICIAL GRADING SYSTEM

Grades are assigned using the official University of Ottawa grade scale.

Letter	%	Letter	%	Letter	%
A+	90-100	B	70-74	D	50-54
A	85-89	C+	65-69	E	40-49
A-	80-84	C	60-64	F	0-39
B+	75-79	D+	55-59		

List of Symbols	
ABS	Absent
EIN	Failure/Incomplete
NNR	Grade not available or not submitted because of an ongoing investigation over alleged academic fraud

See also [Academic regulation I-10 - Grading system](#).

LATE PENALTY

Assignments must be handed in by the deadline specified in this syllabus. If you do not hand in your assignment by the due date, I will deduct 5% from your grade for said assignment per day, unless you can produce the proper justification, as outlined in Article 9.5 of [Academic regulation I-9 - Evaluation of student learning](#).

ACADEMIC FRAUD

Plagiarism includes using sentences, quotes, and ideas that are not yours without properly attributing them. In short: don't pass someone else's work off as your own.

Asking a friend to copy edit your work for grammar and spelling is fair game. But hiring a third party to heavily edit or write an assignment on your behalf is unacceptable. I want to evaluate your writing, not theirs. When in doubt, come talk to me.

It is also prohibited to plagiarise yourself. Don't hand in an assignment that was already submitted in another course, for an internship application, for your job, etc. When in doubt, ask me first.

Myself and the University of Ottawa take this matter extremely seriously. If you plagiarize, you expose yourself to sanctions ranging from a written warning to expulsion. Please read [Academic regulation I-14 - Academic fraud](#) very carefully.

PREVENTION OF SEXUAL VIOLENCE

The Senate and the Board of Governors of the University of Ottawa recently adopted updated guidelines on the prevention of sexual violence. The latter includes, but is not limited to, sexual harassment and sexual assault. I invite you to read [Policy 67b - Prevention of Sexual Violence](#). For more information, you can also consult the university's [Sexual Violence: Support and Prevention](#) page.

OTHER CONCERNS, ACCOMMODATIONS, MENTAL HEALTH, ETC.

This syllabus is already quite long and it is impossible to include guidelines for every single potential situation. As a reminder, the University of Ottawa has policies on [I-15 - Religious accommodations](#) and [I-16 - Academic Accommodations](#).

University can sometimes be a particularly stressful environment. Should you or someone you know require assistance — or just need to speak to someone — don't hesitate to ask for help. A list of on- and off-campus resources is available on the university's [Mental Health and Wellness](#) page.

Please feel free to get in touch with me as soon as possible should you have any concerns or questions. Your well-being and success are my priorities. I promise to do everything humanly possible to help you.

ABOUT ME

I have been a part-time professor at the University of Ottawa since 2016. When not teaching, I am a multiplatform producer and in-house trainer at CBC/Radio-Canada. I primarily work for the public broadcaster's French-language service but have also filed web, radio, and TV stories for the English-language network.

In past years, I also directed short independent documentary films, taught a spring course at a university in Burundi, and worked as a researcher for two TV series aired on TFO. My articles and photos have been published in *La Presse*, *The Montreal Gazette*, *The Ottawa Citizen*, and several student papers.

I hold a Master of Journalism degree from Carleton University and a Graduate Diploma in Public Ethics from Saint Paul University. I live in Ottawa with my wife Samantha.

Important note: My status as a producer with CBC/Radio-Canada gives me a unique perspective on the policies and inner workings of Canada's national public broadcaster. However, I am teaching this seminar as a faculty member at the University of Ottawa, not as a CBC/Radio-Canada employee. The ideas I express when teaching are my own and not those of CBC.

CLASS CALENDAR

Date	Topics & Mandatory Readings
Class 1 Jan. 8	Introduction to the Course Icebreaker, presentation of the syllabus, learning objectives, Q & A session, teams for the group presentation, etc.
Class 2 Jan. 15	Habermas & the Public Sphere Boeder, P. (2005, Sept. 5). Habermas' heritage: The future of the public sphere in the network society. <i>First Monday</i> , 10(9). https://doi.org/10.5210/fm.v10i9.1280 Ubayasiri, K. (2006). Internet and the public sphere: A glimpse of YouTube. <i>Ejournalist</i> , 6(2). https://ejournalist.com.au/public_html/ejournalist_v6n2.php Iosifidis, P. (2011). The public sphere, social networks and public service media. <i>Information, Communication & Society</i> , 14(5). https://doi.org/10.1080/1369118X.2010.514356
Class 3 Jan. 22	What is Public Broadcasting? Banerjee, I., & Seneviratne, K. (Eds.). (2005). <i>Public service broadcasting: A best practices sourcebook</i> . NA: United Nations Educational, Scientific and Cultural Organization. https://unesdoc.unesco.org/ark:/48223/pf0000141584 <ul style="list-style-type: none"> • Chap. 1 "Definition of public service Broadcasting" • Chap. 6 "Setting the standards in public service programming" Rowland, W. (2015). <i>Canada lives here: The case for public broadcasting</i> . Westmount, QC: Linda Leith Publishing Inc. <ul style="list-style-type: none"> • Chap. 4 "Public broadcasting as an ideal" Gasher, M. (1998). Invoking public support for public broadcasting: The Aird Commission revisited. <i>Canadian Journal of Communication</i> , 23(2). https://cjc-online.ca/index.php/journal/article/view/1032/938

Class 4 Jan. 29	CBC/Radio-Canada's History, Role & Current Mandate Rowland, W. (2015). <i>Canada lives here: The case for public broadcasting</i> . Westmount, QC: Linda Leith Publishing Inc. <ul style="list-style-type: none"> • Chap. 1 "A unique history" • Chap. 3 "Canadian content: A mutable feast" • Chap. 5 "The CBC as commercial broadcaster" • Chap. 8 "Success stories: Radio and the French Language Services" Complementary Readings: CBC/Radio-Canada. (2019). <i>Your CBC/Radio-Canada: Through the years</i> . https://cbc.radio-canada.ca/en/your-public-broadcaster/history CBC/Radio-Canada. (2019). <i>Mandate</i> . https://cbc.radio-canada.ca/en/vision/mandate CBC/Radio-Canada. (2019). <i>Journalistic standards and practices (JSP)</i> . https://cbc.radio-canada.ca/en/vision/governance/journalistic-standards-and-practices
Class 5 Feb. 5	Comparison With Funding Models in Other Countries Nordicity. (2016, Apr. 11). <i>Analysis of government support for public Broadcasting</i> . https://friends.ca/files/PDF/nordicity-public-broadcaster-comparison-2016.pdf <ul style="list-style-type: none"> • Chap. 3 "International comparison of public broadcasting" • Chap. 4 "The Canadian government's economic support for..." • Chap. 5 "Funding models for public broadcasting" Rowland, W. (2013). <i>Saving the CBC: Balancing profit and public service</i> . Westmount, QC: Linda Leith Publishing Inc. <ul style="list-style-type: none"> • Chap. 2 "Public broadcasting under siege" • Chap. 3 "'Ask the horse!' The trouble with ratings"

Class 6 Feb. 12	Provincial & “Public Utility” Broadcasters in Canada APTN. (2019). <i>Our story</i> . Winnipeg, MB: Aboriginal Peoples Television Network. https://corporate.aptn.ca/about/our-story/ CPAC. (2019). <i>About CPAC</i> . Ottawa, ON: Cable Public Affairs Channel. https://www.cpac.ca/en/about-cpac/ CPAC. (2019). <i>History of CPAC</i> . Ottawa, ON: Cable Public Affairs Channel. https://www.cpac.ca/en/history/ CPAC. (2019). <i>Mission statement</i> . Ottawa, ON: Cable Public Affairs Channel. https://www.cpac.ca/en/mission-statement/ TVO. (2019). <i>Annual report 2018-2019</i> . Toronto, ON: Ontario Educational Communications Authority. https://www.tvo.org/sites/default/files/TVO%20Annual%20Report%202018-19%20English.pdf
----- Feb. 16 to 22 — Reading Week -----	
Class 7 Feb. 26	Group Presentations on Contemporary Issues — Part A Mandatory readings to be announced. They will address issues not covered during the group presentations.
Class 8 Mar. 4	Group Presentations on Contemporary Issues — Part B Mandatory readings to be announced. They will address issues not covered during the group presentations.
Class 9 Mar. 11	The Future of CBC/Radio-Canada in a Changing Media Landscape Rowland, W. (2015). <i>Canada lives here: The case for public broadcasting</i> . Westmount, QC: Linda Leith Publishing Inc. <ul style="list-style-type: none"> • Chap. 9 “The public broadcaster in the digital era” CBC/Radio-Canada. (2019, Jan.). <i>Our culture, our democracy: Canada in the digital world</i> . https://qa-bigred.azureedge.net/documents/vision/strategy/submission/january-2019.pdf CBC/Radio-Canada. (2019, May). <i>Your stories, taken to heart - Our new three-year strategy</i> . https://cbc.radio-canada.ca/en/vision/strategy/your-stories-taken-to-heart

Class 10 Mar. 18	New Regulatory Framework for Public Broadcasting in Canada CRTC. (2013, May 28). <i>Broadcasting decision CRTC 2013-263 and Broadcasting orders CRTC 2013-264 and 2013-265</i> . Ottawa, ON: Canadian Radio-television and Telecommunications Commission. https://crtc.gc.ca/eng/archive/2013/2013-263.htm Department of Canadian Heritage. (2017). <i>Creative Canada: Policy framework</i> . Ottawa, ON: Her Majesty the Queen in Right of Canada. https://www.canada.ca/en/canadian-heritage/campaigns/creative-canada/framework.html Complementary Readings: CRTC. (2017, July 27). <i>Broadcasting decision CRTC 2017-269</i> . Ottawa, ON: Canadian Radio-television and Telecommunications Commission. https://crtc.gc.ca/eng/archive/2017/2017-269.htm CRTC. (2018, Oct. 29). <i>Broadcasting decision CRTC 2018-407</i> . Ottawa, ON: Canadian Radio-television and Telecommunications Commission. https://crtc.gc.ca/eng/archive/2018/2018-407.htm
Class 11 Mar. 25	Pitches for the Policy Paper No mandatory readings for today.
Class 12 Apr. 1	Final Thoughts: Where Do We Go From Here? No mandatory readings for today.

**Take-Home Exam due
by 23:59 on April 17**