

Mass Communication History (COMM 5630)
The University of Utah, Fall 2019
Mondays and Wednesdays, 11:50 a.m. to 1:10 p.m., LNCO 1110

Professor: Dr. Mangun

Office: LNCO 2854

Office hours: Mondays and Wednesdays 10-11:30 a.m. and 4-5 p.m. and by appointment

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Course description: This course focuses on some of the major historical developments in mass communication in Utah and in the United States, with an emphasis on people, memory, economics, technology, and cultural/societal influences on the media.

Course objectives/goals: Using readings, lectures, discussions, music, documentaries, guest speakers, and hands-on exploration of archival materials, this class will examine major developments in the history of mass communication in Utah and in the United States. Whenever possible, themes of race, class, and gender will be explored, since these issues have always affected media production and consumption. The objectives of this course include: 1) learning about the history and various roles of communication and exploring links to the present; 2) placing communication history into the broader context of Utah and U.S. history; 3) learning to be more critical of history; 4) learning to be more critical and intelligent users of mass communication as well as better journalists and/or communicators.

Required text: For a variety of reasons, I've decided not to use a textbook in this course. Instead, you will be reading and reflecting on a wide range of items, including magazines, journal articles, advertisements, archival materials, and websites. You also may be accessing podcasts, video/film clips, oral histories, photographs, and other media during the semester.

Department policies:

Attendance: The Department of Communication requires that you attend the first two class meetings. If you are absent during the first week, you may be asked to withdraw from the course. Participation in class discussions also is important. Thus, absences will affect your final course grade. If you have a documented emergency, must attend a university-sanctioned event, or have some other extenuating circumstance, *notify me immediately*.

Prerequisite: There are no prerequisites for this course, other than a willingness to actively engage with the subject and learn about some of the people, inventions, media, and communication outlets in Utah and U.S. communication history.

University policies:

University Safety Statement: The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 585-COPS (585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu

Addressing Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil-rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 581-8365, or the Office of the Dean of Students, 270 Union Building, 581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 581-7776. To report to the police, contact the Department of Public Safety, 585-2677 (COPS).

Plagiarism: Academic integrity is essential to a positive teaching and learning environment. All students enrolled in university courses are expected to complete coursework with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own (plagiarizing) can result in disciplinary action including dismissal from the course and a failing grade or dismissal from the university. For more information, consult me and/or read Section I (General Provisions and Definitions) Part B (Definitions) of the Code of Student Rights and Responsibilities ("Student Code") at <http://www.regulations.utah.edu/academics/6-400.html>

Academic misconduct: Academic integrity also entails doing unique work for each class. According to Policy 6-400: Code of Student Rights and Responsibilities ("Student Code"), Section I, Part B: "Misrepresenting one's work includes, but is not limited to, representing material prepared by another as one's own work, or submitting the same work in more than one course without prior permission of both faculty members." For more information, consult me and/or the Student Code.

The Americans with Disabilities Act: The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access (Union Room 162, 581-5020 (V/TDD)). CDA will work with you and me to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to CDA.

Withdrawal: According to the Office of the Registrar, withdrawing from a course and other registration matters are your responsibility. For information about the Withdrawal Policy, see <http://registrar.utah.edu/handbook/withdrawal.php>

Content accommodations: Consistent with principles of academic freedom, the faculty, individually and collectively, has the responsibility for determining the content of the curriculum. To that end, I will not offer modifications of otherwise generally applicable reading, writing, viewing, listening, or performing requirements.

Other guidelines, policies, and expectations:

- History allows us to inhabit the lives of others and broaden our perspectives. How we talk about it together is part of that process. Our diverse identities and experiences will inform and enhance those discussions. Because we can all learn from each other's experiences, questions, observations, and suggestions, regular classroom participation is expected. As we tackle sometimes difficult topics, each member of the class is expected to foster a respectful, generous, and supportive classroom environment that makes room for productive difference and reasoned debate. To ensure the relevance and thoughtfulness of your contributions to the course, all assignments should be completed before coming to class.
- Class will begin promptly at 11:50 a.m. Late arrivals are disruptive to everyone in the class and affect the learning environment that we are trying to create. Class will conclude at 1:10 p.m. Please refrain from gathering your belongings until that time.

- Devices—and emailing, surfing, texting, messaging, etc.—are very distracting and adversely affect learning. If you use your phone or another device in class, you may be called on to contribute information. If devices hinder the learning of those around you, you may be asked to move. Please silence ringers. If you must be on call for some reason, please inform me before class.
- Disruptive students will be asked to leave the class and/or withdraw from the course. See Section III (Student Behavior) of the Student Code.
- Assignments and tests must be submitted electronically via Canvas. You will find complete assignment details on Canvas, but you also are encouraged to ask for clarification or help. Because this is a communication course, both content and mechanics will be considered when your work is graded. Due dates are listed in this syllabus and on Canvas.

Assignments, grading policies and procedures: Assignments will be discussed in detail in class and posted on Canvas. But, the basic requirements **for COMM 5630** are as follows:

- **Acadly (42 points):** This semester, we will try using this free app for class engagement, participation, and attendance. You must download Acadly by our second meeting on August 21. To get started, see the content page labeled “Acadly” in the Course Information Module.
- **Unit tests (25 points each, 225 total points):** There will be a test after each of the five units. The tests, which will be conducted via Canvas, will include questions drawn from all facets of the units, including lectures/guest lectures, readings and hands-on work, and multimedia items (documentaries, film clips, etc.). Formats may include multiple choice, short answer, or other types of questions to assess your knowledge and critical-thinking skills. **Carefully note the time frame for taking each of the unit tests; no make-ups will be allowed.**
- **Utah Communication History Encyclopedia Project, www.UtahCommHistory.com:** During the semester, you will make significant contributions to this ongoing multimedia project that was launched in 2010. The assignment provides opportunities to study the state’s rich history of journalism and communication and gain published articles that can be cited on LinkedIn and/or your resumé. The project includes the following elements, all of which will be discussed in class and described on Canvas:
 - **The (Daily) Utah Chronicle Finding Aid (100 points):** Each of you will create as per our guidelines an accurate and properly formatted finding aid of specific issues of the historical University of Utah newspaper, the *Chronicle*, which is part of the Utah Digital Newspapers archive. The finding aid will consist of a one-to-two-page summary of each newspaper page assigned to you. **Due via Canvas Sept. 25**
 - **Encyclopedia entry (283 total points):** You will write a 500-700-word article related to something you discovered in the newspaper pages you studied. For example, you may have read about an event at Kingsbury Hall featuring a guest speaker, a new campus club or publication, or a sporting event or business. You will use a combination of six primary and one secondary sources to write your original article. See the list of assignments below:
 - To ensure that you begin the article correctly, you will prepare a one-page **proposal** (50 points) that describes the topic and primary and secondary sources. This will be **due via Canvas Oct. 21**.
 - Once your topic has been approved, you will follow the assignment instructions on Canvas and submit your **first draft** (75 points) **by Nov. 13**.
 - As soon as you receive my feedback on your first draft, you will schedule a 30-minute **consultation with a tutor** at the University Writing Center (25 points; **proof of your**

visit is due by Nov. 27). Allow sufficient time to reflect on our feedback and revise and polish your final article. Remember, the publication-ready piece is due by Dec. 4.

- Illustrate your original article with **two historical images** (18 points) for which you have written proper captions and included correct credits. Begin searching for relevant images in the *Chronicle* or Marriott Library Multimedia Archives as soon as your topic has been approved. You will need to secure copyright permission to publish them with your article in the *Utah Communication History Encyclopedia*. Allow *at least* two weeks to obtain archival images, especially if they must be digitized. You *cannot* use images you copied from Wikipedia, Wikimedia Commons, or other websites. Images and credits/captions are **due via Canvas by Dec. 4.**
- Your final polished and publication-ready **encyclopedia article** (100 points) must be uploaded via the Canvas assignment **by 11:50 a.m. on Dec. 4.**
- Authors always review their work upon publication. You will be notified when your finding aid, encyclopedia article, and captioned illustrations are uploaded to the website. It is your responsibility to proofread them once more and notify me of any lingering problems (e.g., typos, dropped words, missing punctuation). 15 points for **final proofreading; approve or provide edits by 12:30 p.m. on December 13.**

• **Extra credit:** This semester, you may choose to earn up to 10 points of extra credit by completing selected scavenger hunts. All “missions” are related to local communication or journalism history. Earn one point for completing an on-campus mission, two for completing a mission off campus, and three points for completing a mission that’s a bit more challenging. Sometimes you’ll submit a photo; other times you’ll check in at a specific location or upload a mini textual or video reflection. To get started, see the content page labeled “Scavenger Hunts” in the Course Information Module. All missions must be completed by our final class meeting on Wednesday, Dec. 4.

Assignment/points Summary:

- | | |
|--|------------|
| • Unit tests (5) | 225 points |
| • <i>Chronicle</i> Finding Aid | 100 points |
| • <i>Utah Comm History Encyclopedia</i> Project (6 elements) | 283 points |
| • Attendance/participation | 42 points |

Total Points Possible: 650 points

Overall Course Grade Breakdown by Points (please note the professor reserves the right to curve grades):

A: 611-650	A-: 585-610	B+: 565-584
B: 540-564	B-: 520-539	C+: 500-519
C: 475-499	C-: 455-474	D+: 435-454
D: 410-434	D-: 390-409	E: less than 390

Late penalty:

Carefully note all due dates. Late written assignments will be assessed 10 points per day to a maximum of 50 percent of the assignment’s point value. Tests cannot be made up unless there are documented extenuating circumstances. Other late assignments, including the Writing Center consultation, captioned

photographs, and final proofreading, will be assessed 5 points per day to a maximum of 50 percent of the assignment's point value. Technological problems are not an excuse for failure to submit assignments or complete readings or quizzes on time. You have access to Canvas support via the online tutorials or Teaching and Learning Technologies, located in Marriott Library Suite 1705.

CLASS SCHEDULE:

Note: Electing to remain in the class indicates that you understand all class policies and possible consequences.

UNIT ONE: *Human dignity and equality, apologies*

Monday, Aug. 19 / Week 1

In class: Course overview. What is history, communication history? Whose stories "count"?

Readings and assignments to be completed before our class on Aug. 21:

- **Read on Canvas:**
 - "The Virginia Company of London"
 - Scott and Lebsack, "Virginia Women: The First Two Hundred Years"
- **Download** the free iPhone/Android app, Acadly. To get started, see the content page labeled "Acadly" in the Course Information Module.

Wednesday, Aug. 21

In class: Discuss Acadly; public relations, boosterism, and the establishment of Jamestown; women's (in)visibility; the advent of slavery

Readings and assignments to be completed before our class on Aug. 26:

- **Read on Canvas:**
 - Breig, "Early American Newspapering"
 - Parcell, "Early American Newswriting Style"
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Monday, Aug. 26 / Week 2

In class: *Publick Occurrences*, *Boston News-Letter*, *Virginia Gazette*; Ben Franklin

Readings and assignments to be completed before our class on Aug. 28:

- **Read on Canvas:**
 - Burch, Shastri, and Chaffee, "Emmett Till's Murder, and How America Remembers Its Darkest Moments"

Wednesday, Aug. 28

In class: Establishment of the Black Press; *Jet* magazine; the murder of Emmett Till and #BlackLivesMatter

Readings and assignments to be completed before our class on Sept. 2:

- None: holiday

Monday, Sept. 2 / Week 3

NO CLASS; LABOR DAY

Readings and assignments to be completed before our class on Sept. 4:

- **Read on Canvas:**
 - Liebhold, “Why the Triangle Shirtwaist Factory Fire Makes for a Complicated History”
 - Assignment information, “How to Prepare Your Finding Aid”

Wednesday, Sept. 4

In class: Discuss the *Utah Chronicle* Finding Aid project and history proposal; Triangle Shirtwaist Factory Fire

Readings and assignments to be completed before our class on Sept. 9:

- **Read on Canvas:**
 - Selected sections of an article by Pinsky, “Maligned in black and white”

Monday, Sept. 9 / Week 4

In class: Newspaper coverage of lynchings; the 1925 death of Robert Marshall; apologies

Test: Complete the Unit One test on Canvas (open from 7 a.m. Sept. 10 until 11:59 p.m. Sept. 15)

Readings and assignments to be completed before our class on Sept. 11:

- **Read on Canvas:**
 - White, “National Subjects: September 11 and Pearl Harbor”
 - “A Museum of Collective Memory”

UNIT TWO: *Commemorations and Memory*

Wednesday, Sept. 11

In class: Review the *Utah Chronicle* Finding Aid project and history proposal; collective/flashbulb memory, semiotics and framing: Pearl Harbor and 9/11

Assignment: Continue working on your finding aid, and watch for a topic for your encyclopedia article

Readings and assignments to be completed before our class on Sept. 16:

- **Read on Canvas:**
 - Crews, “Volumes to Last for Centuries,” and see the companion slideshow
 - Mellen, “An Expanding Public Sphere: Women and Print in Colonial Virginia; 1736-1776”
 - Winship, “‘The Greatest Book of Its Kind’: A Publishing History of *Uncle Tom’s Cabin*”

Monday, Sept. 16 / Week 5

In class: Banned Books Week (Sept. 22-28), centennial of Children’s Book Week (Nov. 4-10); famous and infamous books (perhaps including *The Very Hungry Caterpillar*, *1984*, *Slaughterhouse Five*, *I Know Why the Caged Bird Sings*, *The Godfather*)

Readings and assignments to be completed before our class on Sept. 18: see next page

- **Read on Canvas:**

“Declaration of Sentiments”

- Brown, Watkins, and Kitterman, “Receiving, Losing, and Winning Back the Vote: The Story of Utah Women’s Suffrage”
- Villeneuve, “Wikipedia didn’t tell the full story of the 19th Amendment...”

Wednesday, Sept. 18

In class: Woman suffrage in Utah, and the political cartoons of Nina Allender

Assignment: Continue working on your finding aid, which is due Sept. 25, and watch for a topic for your encyclopedia article

Readings and assignments to be completed before our class on Sept. 23:

- **Read on Canvas:**

- Parts 1 and 2 of the comic by Bowers and Coveney, *One Small Step*
- Parts 1 and 2 of the comic by Bowers and Coveney, *Broadcasting the Moon*

Monday, Sept. 23 / Week 6

In class: Media coverage of the Apollo XI moon landing and astronaut Edward Dwight Jr.; the Poor People’s Movement

Assignment: Finish your finding aid. Keep working on your encyclopedia proposal, which is due Oct. 21

Readings and assignments to be completed before our class on Sept. 25:

- **Complete your finding aid** and upload the properly formatted document via the Canvas assignment by 11:50 a.m.
- **Read on Canvas:**
 - Rotuno-Johnson, “Cultural Hegemony in New York Press Coverage of the 1969 Stonewall Riots”
 - Grady, “A Deadline Call on Posthumous Privacy”
 - Cowell, “Overlooked No More: Alan Turing, Condemned Code Breaker and Computer Visionary”

Wednesday, Sept. 25

Due: Your finding aid, properly formatted and uploaded via the Canvas assignment by 11:50 a.m.

In class: Stonewall at 50; journalist Randy Shilts

Readings and assignments to be completed before our class on Sept. 30:

- **Read on Canvas:**

- Tedesco, “20/20”

Monday, Sept. 30 / Week 7

In-class: Discussion with our guest Joe Lovett, former producer at ABC News *20/20* and editor and producer at CBS *News Magazine*; watch a 1983 ABC News *20/20* segment on media coverage of AIDS (2:55-19:50, <https://vimeo.com/336863416>)

Assignment: Keep working on the proposal for your encyclopedia article, which is due Oct. 21

Readings and assignments to be completed before our class on Oct. 2: see next page

- **Read on Canvas:**
 - Baker, “Selling a State to the Nation: Boosterism and Utah’s First National Park”
 - Thulin, “How an Oil Spill 50 Years Ago Inspired the First Earth Day”
- **See the entries below for Oct. 2, fall break (Oct. 7 and Oct. 9), and our class on Oct. 14**

Wednesday, Oct. 2

In class: The evolution of the Conservation Movement, including a disaster and national park centennials

Test: Complete the Unit Two test on Canvas (open from 7 a.m. Oct. 3 until 11:59 p.m. Oct. 13)

Monday, Oct. 7, and Wednesday, Oct. 9 / Week 8

NO CLASSES: FALL BREAK

- **Continue** working on your one-page article proposal (due Oct. 21). It should succinctly describe the topic you plan to study and the primary and secondary sources you will utilize for your encyclopedia article.
- **Take the Unit Two test** on Canvas (open from 7 a.m. Oct. 3 until 11:59 p.m. Oct. 13)

Readings and assignments to be completed before our class on Oct. 14:

- **Complete** the Unit Two test on Canvas by 11:59 p.m. Oct. 13
 - **Read on Canvas:**
 - Mellen, “The Press, Paper Shortages, and Revolution in Early America”
 - **Watch on Canvas:**
 - The video featuring Sebastian Junger, “Colonial War Reporter (Isaiah Thomas) Presses for Revolution”
-

UNIT THREE: *Waging wars in words and images*

Monday, Oct. 14 / Week 9

In class: The American Revolution: selected papers, editors, and issues

Readings and assignments to be completed before our class on Oct. 16:

- **Read on Canvas:**
 - Park, “Picturing the War: Visual Genres in Civil War News”
- **Watch on Canvas:**
 - *History Detectives* video on Civil War photography

Wednesday, Oct. 16

In class: Civil War: journalism, photography, artists

Readings and assignments to be completed before our class on Oct. 21:

- **Complete** your article proposal and upload it by 11:50 a.m. to the Canvas assignment
- **Read on Canvas:**
 - Kornweibel, Jr., “‘The Most Dangerous of All Negro Journals’: Federal Efforts to Suppress the *Chicago Defender* During World War I”

Monday, Oct. 21 / Week 10

Due: Your encyclopedia proposal, uploaded via the Canvas assignment by 11:50 a.m.

In class: World War I and censorship

Readings and assignments to be completed before our class on Oct. 23:

- **Read on Canvas:**
- “Defense Paintings: *Life* Recruits Major Artists”

Wednesday, Oct. 23

In class: World War II artists: *They Drew Fire*

Assignment: Watch for feedback on your proposal and use it to begin drafting your encyclopedia article, which is due Nov. 13

Readings and assignments to be completed before our class on Oct. 28:

- **Read on Canvas:**
- Sieber, “An Act of ‘Tactical History’”
- Assignment information, “Arrange Images for Publication”

Monday, Oct. 28 / Week 11

In class: Discuss how to obtain images to accompany your article (guests Allyson Mower and Alison Elbrader from Marriott Library); discuss proposals; the Red Summer of 1919

Assignment: Use the information from the librarians to start working on the image assignment. Both images, with proper captions and credit details, are due Dec. 4

Readings and assignments to be completed before our class on Oct. 30:

- **Read on Canvas:**
- Pyle, “I’ve Had It” and “Dear Papa & Auntie”
- Pyle, “Bill Mauldin, Cartoonist”
- Pyle, “A Long Thin Line of Personal Anguish”
- Severo, “Bill Mauldin, Cartoonist”

Wednesday, Oct. 30

In class: World War II: Ernie Pyle, Bill Mauldin, Dr. Seuss

Test: Take the Unit Three test on Canvas (open from 7 a.m. Oct. 31 to 11:59 p.m. Nov. 3)

Readings and assignments to be completed before our class on Nov. 4:

- **Complete** the Unit Three test on Canvas by 11:59 p.m. Nov. 3
- **Read on Canvas:**
- Brinkley, “What Would Henry Do?”
- Review an issue of *Life* published on your birthday and share two discoveries before class via Acadly

UNIT FOUR: *Movers, Shakers, Muckrakers, and Magazines***Monday, Nov. 4 / Week 12**

In class: The empire of Henry Luce, including *Time* and *Life*; Margaret Bourke-White

Assignment: Keep working on the draft of your encyclopedia article; it is due Nov. 13

Readings and assignments to be completed before our class on Nov. 6:

• **Read on Canvas:**

- Broadway, “Room for White Heroes in Black History Month; Maryland Congregation Honors the Abolitionists”
- Prioleau, “Frederick Douglass: Abolitionist and Humanist”

• **Listen on Canvas:**

- Martin interview with Shaun King

Wednesday, Nov. 6

In class: Abolitionists including Frederick Douglass, William Lloyd Garrison, Elijah Lovejoy, and Benjamin Lundy; the *North Star*

Readings and assignments to be completed before our class on Nov. 11:

• **Read on Canvas**

- Bly, “A Proposal to Girdle the Earth,” from her book, *Around the World in Seventy-Two Days*
- Bly, “Champion of Her Sex; Miss Susan B. Anthony Tells the Story of Her Remarkable Life to ‘Nellie Bly’”

Monday, Nov. 11 / Week 13

In class: Journalist Nellie Bly

Readings and assignments to be completed before our class on Nov. 13:

• **Read on Canvas:**

- Roosevelt, “The Man with the Muck Rake”
- “Upton Sinclair, Whose Muckraking Changed the Meat Industry”
- **Complete** the draft of your encyclopedia article

Wednesday, Nov. 13

Due: Draft of your encyclopedia article, uploaded via the Canvas assignment by 11:50 a.m.

In class: The muckraking press, *McClure’s*, *Cosmopolitan*, *Collier’s*; some journalists (and photographers) for social justice: Jacob Riis, Upton Sinclair, Ida Tarbell

Readings and assignments to be completed before our class on Nov. 18:

• **Read on Canvas:**

- Padnani, “How an Obits Project on Overlooked Women Was Born”
- Dickerson, “Ida B. Wells”
- Wells, “Southern Horrors: Lynch Law in All Its Phases”

• **Assignment:**

- Watch for the feedback on your article draft and use it to begin the rewriting, revising, and polishing process. The publication-ready piece is due by Dec. 4.
- **Assignment:** see next page

- Schedule your 30-minute consultation with a tutor at the University Writing Center. Allow sufficient time to reflect on our feedback and revise and polish your final article. Proof of your visit is due via the Canvas assignment by Nov. 27.
 - **Assignment:**
 - Keep working on the image assignment. All items are due by Dec. 4.
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Monday, Nov. 18 / Week 14

In class: Ida Wells; performance of the original play, *The Lynchpin Life*, suggested by Professor Kimberley Mangun and written by Professor Lynn Deboeck (Theatre and Gender Studies)

Test: Complete the Unit Four test on Canvas (open from 7 a.m. Nov. 19 to 11:59 p.m. Nov. 24)

Readings and assignments to be completed before our class on Nov. 20:

- **Read on Canvas:**
 - Hafen, “City of Saints, City of Sinners: The Development of Salt Lake City as a Tourist Attraction 1869-1900”
 - Dagenais, “Newspaper Language as an Active Agent in the Building of a Frontier Town”

UNIT FIVE: *Utah*

Wednesday, Nov. 20

In class: Boosting the West and Salt Lake City: newspapers (including the *Wichita Eagle*, *Rocky Mountain News*, and *Deseret News*), manifest destiny, Native peoples, Transcontinental Railroad

Readings and assignments to be completed before our class on Nov. 25:

- **Complete** the Unit Four test on Canvas by 11:59 p.m. Nov. 24
 - **Read on Canvas:**
 - Thornton, “Heroic Editors in Short Supply during Japanese Internment”
 - Selected items by Huefner about Topaz (Central Utah Relocation Center)
 - Thomas, “*Woman’s Exponent*”
-

Monday, Nov. 25 / Week 15

Note: GROUP 1 meets at Marriott Library Level 4 Lobby on Nov. 25 for hands-on work with the *Topaz Times* and *Woman’s Exponent*.

In class: Group 1 engages in hands-on work with the *Topaz Times* and the *Woman’s Exponent*. Group 2 meets in our classroom to explore local reaction to Topaz. Discuss your encyclopedia article.

Wednesday, Nov. 27

Note: GROUP 2 meets at Marriott Library Level 4 Lobby on Nov. 25 for hands-on work with the *Topaz Times* and *Woman’s Exponent*.

Due: Proof of your session at the Writing Center, uploaded via the Canvas assignment by 11:50 a.m.

In class: Group 2 engages in hands-on work with the *Topaz Times* and the *Woman’s Exponent*. Group 1 meets in our classroom to explore local reaction to Topaz. Discuss your encyclopedia article.

Readings and assignments to be completed before our class on Dec. 2: *see next page*

- **Read on Canvas:**
 - Archibold, “Major Taylor”

Monday, Dec. 2 / Week 16

In class: Marshall “Major” Taylor and local coverage of his comeback

Readings and assignments to be completed before our class on Dec. 4:

- **Read on Canvas:**
 - Katz, “The Library of Congress Needs Your Help Transcribing Suffragist Papers”
- **Complete** your encyclopedia article and ensure that you have the required images and captions with credit information. Everything is due Dec. 4.

Wednesday, Dec. 4 / LAST DAY OF INSTRUCTION

Due: Your revised and polished encyclopedia article, and images and captions with credit information, uploaded via the Canvas assignment by 11:50 a.m.

Deadline: Final opportunity to earn extra credit

In class: Crowdsourcing history; please bring your laptop or tablet, if possible, to do some hands-own work for the Library of Congress

Final assignments to be completed by 12:30 p.m. on Dec. 13:

- **Complete** the Unit Five test on Canvas (open from noon on Dec. 5 to 12:30 p.m. on Dec. 13)
- **Complete** the final proofreading of your published items. You must indicate your approval or edits via the Canvas assignment by 12:30 p.m. on Dec. 13.