Course Description: Legal structure and regulation of telecommunications industries, First Amendment and regulatory constructs of broadcast, cable satellite and the Internet, and defamation libel and copyright law.

About Dr. Hughes: Sunny Skye Hughes teaches courses in journalism, media law, communication and surveillance. Her research interests include press-government relations, open government and The First Amendment. She is specifically interested in the chilling effect of domestic government surveillance on free speech, free assembly, free press and the right to petition the government for redress. Hughes earned her bachelor’s degree in journalism from Texas A&M University in 1997. In Texas, Hughes worked as a reporter in public television, traffic director in public radio, produced a community affairs show called "Brazos Arts" and was the assistant development director for KAMU-TV & FM. After taking time off to have a baby, become a foster parent, doula and lactation counselor, Hughes felt her true calling once more. She went back to work as a morning show news producer for KOAT-TV in Albuquerque. Fascinated by the trial of nuclear scientist Wen Ho Lee, Hughes decided to attend graduate school at the University of Florida so she could study open government with Professor Emeritus Bill Chamberlin. She began
her research ark by looking at Freedom of Information and public records, but she ended up taking a detour to research the results of the 9/11 attacks on public records retention at the Environmental Protection Agency. This detour would ultimately keep her looking at the Patriot Act for years and would eventually lead to her interest in surveillance. While at UF, Hughes also conducted legal research for the Marion Brechner Citizen Access Project. Hughes produced the "Government in the Sunshine" video for the Brechner Center for Freedom of Information in 2004. Hughes completed her master’s degree in telecommunications at the University of Florida in 2005 under Dr. John Wright, before completing her doctorate in Mass Communications in 2008. Hughes was an assistant professor of journalism at the University of Maine from 2008-2012.

Why Maine? It’s beautiful in the summer. She launched the state’s first collaborative journalism website "Mobile Maine News" in 2008. She also produced a documentary called "The State of Journalism in Maine" that aired on the Maine Public Broadcasting Network in 2010. Hughes takes a hybrid approach to legal research, focusing on the First Amendment implications of electronic surveillance. Specifically, she researches how the legal framework for federal (United States) surveillance either supports or hinders political speech within the marketplace of ideas. Using legal research as a methodology, she studies how the perception of surveillance can create a chilling effect on participation in public debate vital to democratic society. In other words, how can we speak freely if we believe that everything we say is monitored or recorded? The very act of listening changes the nature of the words that are spoken... the thoughts that grow from those words. Hughes has presented research at conferences organized by the Surveillance Studies Network, the Broadcast Education Association (BEA), the National Communication Association (NCA) and the American Educators in Journalism & Mass Communication (AEJMC). In her free time, Hughes likes to spend time with her sons, Forrest (14) and Skyler (11) and Jackson Poodle (3). She also has two cats and two city farmed chickens. She enjoys vegetable gardening, tenor guitar, zombie movies, motown dancing and cooking with whole foods.

Office Location: Weimer 3065
Office Hours: Mondays 3-5 p.m. and by appointment

Office Description: When you visit the office, you will be overwhelmed by the veneer of mid-century modern furniture buried in piles of papers that need to be read and graded. You will be surrounded with the smells of warm coffee and printer toner. Dr. Hughes will brighten up when you enter and be delighted to talk to you because it is her office hours and she puts this time aside every week for students who want to get more out of the course. Talking to a bright, curious student is always a welcome distraction from the monotony of e-mail. If you want to get the most out of this class, come to office hours. Bring a copy of an article about media that you enjoyed or one that raises questions for you. Bring your friends. Bring your classmates. Come prepared to engage about our field, your future careers, and the hot topics of the day.

In the event that you cannot come to office hours, please feel free to Skype me at drhughesinmaine. I love video chat and am open to just about any platform you arrange with me in advance, by e-mail. By the way, my e-mail is sunnyhughes.com@gmail.com. I do not currently use the spember@ufl.edu account or any other e-mail address that you might track down on Google. Please do not send multiple copies to multiple places. One e-mail to the gmail address above is fine. Also, please allow one week for e-mail replies. I feel e-mail is a medium best reserved for serious matters.

For example:

Letting me know you are going to miss one class because you feel under the weather.
Best to let me know after the next class, when you’ve returned and talked to a classmate to get notes and find out what you’ve missed.

Letting me know that “under the weather” has now turned into mono and you are being treated by the campus health center.
Yes! Attaching the doctor’s excuse note as an e-mail attachment? Yes! Yes!

Letting me know that you think the Sakai gradebook is mistaken and you have a higher grade than reflected?
Best left for office hours

Anything negative?
Best left for office hours

How about if I need a reference letter?
Come to my office, let’s discuss it and then you can e-mail me your resume.

I missed the exam because I overslept.
Sorry--see policy below--but also, office hours.

I found a cool article about copyleft that I thought you would love!
Please post it as a comment on the blog if you can. If not, e-mail it. I love articles from students.

I can’t get the textbook until a week from next Tuesday.
Please do not e-mail this. Beg, borrow or... come to office hours.

I got in a car accident and missed class and we had a quiz!
Are you in the hospital? No.
Please come to office hours.

What is our reading for next time?
LOL. See here. Please, never, e-mail a question that you can find the answer to online.

The average person spends about 2½ hours a day on e-mail. I think we can all agree that talking to someone face-to-face is much nicer. Please make use of the office hours and schedule other times by appointment when necessary. When you do e-mail, please use correct e-mail etiquette. You can find great advice for e-mail etiquette here.

Classroom Policies:


Be on time for all class meetings. Do not leave class early or begin to pack up before you are dismissed. This is disruptive to your fellow students. Be prepared for daily discussion by reading all assigned materials and completing activities before the day they are listed on the course schedule. Interact productively in class discussions. Note: The benefits you receive in this class are directly proportional to your efforts in keeping up with the assigned reading and actively
participating in class to build trust, cooperation, support and mutual respect.

There are certain basic standards of classroom civility that should be adhered to, particularly in a communications course. Civility does not eliminate appropriate humor, enjoyment, or other features of a comfortable and pleasant classroom community. Classroom civility does, however, include the following:

- Displaying respect for all members of the classroom community, both your instructor and fellow students
- Attentiveness to and participation in lectures and class discussions.
- Avoidance of unnecessary disruptions during class such as holding private conversations, reading campus newspapers, text messaging, surfing the Internet and doing work for other classes. If you engage in these activities, you will be asked to leave. You will receive absence for that day.
- Avoidance of racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom community.

These features of our classroom civility do not comprise an exhaustive list. Rather, they represent the minimal sort of behaviors that help to make the classroom a pleasant place for all concerned.

**Attendance & Participation:** Students who attend class regularly, consistently perform better on exams and learn more than those who do not attend class. Your input and participation are encouraged to promote discussion and understanding of difficult concepts. Material will be presented in class that update the text. Regular attendance is necessary to succeed in this course.

You can use the following guidelines to evaluate your in-class participation:

- Are you prepared for class discussions?
- Are you able to relate your own experiences and observations to class concepts?
- Do you respond to statements by others in an appropriate manner?
- Do you move the discussion along, not derail it?
- Do you ask questions and/or paraphrase when needed and appropriate?
You are allowed to miss three class periods without any penalty, but you will be unable to make up any quizzes that are missed during your absence. If you miss more than three class periods, your grade will be reduced by 5% for each subsequent absence. For example, if you earned a 92 in the course, but you miss a total of 5 days, your grade for the course will be an 82.

You must notify your professor, in writing, at least two weeks in advance of any university-sanctioned absences.

If you have an emergent scheduled surgery that will interfere with you completing your midterm or final exam, you must provide your instructor with written notice at least two weeks in advance in order to schedule a make up. Non-emergent doctor’s appointments will not be an excuse to make up an exam.

If you will be absent from class for more than three days due to a major illness or injury, you must obtain a medical excuse note from the Student Health Care Center or a private provider explaining that your illness/injury prevents you from attending class. A copy of the excuse note must be submitted to your professor upon your return to class.

There will be no make up for the final exam unless you have a medical excuse that specifies you were unable to take the exam on that day.

**Accommodations:** Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. The Disability Resource center strives to provide quality services to students with physical, learning, sensory or psychological disabilities, to educate them about their legal rights and responsibilities so that they can make informed decisions, and to foster a sense of empowerment so that they can engage in critical thinking and self-determination. Current students can find more information about accommodation by contacting the office at 352.392.8565, visiting the office at 0001 Reid Hall, E-mailing the office at accessuf@dso.ufl.edu or on the website.

**Academic Integrity:** The Student Honor Code (6C1-4.017) requires all members of the UF community to hold themselves and peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” Furthermore, a student shall not represent as the student’s own work all or any portion of the work of another. Violations of the Student Honor Code can result in probation, suspension, or expulsion.
Counseling and Career Services:
The UF Counseling and Wellness Center (A Division of Student Affairs) provides free mental health counseling for current students. For more information, visit their website or call them at 352.392.1575. Not only can you get help with individual goals and concerns, they offer cool services such as an Academic Confidence Group to work on study skills and time management, as well as Wellness Coaching.

The Career Resource Center can help you with your hunt for employment after college. They will hold a job fair Oct. 2nd and 3rd at the O’Connell Center, and they even offer a free drop-off critique of your resume!

Grading Policies:
Your Grade in the course will be based on your performance on the following assessments, which total 100 points:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>30</td>
<td>YOUR SCORE:</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
<td>YOUR SCORE:</td>
</tr>
<tr>
<td>Quizzes</td>
<td>30</td>
<td>YOUR SCORES:</td>
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<td></td>
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<td>__, __, __, __,</td>
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<tr>
<td>Participation</td>
<td>10</td>
<td></td>
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</tbody>
</table>

The midterm and final exams will be based on current events, readings and lectures--they will be multiple choice and they will be cumulative.

Reading/Current Events quizzes will be given each week and will be averaged. You may not make up quizzes for any reason, therefore, you may drop your two lowest quiz grades.

Participation will include online activities, blog posts and other activities as assigned in class. Blog posts will be explained in class.
Grading Scale

A  95+
A-  90-94
B+  87-89
B   83-86
B-  80-82
C+  77-79
C   73-76
C-  70-72
D+  67-69
D   60-67
E   Below 60
I   Incomplete
W   Withdrew
WF  Withdrew Failing

Information on current UF Grading Policies for assigning grade points can be found in the UF Undergraduate Catalog.

Required Readings:

- Digital Crossroads: American Telecommunications Policy in the Internet Age
  Jonathan E. Nuechterlein, Philip J. Weiser
  2007 MIT Press
  ISBN: 978-0262640664

- Telecommunications History and Policy in the 21st Century
  Ronald Fulle
  2010 RIT Press
- Google News
- Other readings will be assigned during lecture times.
<table>
<thead>
<tr>
<th>Date</th>
<th>topic</th>
<th>read</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thur. Aug. 23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tue. Aug. 28</td>
<td>The Beginning</td>
<td>Fulle Pt. 1</td>
<td>The Beginning through Predivestiture</td>
</tr>
<tr>
<td>Thur. Aug. 30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tue. Sept. 4</td>
<td></td>
<td>Fulle Pt. 2</td>
<td>A Digression: Basic Telecommunication Technology, Policy and Concepts</td>
</tr>
<tr>
<td>Thur. Sept. 6</td>
<td>Breaking Down your cell phone bill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tue. Sept. 11</td>
<td>Cracking the Bell</td>
<td>Fulle Pt. 3</td>
<td>Divestiture: A Momentous Phenomenon</td>
</tr>
<tr>
<td>Thur. Sept. 13</td>
<td></td>
<td></td>
<td>Read about the Universal Service Fund.</td>
</tr>
<tr>
<td>Tue. Sept. 18</td>
<td>After the Breakup</td>
<td>Fulle Pt. 4</td>
<td>Postdivestiture through the Beginning of the Internet Age</td>
</tr>
<tr>
<td>Thur. Sept. 20</td>
<td></td>
<td></td>
<td>Continue to work on Google Doc explained cell phone bills.</td>
</tr>
<tr>
<td>Tue. Sept. 25</td>
<td>Telecommunication s Act of 1996</td>
<td>Fulle Pt. 5</td>
<td>Telecommunication s Act</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Topic</td>
<td>Notes</td>
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<tr>
<td>Thur. Sept. 27</td>
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<td></td>
<td></td>
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<tr>
<td>Thu. Oct. 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues. Oct. 9</td>
<td></td>
<td>Class time meetings for Group Debates</td>
<td>Fulle Pt. 7 Crystal-ball the Future!</td>
</tr>
<tr>
<td>Thur. Oct. 11</td>
<td></td>
<td>Group Debates Begin</td>
<td></td>
</tr>
<tr>
<td>Tue. Oct. 16</td>
<td></td>
<td>Group Debates Continue</td>
<td>Fulle Pt. 8 The End of the Beginning</td>
</tr>
<tr>
<td>Thur. Oct. 18</td>
<td></td>
<td>Group Debates Continue</td>
<td></td>
</tr>
<tr>
<td>Tue. Oct. 23</td>
<td></td>
<td>Half-way review of what we’ve discovered so far</td>
<td></td>
</tr>
<tr>
<td>Thur. Oct. 25</td>
<td></td>
<td>Class time to be used for Take Home Midterm.</td>
<td>No Class This Day</td>
</tr>
<tr>
<td>Tue. Oct. 30</td>
<td></td>
<td>Wireline Services and Competition</td>
<td>Dig CrossRoads Pg. 1-114 The Big Picture Introduction to Wireline Wireline Competition</td>
</tr>
<tr>
<td>Thur. Nov. 1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Tue. Nov. 6</td>
<td></td>
<td>Monopoly</td>
<td>Dig CrossRoads Pg. 115-224 A Primer on INternet TEch Monopoly Leveraging Concerns and the Internet VoIP</td>
</tr>
<tr>
<td>Thur. Nov. 8</td>
<td></td>
<td></td>
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<tr>
<td>Tue. Nov. 13</td>
<td></td>
<td>Wireless Spectrum</td>
<td>Dig CrossRoads Pg. 225-332 The Spectrum</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Description</td>
<td></td>
</tr>
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<td>--------------</td>
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<tr>
<td>Thur. Nov. 15</td>
<td>Manufactured Consent: Rupert Murdoch’s War on Journalism (VIDEO)</td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>Tue. Nov. 20</td>
<td>THE FCC Station File</td>
<td>Out of Class Activity-Details TBA</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>You will visit a television or radio station in your hometown or Gainesville.</td>
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<td></td>
<td>Ask to see their FCC public inspection file.</td>
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<tr>
<td></td>
<td></td>
<td>Take a picture of yourself at the station or reviewing the file. What is the most interesting thing you discover in the file? See E-learning assignments for more details and to submit your picture and short paragraph electronically.</td>
<td></td>
</tr>
<tr>
<td>Thur. Nov. 22</td>
<td>THANKSGIVING BREAK</td>
<td>NO CLASS</td>
<td></td>
</tr>
<tr>
<td>Tue. Nov. 27</td>
<td>Top Ten Things every working Broadcast Journalist Should Know about Law and Regulation</td>
<td>Dig CrossRoads pg. 333-430 Universal Service Competition in TV Delivery Telecommunication Standards, Tech Transitions and DTV Future of Telecom Policy Universal Service and the DTV transition</td>
<td></td>
</tr>
<tr>
<td>Thur. Nov. 29</td>
<td>Copyright: RIP, Extra Credit-File</td>
<td></td>
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</tbody>
</table>
### A REMIX MANIFESTO

Final Exam will be a take home essay and will be due no later than this date.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue. Dec. 4</td>
<td>Debriefing and Student Ideas for the Future &lt;br&gt;Watch our debate package &lt;br&gt;D...</td>
<td>LAST CLASS</td>
</tr>
<tr>
<td>Thur. Dec. 6</td>
<td>READING DAY</td>
<td>NO CLASS</td>
</tr>
</tbody>
</table>

### FAQs

Do you take attendance?
Yes.

Everyday?
Yes.

Is the final exam cumulative?
Yes.

If I get an 89.5 will you round up to an A?
No.

Can I miss class two weeks from next Tuesday to go to my sister’s wedding to Alexander Skarsgaard?
No.

We actually already have tickets to Barbados.
Sorry, No.

For the Tuesday before Thanksgiving break.
No.

I've scheduled an elective surgery for the day and time of your exam. Is that ok?
No.

Do I really need the textbook?
Yes.

Is it ok if I ordered it from an Amazon reseller and it won't be here for two weeks?
Definitely not.

Is that your real name?
Yes.

Do you know where I can get the book?
Amazon has e-copies if you’re into saving the trees.

Are there better questions I should be asking?
Yes! Why is this course important to you? How can you get the most out of it? What skills and knowledge will you acquire in this course that will help you get ahead in your chosen career?

ADD our OWN!
**Mad Libs**

Name: ___________________________  Date: ________________

Once upon a time in ___________, I was ____________ing because ________

my ____________ was _____________. So, to make myself feel ____________

___________, I went to the ____________. The ____________ were ____________

___________ and the sky was ____________; it was a ____________

___________. Suddenly, a ____________ and grabbed my _____________. I ____________

was about to be ____________ when ____________ came ____________

out of a ____________and ____________ it. Then ____________

invited me to eat ____________ with _____________. I asked ____________

__________ to autograph my _____________. Then I went home with ____________

my ____________