

**COMMUNICATION 449:
PERSPECTIVES ON THE NETWORKED PRESS**

**Annenberg School for Communication & Journalism
University of Southern California**

[Fall 2016]

Mondays, 2pm-4:50pm | ANN-406

INSTRUCTOR

Mike Ananny, PhD

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Office Hours: Mondays & Tuesdays 1:10-2pm (or email for appointment)

Office Location: ANN-310B

There are no required books to purchase. All readings are provided through Blackboard.

COURSE DESCRIPTION

The work of journalism—the production, consumption, circulation, critique, and funding of news—is not housed within any single set of organizations, professions, or values (and it never really was). Today, the work of journalism is distributed among a new set of actors who, together, constitute what might be called the “networked press.” But we’re only beginning to understand the shape, function, and study of this type of press.

Intended for senior undergraduates and graduate students in Communication and Journalism, this course discusses how and why news emerges from networked institutions and sociotechnical systems. It situates contemporary debates about the press in historical contexts; reviews professional traditions and organizational routines of news production; discusses how and why presses and publics intersect; and helps students learn how to critique existing, experimental, and envisioned forms of networked journalism.

This class will be a chance for students to do three things: (1) read some foundational and emerging literature on how and why the networked press functions; (2) experiment with connecting this literature to contemporary examples of the networked press (technologies, organizations, journalism practices); (3) craft critiques of the networked press grounded in examples and theories. Each week we will examine systems, institutions, events, or organizations relevant to the networked press, and practice developing conceptually grounded interpretations and critiques of how and why the networked press works as it seems to.

INSTRUCTOR BIOGRAPHY

Mike Ananny is an Assistant Professor at the University of Southern California’s Annenberg School for Communication & Journalism, and an Affiliated Faculty with USC’s Science, Technology and Society research cluster. He studies the public significance and sociotechnical dynamics of networked news systems. He has held fellowships and scholarships with Harvard’s Berkman Center for Internet & Society, Stanford’s Center on Philanthropy and Civil Society, the Pierre Elliott Trudeau Foundation, the LEGO Corporation, and Interval Research. He was a founding member of Media Lab Europe’s research staff, a postdoctoral scholar with Microsoft Research’s Social Media Collective, and has worked or consulted for LEGO, Mattel, and Nortel Networks. His PhD is from Stanford University (Communication), SM from the MIT Media Lab (Media Arts & Sciences), and BSc from the University of Toronto (Human Biology & Computer Science). He has published in a variety of venues including *Digital Journalism*, *Critical Studies in Media Communication*, *International Journal of Communication*, the *Journal of Computer-Mediated Communication*, *American Behavioral Scientist*, *Science, Technology & Human Values*, *New Media & Society*, and *Television & New Media*. He is writing a book on press freedom in an age of networked journalism (under contract with MIT Press).

THE BEST WAY TO GET AN 'A' IN THIS CLASS

- do all the assigned readings *before* the class (doing so will help the material make sense and we'll draw on both the required foundational and application readings);
- turn your phone *off* during class;
- make friends with fellow students, trade notes, form discussion groups;
- leave yourself time to edit and revise your responses to the 'reflection' assignments (i.e., don't leave it until the night before to write them);
- stay in touch with me, participate often and thoughtfully in discussion sections, and come to my office hours (this will help you stay connected to the course);
- practice applying the concepts we discuss in class immediately as you use and encounter new press communication technologies.

This course is designed not only to expose you to a variety of ideas and controversies associated with press communication technologies, but also the varied *ways* that people communicate about and debate press communication technologies.

I'm asking you to consider a variety of materials in this class – everything from videos, podcasts, and long-form popular press articles to easily accessible book chapters and more challenging scholarly pieces published in academic journals. Each class has a list of materials you are required to read and make notes on – but you are not responsible for readings labeled 'Recommended/Background'.

Some readings are more challenging or longer than others. Give yourself sufficient time to read and flag difficult bits for us to talk about in lecture, discussion sections, or office hours. A large class like this works best if everyone has done the reading ahead of time and you come to class with questions. I love it when students ask questions and try to make even large classes as conversational and interactive as possible – please always feel free to speak up.

ASSIGNMENTS & GRADING

Weekly Questions & Participation (100 points)

You are expected to do all of the assigned readings, come to class prepared to participate, and actively contribute to each week's discussion. To that end, you must submit via the Blackboard 'Discussion' link one question on that week's assigned materials by 10am Monday. The best questions will help open the conversation and start good discussions (e.g., "What kind of privacy rules should algorithm designers follow?") and *not* be simple definitional questions (e.g., "What's an algorithm?") Individual questions will not be graded but must be completed each week. Failure to submit questions will result in a low grade on this component.

'Opening' a Reading (30 points)

Once during the semester, you will *individually* 'open' one of the *foundational* readings. I'll say more in class about what this means and will distribute a sign-up sheet, but the ideal opening is *very* short summary of the paper's key themes and then active leadership of a discussion that: stays close to the reading (does not diverge beyond what it says); compares it to other readings and the course themes; and generates new ways to help your fellow students understand and relate to it. It's not required, but you may provide a hand-out or show supporting media if you think they'll help the conversation about that reading.

Nieman Lab Style Post (140 points)

A key skill in the digital economy is the ability to explain what a technology is and why it matters to an audience outside the classroom – to interpret and analyze for an interested audience. Harvard University's Nieman Lab (<http://www.niemanlab.org/>, @NiemanLab) is a leading source of analysis and commentary on the networked press read by many journalists, academics, and the general public (e.g., 250,000 Twitter followers) and provides many models of how to analyze the networked press. Your task, through two iterations and a peer review, will be to produce an analysis in the Nieman Lab style:

- **Draft 1 (due September 26, 60 points):**
 - A first draft of an analysis of some aspect of the networked press (a technology, a practice, an organization, an event) describing what it is, what it is similar to or different from, and why it matters to the role that news plays in society.
 - You can reference the weekly “application” materials if you wish but you must also thoughtfully connect to at least two of the course’s readings Foundational or Recommended readings (any combination of foundational and recommended is fine as long as there are two).
 - In addition to submitting this draft to me, you must also submit this draft to one other student in the class who will be your peer critic.
- **Peer Critique (due October 3, 30 points):**
 - Part of this assignment involves learning how to give and accept feedback on your work. You will partner with one other student in the class as “peer critics” for each other. You will receive a copy of his/her draft on September 26th, prepare written feedback that you will give to give to me and him/her during class on October 3rd (I’ll provide feedback guidelines), and meet with him/her during class on October 3rd to discuss the feedback and plan revisions to your drafts.
- **Draft 2 & Reflection on Peer Critique (due October 31, 50 points):**
 - The final part of the assignment is to prepare a revised draft that shows significant improvement over the first draft, goes beyond your paper’s initial analysis to present a more sophisticated way of thinking about your topic.
 - In addition to submitting this revised draft, you will also submit a short memo reflecting on the feedback you received from your peer critic. This will be a short (2-3 paragraphs) discussion of what you heard from this feedback and how you addressed it in your revised draft.

In-Class Case Study & Activity (60 points)

Once during the semester, *individually or in pairs*, you will lead a discussion on an emerging networked news technology, organization, or event (*different* from your Nieman Lab post). You have considerable freedom to define the topic of the case study and I can provide ideas if necessary. The list of “application” materials for each week is a good start for ideas but I’m happy to talk with you if you need ideas. You will make a very short (5-minute) presentation on the technology/organization/event and then lead a 20-30 minute discussion on it. I expect you to come prepared with discussion questions, a short activity, or other materials that engage your fellow students in the case.

Final Project Proposal (25 points): November 14

In preparation for your final paper (see below), you will submit a short proposal describing the topic of your final project, what you’re going to do to complete it, which readings you plan on working with, what questions or materials you’ll be analyzing, what your timeline is, what resources you require, what potential risks you anticipate, and a plan for how to resolve those risks. This is meant to be a check-in so that you and I can understand what your final project will be and what you need to make it successful.

Final Presentation (40 points): November 28

In the final class you will give an individual 10-12 minute presentation on the current state of your final paper. Since the final paper is not due at that class (it is due May 8), the presentation should be a preliminary discussion of your analysis and an opportunity to have a class discussion about challenges you’re encountering and to get feedback from me and your fellow students.

Final Paper (100 points): December 9 (when final exam would have been)

You have considerable freedom to decide the topic of your final project (e.g., you might choose to expand on your Nieman Lab post or your in-class case study), but I ask you to choose one of the following formats:

1. A traditional “deep analysis” (2,000-3,000 words) in which you closely analyze, compare, and synthesize *at least* 5 of the class’s “Foundations” readings on a topic of your choice;

2. A system evaluation (2,000-3,000 words) in which you apply *at least 3* “Foundations” readings to an existing communication technology, using the readings to analyze the technology and suggest ways that it might be changed in light of the readings;
3. A system design in which you prototype a new communication technology (we can discuss different design approaches and prototyping materials) *and* write a paper (1,500 words) on how your prototype at least 2 of the class’s “Foundations” readings. For this third, system design option, you may work in groups to *prototype* a system, but each group member must submit his/her own paper.

For all formats and papers, you are encouraged to use the readings we’ve discussed in class, consult the “recommended/supplemental” reading list at the end of the syllabus, and find sources of your own. I will say more about this project in class. In the final class, you will give a 10-15 minute presentation on the state of your final project, getting feedback from the class that should feed into your final paper submission (due during the exam period).

Recommended Subscriptions (0 points): Although I won’t be evaluating you on their contents, I *strongly recommend* that you subscribe to these two email lists and listen to this podcast every week (all free):

- **Harvard’s Nieman Journalism Lab (daily email):**
<http://www.niemanlab.org/subscribe/>
- **Pew Research’s Journalism Project (daily email):**
<http://www.journalism.org/> → submit email address under ‘Get the Daily Briefing’ in the top-right corner of the page
- **On The Media (weekly podcast)**
<http://www.onthemedialab.org/>

You should at least skim headlines, get a sense of the topics being covered, and think about how these contemporary topics relate to class themes. These are leading sources of news *about* the news industry, regularly read by practicing journalists and news industry analysts. Following them should get you in the habit not only of reading news, but thinking about where news comes from.

TOTAL POSSIBLE POINTS: 500 points

Final grades will be assigned to the following total point ranges:

	500-467 = A	466-450 = A-	
449-433 = B+	432-416 = B	415-400 = B-	
399-384 = C+	383-367 = C	366-350 = C-	
349-333 = D+	332-316 = D	315-300 = D-	
	299-Below = F		

CLASS POLICIES

Late Work

Unless there is a valid, documented medical/family reason and you have communicated with me before an assignment’s due date, late assignments will not be accepted without penalty. If an assignment is submitted late, I will subtract one partial letter grade for every 24 hours the assignment is late. *E.g.*, an assignment handed in 24 hours late can only earn a maximum possible grade of A-minus; 48 hours late, B-plus, etc. No assignment will be accepted more than 72 hours past the due date, unless discussed with the instructor before the original due date.

I'll generally answer your email within about 24 hours, but I usually don't answer email on weekends or after 7pm on weekdays. If it's an urgent matter (e.g., an emergency that will prevent you from completing an assignment), please mark the subject line of your email 'urgent'. If you have a longer question that would be best addressed in a conversation, please my office hours or make an appointment. I'm always happy to meet with students and more involved questions are often best addressed face to face.

Please make friends with your fellow students – they're often your best first point of contact if you missed a class. **I can't summarize whole classes either in person or email so please be sure to have a few friends you can borrow notes from if you miss a class.** It's also a good idea to form small study groups to review material.

Laptops & Phones

Your phone must be switched off during class and I will ask you to turn it off if I see you using it. You should bring your laptop to class with you every day but, unless I ask you to bring it out for an in-class exercise, **laptops are NOT allowed to be used during class.** Research shows that using phones or laptops in class for things other than class work harms your learning and that of those around you.

ACADEMIC CONDUCT & SUPPORT SYSTEMS

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website for DSP and contact information: (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus* (<http://scampus.usc.edu/>), the Student Guidebook, contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Emergency Preparedness / Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university's site on Campus Safety and Emergency Preparedness: <http://preparedness.usc.edu/>

Stress Management

Students are under a lot of pressure. If you start to feel overwhelmed, it is important that you reach out for help. A good place to start is the USC Student Counseling Services office at 213-740-7711. The service is confidential, and there is no charge.

Your @usc.edu Email Address

Please be sure that you either check your @usc.edu email address regularly, that it doesn't go over quota, or that you forward it to an email address you *do* check regularly. Your USC email the primary way for us to communicate and it is linked to Blackboard announcements.

COURSE SCHEDULE

Date	Topic	Due?
Aug 22	Introduction	
Aug 29	What is the Networked Press & How Does it Relate to Democracy?	
Sept 5	Labor Day, no class	
Sept 12	Rituals and Routines of Networked News Production	
Sept 19	Social Media Audiences, User-Generated Content, and Participatory News	
Sept 26	Automation, Algorithms, Metrics, and the Personalized Press	Draft 1
Oct 3	Peer Critique Meetings	Peer Critique
Oct 10	Funding the Networked Press	
Oct 17	"Foreign" Correspondence & the Globally Networked Press	
Oct 24	Data Journalism	
Oct 31	Places & Spaces of the Networked Press	Draft 2
Nov 7	Virtual Reality Journalism	
Nov 14	Networked News Time	Final Project Proposal
Nov 21	Making Sense of New Actors	
Nov 28	Course Wrap-Up, Student Presentations	Final Project Presentation (Final Paper Due Dec 9)

NOTE: I know it looks like there's a LOT of reading. It isn't. Although all of the "foundations" readings are required each week, you only need to come to class prepared to discuss any one of the "applications" readings (your choice). And the "recommended" readings are not required.

I include so many "applications" and list so many "recommended" readings because many of your assignments ask you to critically analyze examples of networked press technologies, organizations, and events – see these as starting points and examples that will help you pick the topics you'll write about.

Week #1: August 22

INTRODUCTION

There is no required reading, but come to class prepared to talk about:

- your own definition of “digital journalism” and “the networked press”;
- one example news technology, company, or event that you think fits your definition;
- ways that you think that journalism has changed in the last 3 years;
- why these changes matter, what’s at stake;
- reasons why you think it is important to study the networked press;
- your learning goals for the semester.

Week #2: August 29

WHAT IS THE NETWORKED PRESS & HOW DOES IT RELATE TO DEMOCRACY?

Reading / Listening Due

FOUNDATIONS: Read all.

Broersma, M. J., & Peters, C. (2012). Rethinking journalism: The structural transformation of a public good. In C. Peters & M. J. Broersma (Eds.), *Rethinking journalism: Trust and participation in a transformed news landscape* (pp. 1-12). London, UK: Routledge.

Kovach, B., & Rosenstiel, T. (2010). We have been here before. *Blur: How to know what's true in an age of information overload* (pp. 12-25). New York, NY: Bloomsbury.

Strömbäck, J. (2005). In search of a standard: Four models of democracy and their normative implications for journalism. *Journalism Studies*, 6(3), 331-345.

Week #3: September 5

NO CLASS – LABOR DAY

Week #4: September 12

ROUTINES & RITUALS OF NETWORKED NEWS PRODUCTION

Reading / Listening Due

FOUNDATIONS: Read all.

Kantola, A. (2016). Liquid journalism. In T. Witschge, C. W. Anderson, D. Domingo, & A. Hermida (Eds.), *Handbook of Digital Journalism* (pp. 424-441). New York, NY: SAGE.

Kovach, B., & Rosenstiel, T. (2010). What we need from the 'next journalism' *Blur: How to know what's true in an age of information overload* (pp. 170-197). New York, NY: Bloomsbury.

Mitchelstein, E., & Boczkowski, P. (2013). Tradition and transformation in online news production and consumption. In W. H. Dutton (Ed.), *The Oxford handbook of internet studies* (pp. 378-400). Oxford, UK: Oxford University Press.

APPLICATIONS: Read *at least one* and come to class prepared to discuss.

Ananny, M. (2013, August 6, 2013). Invisible hand or thoughtful design? Ownership and influence in the sale of The Washington Post. *Nieman Journalism Lab*. Retrieved August 13, 2013, from <http://www.niemanlab.org/2013/08/invisible-hand-or-thoughtful-design-ownership-and-influence-in-the-sale-of-the-washington-post/>

Benton, J. (2014, May 15, 2014). The leaked New York Times innovation report is one of the key documents of this

media age. *Nieman Lab*. Retrieved from <http://www.niemanlab.org/2014/05/the-leaked-new-york-times-innovation-report-is-one-of-the-key-documents-of-this-media-age/>

Bilton, R. (2016, August 5, 2016). Inspired by Purple, The New York Times will text readers behind-the-scenes updates about the Olympics. *Nieman Lab*. Retrieved from www.niemanlab.org/2016/08/inspired-by-purple-the-new-york-times-will-text-readers-behind-the-scenes-updates-about-the-olympics/

Fisher, M. C. (2014, June 3, 2014). Some newspapers to staff: Social media isn't optional, it's mandatory. *American Journalism Review*. Retrieved June 4, 2014, from <http://ajr.org/2014/06/03/newspapers-staff-social-media-isnt-optional-mandatory/>

Graves, L. (2015, October 13, 2015). Provide Real-Time Fact Checking for the Presidential Debates. *New York Times*. Retrieved from <http://www.nytimes.com/roomfordebate/2015/10/13/how-to-reform-the-presidential-debates/provide-real-time-fact-checking-for-the-presidential-debates>

Ingram, M. (2014, May 22, 2014). Facebook's product guy is right, the media sucks — but journalists are also right: Facebook has to share the blame. *GigaOm*. Retrieved May 25, 2014, from <https://gigaom.com/2014/05/22/facebooks-product-guy-is-right-the-media-sucks-but-journalists-are-also-right-facebook-has-to-share-the-blame/>

Lichterman, J. (2014, May 29, 2014). Who's behind that tweet? Here's how 7 news orgs manage their Twitter and Facebook accounts. *Nieman Lab*. Retrieved November 3, 2014, from <http://www.niemanlab.org/2014/05/whos-behind-that-tweet-heres-how-7-news-orgs-manage-their-twitter-and-facebook-accounts/>

Lichterman, J. (2016, August 8, 2016). These are some of the coolest experiments in digital news coverage of the 2016 Rio Olympics. *Nieman Lab*. Retrieved from <http://www.niemanlab.org/2016/08/these-are-some-of-the-coolest-experiments-in-digital-news-coverage-of-the-2016-rio-olympics/>

New York Times Labs: <http://nytlabs.com/>

Vox Media Storytelling Studio: <http://storytelling.voxmedia.com/2016/7/12/12148256/introducing-the-vox-media-storytelling-studio>

O'Keefe, K. (2014, July 9, 2014). NPR argues retweets by its reporters are indeed endorsements. *The Wire*. Retrieved July 14, 2014, from <http://www.thewire.com/business/2014/07/npr-argues-retweets-are-indeed-endorsements/374145/>

Walk-Morris, T. (2016, March 23, 2016). The Future of Political Fact-Checking. *Nieman Reports*. Retrieved from <http://niemanreports.org/articles/the-future-of-political-fact-checking/>

Washington-Harmon, T. (2016, July 28, 2016). How Vox Media's new Storytelling Studio thinks of stories as products. *Nieman Lab*. Retrieved from <http://www.niemanlab.org/2016/07/how-voxs-storytelling-studio-is-redefining-the-story-as-product/>

Podcast: "Yeah baby, yeah baby, yeah baby" (*On The Media*, 3m42s): <http://www.onthemedialab.org/story/yeah-baby-yeah-baby-yeah-baby/>

Reading / Listening Due

FOUNDATIONS: Read all.

Domingo, D. (2011). Managing audience participation: Practices, workflows and strategies. In J. B. Singer, A. Hermida, D. Domingo, A. Heinonen, S. Paulussen, T. Quandt, Z. Reich & M. Vujnovic (Eds.), *Participatory journalism* (pp. 76-95). Malden, MA: Wiley-Blackwell.

Hermida, A. (2016). Social media and the news. In T. Witschge, C. W. Anderson, D. Domingo, & A. Hermida (Eds.), *Handbook of Digital Journalism* (pp. 81-94). New York, NY: SAGE.

Scott, J., Millard, D., & Leonard, P. (2015). Citizen Participation in News. *Digital Journalism*, 3(5), 737-758. doi:10.1080/21670811.2014.952983

APPLICATIONS: Read *at least one* and come to class prepared to discuss.

Ananny, M. (2016, March 17, 2016). It's time to reimagine the role of a public editor, starting at The New York Times. *Nieman Lab*. Retrieved from <http://www.niemanlab.org/2016/03/mike-ananny-its-time-to-reimagine-the-role-of-a-public-editor-starting-at-the-new-york-times/>

Anderson, M., & Caumont, A. (2014, September 24, 2014). How social media is reshaping news. *Pew Research Center*. Retrieved November 1, 2014, from <http://www.pewresearch.org/fact-tank/2014/09/24/how-social-media-is-reshaping-news/>

Ellis, J. (2014, March 18, 2014). The unfaithful audience: How topics, devices, and urgency affect the way we get our news. *Nieman Lab*. Retrieved March 18, 2014, from <http://www.niemanlab.org/2014/03/the-unfaithful-audience-how-topics-devices-and-urgency-affect-the-way-we-get-our-news/>

Ellis, J. (2014, May 21, 2014). Want better online comments? Moderate, moderate, moderate, moderate. *Nieman Journalism Lab*. Retrieved from <http://www.niemanlab.org/2014/05/want-better-online-comments-moderate-moderate-moderate-moderate/>

Frumin, B. (2014, December 15, 2014). Why TheWeek.com is closing the comments section. *The Week*. Retrieved December 20, 2014, from <http://theweek.com/articles/441774/theweekcom-closing-comments-section>

Hampton, K., Rainie, L., Lu, W., Dwyer, M., Inyoung, S., & Purcell, K. (2014, August 26, 2014). Social media and the 'spiral of silence': Summary of findings. *Pew Research Internet Project*. Retrieved January 2, 2015, from <http://www.pewinternet.org/2014/08/26/social-media-and-the-spiral-of-silence/>

Henig, S. (2013, September 20, 2013). Comments on comments. *The New York Times*. Retrieved January 8, 2015, from <http://6thfloor.blogs.nytimes.com/2013/09/20/comments-on-comments/>

Jensen, E. (2016, August 17, 2016). NPR website to get rid of audience comments. *NPR Ombudsman*. Retrieved from <http://www.npr.org/sections/ombudsman/2016/08/17/489516952/npr-website-to-get-rid-of-comments>

Meyer, R. (2014, October 1, 2014). Social media, the new press release. *The Atlantic*. Retrieved January 2, 2015, from <http://www.theatlantic.com/technology/archive/2014/10/social-media-the-new-press-release/380931/>

Rainie, L. (2014, February 20, 2014). The six types of Twitter conversations. *Pew Research Center*. Retrieved March 4, 2014, from <http://www.pewresearch.org/fact-tank/2014/02/20/the-six-types-of-twitter-conversations/>

Somaiya, R. (2014, October 26, 2014). How Facebook is changing the way its users consume journalism. *The New York*

Times. Retrieved December 27, 2014, from <http://www.nytimes.com/2014/10/27/business/media/how-facebook-is-changing-the-way-its-users-consume-journalism.html>

Toth, O. (2014, May 31, 2014). Moving the conversation to where you want to have it. *The Huffington Post*. Retrieved June 4, 2014, from http://www.huffingtonpost.com/otto-toth/were-moving-the-conversation_b_5423675.html

Recommended:

Bødker, H. (2015). Journalism as Cultures of Circulation. *Digital Journalism*, 3(1), 101-115. doi:10.1080/21670811.2014.928106

Brandtzaeg, P. B., Lüders, M., Spangenberg, J., Rath-Wiggins, L., & Følstad, A. (2015). Emerging journalistic verification practices concerning social media. *Journalism Practice*. doi:10.1080/17512786.2015.1020331

Carlson, M. (2016). Sources as news producers. In T. Witschge, C. W. Anderson, D. Domingo, & A. Hermida (Eds.), *Handbook of Digital Journalism* (pp. 236-249). New York, NY: SAGE.

Gillespie, T. (2015). Platforms intervene. *Social Media & Society*, 1(1). doi:10.1177/2056305115580479

Gillespie, T. (Forthcoming). Governance of and by platforms. In J. Burgess, T. Poell, & A. Marwick (Eds.), *SAGE Handbook of Social Media*. London, UK: SAGE.

Netzer, Y., Tenenboim-Weinblatt, K., & Shifman, L. (2014). The construction of participation in news websites: A five-dimensional model. *Journalism Studies*. doi: 10.1080/1461670X.2014.895527

Reich, Z. (2011). User comments: The transformation of participatory space. In J. B. Singer, A. Hermida, D. Domingo, A. Heinonen, S. Paulussen, T. Quandt, Z. Reich & M. Vujnovic (Eds.), *Participatory journalism* (pp. 96-117). Malden, MA: Wiley-Blackwell.

Stroud, N. J., Scacco, J. M., & Curry, A. L. (2015). The Presence and Use of Interactive Features on News Websites. *Digital Journalism*, 1-20. doi:10.1080/21670811.2015.1042982

Zamith, R., & Lewis, S. C. (2014). From public spaces to public sphere: Rethinking systems for reader comments on online news sites. *Digital Journalism*. doi: 10.1080/21670811.2014.882066

Week #6: September 26

AUTOMATION, ALGORITHMS, METRICS, AND THE PERSONALIZED PRESS

Reading / Listening Due

FOUNDATIONS: Read all.

Petre, C. (2015, May 7, 2015). The traffic factories: Metrics at Chartbeat, Gawker Media, and The New York Times. *Tow Center for Digital Journalism*. Retrieved from <http://towcenter.org/research/traffic-factories/>

Tandoc, E. C., & Thomas, R. J. (2014). The ethics of web analytics: Implications of using audience metrics in news construction. *Digital Journalism*. doi: 10.1080/21670811.2014.909122

Montal, T., & Reich, Z. (2016). I, Robot. You, Journalist. Who is the Author? *Digital Journalism*, 1-21. doi:10.1080/21670811.2016.1209083

APPLICATIONS: Read *at least one* and come to class prepared to discuss.

Podcast: On The Media. (2016, May 13, 2016). Facebook Caught Doing Journalism. Retrieved from <http://www.wnyc.org/story/facebook-caught-doing-journalism/>

Bilton, R. (2016, July 19, 2016). Developed with young readers in mind, CNN's new Kik bot gives you the basics on big news stories. *Nieman Lab*. Retrieved from <http://www.niemanlab.org/2016/07/developed-with-young-readers-in-mind-cnns-new-kik-bot-gives-you-the-basics-on-big-news-stories/>

Christin, A. (2014, August 28, 2014). When it comes to chasing clicks, journalists say one thing but feel pressure to do another. *Nieman Lab*. Retrieved from <http://www.niemanlab.org/2014/08/when-it-comes-to-chasing-clicks-journalists-say-one-thing-but-feel-pressure-to-do-another/>

- Dredge, S. (2014, June 30, 2014). How does Facebook decide what to show in my news feed? *The Guardian*. Retrieved August 3, 2014, from <http://www.theguardian.com/technology/2014/jun/30/facebook-news-feed-filters-emotion-study>
- Fitts, A. S. (2015, March 11, 2015). Can Tony Haile save journalism by changing the metric? *Columbia Journalism Review*. Retrieved from http://www.cjr.org/innovations/tony_haile_chartbeat.php
- Gillespie, T. (2016, May 19, 2016). Algorithms, clickworkers, and the befuddled fury around Facebook Trends. *Nieman Lab*. Retrieved from <http://www.niemanlab.org/2016/05/algorithms-clickworkers-and-the-befuddled-fury-around-facebook-trends/>
- Herrman, J., & Isaac, M. (2016, May 9, 2016). Conservatives Accuse Facebook of Political Bias. *New York Times*. Retrieved from <http://www.nytimes.com/2016/05/10/technology/conservatives-accuse-facebook-of-political-bias.html>
- Madrigal, A. (2012, December 11, 2012). Against 'objective' algorithms: The case of Google News. *The Atlantic*. Retrieved November 5, 2014, from <http://www.theatlantic.com/technology/archive/2012/12/against-objective-algorithms-the-case-of-google-news/266137/>
- Manjoo, F. (2016, May 11, 2016). Facebook's Bias Is Built-In, and Bears Watching. *New York Times*. Retrieved from <http://www.nytimes.com/2016/05/12/technology/facebooks-bias-is-built-in-and-bears-watching.html>
- Meyerson, R. (2014, March 19, 2014). How a California earthquake becomes the news: An extremely precise timeline. *The Atlantic*. Retrieved March 22, 2014, from <http://www.theatlantic.com/technology/archive/2014/03/how-a-california-earthquake-becomes-the-news-an-extremely-precise-timeline/284506/>
- Miller, R. (2015, January 29, 2015). AP's 'robot journalists' are writing their own stories now *The Verge*. Retrieved from <http://www.theverge.com/2015/1/29/7939067/ap-journalism-automation-robots-financial-reporting>
- O'Donovan, C. (2014, July 8, 2014). Q&A: Tarleton Gillespie says algorithms may be new, but editorial calculations aren't. *Nieman Lab*. Retrieved July 9, 2014, from <http://www.niemanlab.org/2014/07/qa-tarleton-gillespie-says-algorithms-may-be-new-but-editorial-calculations-arent/>
- Prasad, S., & McBride, K. (2016, August 11, 2016). Ask the ethicist: Should bots get a byline? *Poynter*. Retrieved from <http://www.poynter.org/2016/ask-the-ethicist-should-bots-get-a-byline/426051/>
- Shahani, A. (2014, July 9, 2014). In Google newsroom, Brazil defeat is not a headline. *NPR All Tech Considered*. Retrieved July 14, 2014, from <http://www.npr.org/blogs/alltechconsidered/2014/07/09/330003058/in-google-newsroom-brazil-defeat-is-not-a-headline>
- Sullivan, M. (2015, December 17, 2015). When News Gets (Too?) Personal. *New York Times*. Retrieved from <http://publiceditor.blogs.nytimes.com/2015/12/17/when-news-gets-too-personal/>
- Wang, S. (2016, July 25, 2016). The New York Times is trying to narrow the distance between reporters and analytics data. *Nieman Lab*. Retrieved from <http://www.niemanlab.org/2016/07/the-new-york-times-is-trying-to-narrow-the-distance-between-reporters-and-analytics-data/>

Recommended:

- Ananny, M., & Crawford, K. (2015). A liminal press: Situating news app designers within a field of networked news production. *Digital Journalism*, 3(2), 192-208. doi:10.1080/21670811.2014.922322
- Anderson, C. W. (2011). Deliberative, agonistic, and algorithmic audiences: Journalism's vision of its public in an age of audience transparency. *International Journal of Communication*, 5, 529-547.

- Anderson, C. W. (2011). Between creative and quantified audiences: Web metrics and changing patterns of newswork in local U.S. newsrooms. *Journalism: Theory, Practice, Criticism*, 12(5), 550-566.
- Bucher, T. (2016). 'Machines don't have instincts': Articulating the computational in journalism. *New Media & Society*. doi:10.1177/1461444815624182
- Carlson, M. (2014). The robotic reporter: Automated journalism and the redefinition of labor, compositional forms, and journalistic authority. *Digital Journalism*. doi: 10.1080/21670811.2014.976412.
- Diakopoulos, N., & Koliska, M. (2016). Algorithmic Transparency in the News Media. *Digital Journalism*, 1-20. doi:10.1080/21670811.2016.1208053
- Dörr, K. N., & Hollnbuchner, K. (2016). Ethical Challenges of Algorithmic Journalism. *Digital Journalism*, 1-16. doi:10.1080/21670811.2016.1167612
- Gillespie, T. (2014). The relevance of algorithms. In T. Gillespie, P. Boczkowski & K. A. Foot (Eds.), *Media technologies: Essays on communication, materiality, and society* (pp. 167-194). Cambridge, MA: MIT Press.
- Linden, C.-G. (2016). Decades of Automation in the Newsroom. *Digital Journalism*, 1-18. doi:10.1080/21670811.2016.1160791
- Lokot, T., & Diakopoulos, N. (2015). News Bots. *Digital Journalism*, 1-18. doi:10.1080/21670811.2015.1081822
- Pasquale, F. (2015). *The black box society: The secret algorithms that control money and information*. Cambridge, MA: Harvard University Press.
- Thurman, N., & Schifferes, S. (2012). The paradox of personalization: The social and reflexive turn of adaptive news. In E. Siapera & A. Veglis (Eds.), *The handbook of global online journalism* (pp. 373-391). Oxford, UK: Wiley-Blackwell.
- van Dalen, A. (2012). The algorithms behind the headlines: How machine-written news redefines the core skills of human journalist. *Journalism Practice*, 6(5-6), 648-658.
- Vu, H. T. (2014). The online audience as gatekeeper: The influence of reader metrics on news editorial selection. *Journalism*, 15(8), 1094-1110. doi:10.1177/1464884913504259
- Welbers, K., van Atteveldt, W., Kleinnijenhuis, J., Ruigrok, N., & Schaper, J. (2015). News selection criteria in the digital age: Professional norms versus online audience metrics. *Journalism*. doi:10.1177/1464884915595474

Week #7: October 3

PEER CRITIQUE MEETINGS

Part of the *Nieman Lab Style Post* assignment involves learning how to give and accept feedback on your work. You will partner with one other student in the class as "peer critics" for each other. You will receive a copy of his/her draft on September 26th, prepare written feedback that you will give to me and him/her during class on October 3rd (I'll provide feedback guidelines), and meet with him/her during class on October 3rd to discuss the feedback and plan revisions to your drafts.

I'll provide a worksheet of questions and expectations and we'll discuss this in class, but below are some sample resources to get a better sense of what I mean by peer feedback.

- "Peer Review: A Student Guide":
<http://peerreview.cis.unimelb.edu.au/wp-content/uploads/2012/06/Student-handout-Colour-Final1.pdf>
- Example ("Contemporary Film and Cultural Theory"):
<http://peerreview.cis.unimelb.edu.au/wp-content/uploads/2012/06/Contemporary-Film-and-Cultural-Theory1.pdf>
- Questions to ask in the peer review:
<http://www.brandeis.edu/writingprogram/writing-intensive/instructors/files/DKpeerreview.doc>
<https://lpei4.wordpress.com/materials-for-teachers/peer-review-of-student-writing/>
- Elements of a written response:
<http://www.brandeis.edu/writingprogram/writing-intensive/instructors/files/SSpeerreview.doc>

FUNDING THE NETWORKED PRESS

Reading / Listening Due

FOUNDATIONS: Read all.

- Hunter, A. (2014). Crowdfunding independent and freelance journalism: Negotiating journalistic norms of autonomy and objectivity. *New Media & Society*. doi: 10.1177/1461444814558915
- Pickard, V., & Williams, A. T. (2013). Salvation or folly? The promises and perils of digital paywalls. *Digital Journalism*. doi: 10.1080/21670811.2013.865967
- Wurff, R. v. d. (2012). The economics of online journalism. In E. Siapera & A. Veglis (Eds.), *The handbook of global online journalism* (pp. 231-250). Oxford, UK: Wiley-Blackwell.

APPLICATIONS: Read *at least one* and come to class prepared to discuss.

- Albeanu, C. (2014, October 27, 2014). How crowdfunding journalism affects reader relationships. *Journalism.co.uk*. Retrieved January 2, 2015, from <https://www.journalism.co.uk/news/-value-for-money-how-crowdfunding-journalism-affects-reader-relationships/s2/a562942/>
- Albeanu, C. (2014, August 29, 2014). Women's eNews crowdfunds project on domestic abuse. *Journalism.co.uk*. Retrieved January 2, 2015, from <https://www.journalism.co.uk/news/womens-eneews-crowdfunds-long-term-project-on-domestic-abuse/s2/a562279/>
- Contributoria. (2014, nd). *About Contributoria*. Retrieved January 2, 2015, from <https://www.contributoria.com/about>
- Holcomb, J. (2014, April 3, 2014). News revenue declines despite growth from new sources. *Pew Research Center*. Retrieved October 30, 2014, from <http://www.pewresearch.org/fact-tank/2014/04/03/news-revenue-declines-despite-growth-from-new-sources/>
- Ingram, M. (2016, June 8, 2016). The New York Times Is Preparing to Step Up Its War on Ad Blockers. *Fortune*. Retrieved from <http://fortune.com/2016/06/08/the-new-york-times-is-preparing-to-step-up-its-war-on-ad-blockers/>
- Kafka, P. (2016, January 25, 2016). Twitter Has Stopped Showing Ads to Some of Its Most Valuable Users. *Recode*. Retrieved from <http://www.recode.net/2016/1/25/11589056/twitter-has-stopped-showing-ads-to-some-of-its-most-valuable-users>
- Libert, T., & Pickard, V. (2015, November 6, 2015). Think you're reading the news for free? New research shows you're likely paying with your privacy. *The Conversation*. Retrieved from <https://theconversation.com/think-youre-reading-the-news-for-free-new-research-shows-youre-likely-paying-with-your-privacy-49694>
- Lichterman, J. (2016, July 20, 2016). Here are 6 reasons why newspapers have dropped their paywalls. *Nieman Lab*. Retrieved from <http://www.niemanlab.org/2016/07/here-are-6-reasons-why-newspapers-have-dropped-their-paywalls/>
- Stites, T. (2011, December 9, 2011). Might the new web journalism model be neither for-profit nor nonprofit? Retrieved January 15, 2013, 2013, from <http://www.niemanlab.org/2011/12/tom-stites-might-the-new-web-journalism-model-be-neither-for-profit-nor-nonprofit/>
- Vogt, N., & Mitchell, A. (2016, January 20, 2016). Crowdfunded Journalism: A Small but Growing Addition to Publicly Driven Journalism. *Pew Research Center*. Retrieved from <http://www.journalism.org/2016/01/20/crowdfunded-journalism/>

Wang, S. (2016, July 21, 2016). The Financial Times is testing blocking the adblockers by blocking actual words from its stories. *Nieman Lab*. Retrieved from <http://www.niemanlab.org/2016/07/the-financial-times-is-testing-blocking-the-adblockers-by-blocking-actual-words-from-its-stories/>

Recommended:

Ananny, M., & Bighash, L. (2016). Why drop a paywall? Mapping industry accounts of online news decommodification. *International Journal of Communication*, 10, 3359–3380.

Browne, H. (2010). Foundation-funded journalism: Reasons to be wary of charitable support. *Journalism Studies*, 11(6), 889-903.

Carlson, M. (2014). When news sites go native: Redefining the advertising–editorial divide in response to native advertising. *Journalism*. doi:10.1177/1464884914545441

Turow, J. (2011). *The daily you: How the new advertising industry is defining your identity and your worth*. New Haven, CT: Yale University Press.

Week #9: October 17

“FOREIGN” CORRESPONDENCE & THE GLOBALLY NETWORKED PRESS

Reading / Listening Due

FOUNDATIONS: Read all.

Livingston, S., & Asmolov, G. (2010). Networks and the future of foreign affairs reporting. *Journalism Studies*, 11(5), 745-760.

Heinrich, A. (2012). Foreign reporting in the sphere of network journalism. *Journalism Practice*, 6(5-6), 766-775.

Zuckerman, E. (2013). Global voices. *Rewire: Digital cosmopolitans in the age of connection* (pp. 121-131). New York, NY: W.W. Norton & Company.

APPLICATIONS: Read *at least one* and come to class prepared to discuss.

Podcast: On The Media. (2015, January 16, 2015). Why Paris, But Not Baga? Retrieved from <http://www.wnyc.org/story/why-paris-not-baga/>

Dyer, J. (2014, December 11, 2014). A new generation of correspondents hustles for work with the help of the web. *Nieman Reports*. Retrieved December 20, 2014, from <http://niemanreports.org/articles/a-new-generation-of-correspondents-hustles-for-work-with-the-help-of-the-web/>

Ellis, J. (2015, February 17, 2015). The New York Times en español: An experiment is putting Times stories in front of Spanish-speaking readers. *Nieman Lab*. Retrieved from <http://www.niemanlab.org/2015/02/the-new-york-times-en-espanol-an-experiment-is-putting-times-stories-in-front-of-spanish-speaking-readers/>

Hammer, J. (2014, December 11, 2014). As legacy news outlets retreat, who will be there to report on the world? *Nieman Reports*. Retrieved December 20, 2014, from <http://niemanreports.org/articles/as-legacy-news-outlets-retreat-who-will-be-there-to-report-on-the-world/>

Hern, A. (2015, September 15, 2015). Wikipedia's view of the world is written by the west. *The Guardian*. Retrieved from <https://www.theguardian.com/technology/2015/sep/15/wikipedia-view-of-the-world-is-still-written-by-the-west>

Hicks, J. (2013, January 23, 2013). Tweeting the news: Andy Carvin test-pilots Twitter journalism. *The Verge*. Retrieved March 2, 2013, 2013, from <http://www.theverge.com/2013/1/23/3890674/tweeting-the-news-andy-carvin-test-pilots-twitter-journalism>

- Hicks, T. (2014, December 11, 2014). Why journalists take the risk to report from dangerous places. *Nieman Reports*. Retrieved December 20, 2014, from <http://niemanreports.org/articles/why-journalists-take-the-risk-to-report-from-dangerous-places/>
- Israely, J. (2011, June 14, 2011). A foreign correspondent must be both hunter and gatherer. *Nieman Lab*. Retrieved January 2, 2014, from <http://www.niemanlab.org/2011/06/jeff-israely-a-foreign-correspondent-must-be-both-hunter-and-gatherer/>
- Larsen, S. (2010, September 7, 2010). Should local voices bring us foreign news? *Nieman Reports*. Retrieved January 3, 2013, from <http://niemanreports.org/articles/should-local-voices-bring-us-foreign-news/>
- O'Donovan, C. (2013, December 5, 2013). Where in the world is BuzzFeed? Building foreign news around themes rather than geography. *Nieman Journalism Lab*. Retrieved December 5, 2013, from <http://www.niemanlab.org/2013/12/where-in-the-world-is-buzzfeed-building-foreign-news-around-themes-rather-than-geography/>
- Sambrook, R. (2010, December 2010). Are foreign correspondents redundant? Reuters Institute for the Study of Journalism, University of Oxford. from <http://reutersinstitute.politics.ox.ac.uk/sites/default/files/Are%20Foreign%20Correspondents%20Redundant%20The%20changing%20face%20of%20international%20news.pdf> → read Executive Summary & first chapter only
- Schiller, B. (2010, September 3, 2010). Even in digital age, 'being there' still matters in foreign reporting. *Nieman Reports*. Retrieved January 5, 2014, from <http://niemanreports.org/articles/even-in-digital-age-being-there-still-matters-in-foreign-reporting/>
- Zuckerman, E. (2010, July 2010). Listening to global voices. *TED Talks*. Retrieved January 5, 2012, from http://www.ted.com/talks/ethan_zuckerman

Week #10: October 24

DATA JOURNALISM

Guests: Chris Keller [KPCC] & Ben Poston [Los Angeles Times]

Reading / Listening Due

FOUNDATIONS: Read all.

Coddington, M. (2014). Clarifying journalism's quantitative turn. *Digital Journalism*, 3(3), 331-348. doi:10.1080/21670811.2014.976400

Cohen, S., Hamilton, J. T., & Turner, F. (2011). Computational journalism: How computer scientists can empower democracy's watchdogs. *Communications of the ACM*, 54(10), 66-71.

Fink, K., & Anderson, C. W. (2014). Data Journalism in the United States: Beyond the "usual suspects". *Journalism Studies*. doi:10.1080/1461670X.2014.939852

EXAMPLES: Come to class familiar with at least one of these examples.

- KPCC Fire Tracker: <http://firetracker.scpr.org/>
- KPCC Earthquake Tracker: <http://earthquakes.scpr.org/>
- KPCC Officer Involved: <http://projects.scpr.org/officer-involved/>
- Homicide Watch: <http://homicidewatch.org/>

- LA Times Street Quality Grades: <http://graphics.latimes.com/la-streets-map/#11/34.0475/-118.5754>
- LA Times Behind the Badge: <http://graphics.latimes.com/badge-interactive/>
- Poston, B., & Rubin, J. (2014, August 9, 2014). LAPD's misclassified incidents: How we reported this story. LA Times. Retrieved from <http://www.latimes.com/local/cityhall/la-me-crimestats-info-box-20140810-story.html>
- ProPublica's "Free the Files" <https://www.propublica.org/series/free-the-files>
- ProPublica's "Debt by Degrees" <https://www.propublica.org/nerds/item/the-stories-of-everyday-lives-hidden-in-reams-of-data>
- The Guardian's MP Expense Claims project: <http://www.theguardian.com/news/datablog/2009/jun/18/mps-expenses-houseofcommons>

RECOMMENDED:

- Anderson, C. W. (2015). Between the unique and the pattern: Historical tensions in our understanding of quantitative journalism. *Digital Journalism*, 3(3), 349-363. doi:10.1080/21670811.2014.976407
- Borges-Rey, E. (2016). Unravelling Data Journalism. *Journalism Practice*, 1-11. doi:10.1080/17512786.2016.1159921
- Lewis, S. C., & Westlund, O. (2014). Big data and journalism: Epistemology, expertise, economics, and ethics. *Digital Journalism*. doi:10.1080/21670811.2014.976418
- Parasie, S., & Dagiral, E. (2013). Data-driven journalism and the public good: "Computer-assisted-reporters" and "programmer-journalists" in Chicago. *New Media & Society*, 15(6), 853-871. doi:10.1177/1461444812463345
- Parasie, S. (2015). Data-driven revelation? Epistemological tensions in investigative journalism in the age of "big data". *Digital Journalism*, 3(3), 364-380. doi:10.1080/21670811.2014.976408
- Tandoc, E. C., & Oh, S.-K. (2015). Small Departures, Big Continuities? *Journalism Studies*, 1-19. doi:10.1080/1461670X.2015.1104260

Week #11: October 31

PLACES & SPACES OF THE NETWORKED PRESS: Local Presses, Geotagged News, Drones, Mobile Journalism

Reading / Listening Due

FOUNDATIONS: Read all.

- Goggin, G., Martin, F., & Dwyer, T. (2014). Locative news: Mobile media, place informatics, and digital news. *Journalism Studies*. doi:10.1080/1461670X.2014.890329
- Holton, A. E., Lawson, S., & Love, C. (2014). Unmanned aerial vehicles: Opportunities, barriers, and the future of "drone journalism". *Journalism Practice*. doi:10.1080/17512786.2014.980596
- Peters, C. (2016). Spaces and places of news consumption. In T. Witschge, C. W. Anderson, D. Domingo, & A. Hermida (Eds.), *Handbook of Digital Journalism* (pp. 354-369). New York, NY: SAGE.

APPLICATIONS: Read at least one and come to class prepared to discuss.

Browse #dronejournalism tag on Twitter

Podcast: "Switcheroo: Act2, Forgive Us Our Press Passes" (This American Life, 23m30s, <http://www.thisamericanlife.org/radio-archives/episode/468/switcheroo?act=2#play>)

Benton, J. (2014, June 12, 2014). The mobile majority: Engaging people on smartphones is the next big challenge to the news. *Nieman Lab*. Retrieved from <http://www.niemanlab.org/2014/06/the-mobile-majority-engaging-people-on-smartphones-is-the-next-big-challenge-to-the-news/>

- Bilton, R. (2015, August 5, 2016). BlockFeed's geotagged approach to local news. DigiDay. Retrieved from <http://digiday.com/publishers/blockfeeds-geotagged-approach-local-news/>
- Kaufman, S. E. (2016, August 19, 2016). CNN announces launch of drone-based newsgathering division. Salon. Retrieved from <http://www.salon.com/2016/08/19/cnn-announces-launch-of-drone-based-newsgathering-division/>
- Mullin, B. (2016, January 11, 2016). Why 2016 could be a breakout year for drone journalism. Poynter. Retrieved from <http://www.poynter.org/2016/why-2016-could-be-a-breakout-year-for-drone-journalism/390386/>
- Owen, L. H. (2016, May 5, 2016). Good news, publishers: People will read your long stories on their phones (for two minutes, anyway). Nieman Lab. Retrieved from <http://www.niemanlab.org/2016/05/good-news-publishers-people-will-read-your-long-stories-on-their-phones-for-two-minutes-anyway/>
- Pew Research Center. (2015, March 5, 2015). Local News in a Digital Age. Retrieved from <http://www.journalism.org/2015/03/05/local-news-in-a-digital-age/>
- van Huygen, M. (2014, March 27, 2014). Sorry, We Have No Imagery Here: When Google Earth Goes Blind. *Atlas Obscura*. Retrieved from <http://www.atlasobscura.com/articles/investigating-censored-spots-on-google-earth>
- VDZ. (2016, August 11, 2016). Five great examples of drone journalism. Retrieved from <http://www.vdz.de/presse-singlenews/news/five-great-examples-of-drone-journalism/>
- Waite, M. (2016, June 21, 2016). In 60 days, drone journalism will be legally possible in any U.S. newsroom. *Nieman Lab*. Retrieved from <http://www.niemanlab.org/2016/06/in-60-days-drone-journalism-will-be-legally-possible-in-any-u-s-newsroom/>
- Tarkov, A. (2012, July 3, 2012). Journatic worker takes 'This American Life' inside outsourced journalism. Poynter. Retrieved September 2, 2013, from <http://www.poynter.org/latest-news/top-stories/179555/journatic-staffer-takes-this-american-life-inside-outsourced-journalism/>

RECOMMENDED/BACKGROUND:

- Chadha, M. (2015). The Neighborhood Hyperlocal. *Digital Journalism*, 1-21. doi:10.1080/21670811.2015.1096747
- Oppegaard, B., & Rabby, M. K. (2015). Proximity. *Digital Journalism*, 1-18. doi:10.1080/21670811.2015.1063075
- Gynnild, A. (2014). The robot eye witness: Extending visual journalism through drone surveillance. *Digital Journalism*. doi:10.1080/21670811.2014.883184
- Hess, K. (2012). Breaking boundaries: Recasting the 'local' newspaper as 'geo-social' news in a digital landscape. *Digital Journalism*, 1(1), 48-63.
- Hess, K., & Waller, L. (2013). Geo-social journalism. *Journalism Practice*. doi:10.1080/17512786.2013.859825
- Sheller, M. (2014). News now: Interface, ambience, flow, and the disruptive spatio-temporalities of mobile news media. *Journalism Studies*. doi:10.1080/1461670X.2014.890324
- Tremayne, M., & Clark, A. (2014). New Perspectives from The Sky. *Digital Journalism*, 2(2), 232-246. doi:10.1080/21670811.2013.805039
- Weiss, A. S. (2014). Place-based knowledge in the twenty-first century: The creation of spatial journalism. *Digital Journalism*. doi:10.1080/21670811.2014.928107

Week #12: November 7
VIRTUAL REALITY JOURNALISM
Guest: Prof Robert Hernandez [USC]

Reading / Listening Due

FOUNDATIONS: Read all.

Doyle, P., Gelman, M., & Gill, S. (2016, March 2016). Viewing the future? Virtual reality journalism. Knight Foundation. Retrieved from http://www.knightfoundation.org/media/uploads/publication_pdfs/VR_report_web.pdf

Gregory, S. (2015). Ubiquitous witnesses: who creates the evidence and the live(d) experience of human rights violations? *Information, Communication & Society*, 18(11), 1378-1392. doi:10.1080/1369118X.2015.1070891

Pena, N. d. I., Weil, P., Llobera, J., Giannopoulos, E., Pomes, A., Spanlang, B., . . . Slater, M. (2010). Immersive journalism: Immersive virtual reality for the first-person experience of news. *Presence*, 19(4), 291-301.

APPLICATIONS: Read at least one and come to class prepared to discuss.

Browse examples at: Knight Foundation. (2016, March 13, 2016). Viewing the future? Virtual reality journalism. Retrieved from <https://medium.com/viewing-the-future-virtual-reality-in-journalism>

Aronson-Rath, R., Milward, J., Owen, T., & Pitt, F. (2015). Virtual reality journalism. *Tow Center for Digital Journalism, Columbia University*. Retrieved from <https://www.gitbook.com/book/towcenter/virtual-reality-journalism/details>

Au, W. J. (2016, February 25, 2016). VR will make life better -- or just be an opiate for the masses. WIRED. Retrieved from <http://www.wired.com/2016/02/vr-moral-imperative-or-opiate-of-masses/>

Bawcombe, L. (2016, August 16, 2016). Designing news products with empathy: How to plan for individual users' needs and stresses. *Nieman Lab*. Retrieved from <http://www.niemanlab.org/2016/08/designing-news-products-with-empathy-how-to-plan-for-individual-users-needs-and-stresses/>

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Mullin, B. (2016, August 12, 2016). How The New York Times used its archives to make the past a (virtual) reality. *Poynter*. Retrieved from www.poynter.org/2016/how-the-new-york-times-used-its-archives-to-make-the-past-a-virtual-reality/

Nanay, B. (2016, January 7, 2016). The forgotten ancestors of virtual reality. *Indestry*. Retrieved from <http://www.indestry.com/blog/2016/1/7/the-forgotten-ancestors-of-virtual-reality>

Guardian, T. (nd). 6x9: A virtual reality experience of solitary confinement. Retrieved from <http://www.theguardian.com/world/ng-interactive/2016/apr/27/6x9-a-virtual-experience-of-solitary-confinement>

The Verge. (nd). The rise and fall and rise of virtual reality. Retrieved from <http://www.theverge.com/a/virtual-reality>

Reading / Listening Due

FOUNDATIONS: Read all.

Le Masurier, M. (2014). What is slow journalism? *Journalism Practice*. doi: 10.1080/17512786.2014.916471

Le Cam, F., & Domingo, D. (2015). The tyranny of immediacy: Gatekeeping practices in French and Spanish online newsrooms. In T. Vos & F. Heinderyckx (Eds.), *Gatekeeping in transition* (pp. 123-140). London, UK: Routledge.

Saltzis, K. (2012). Breaking news online: How news stories are updated and maintained around-the-clock. *Journalism Practice*, 6(5-6), 702-710.

APPLICATIONS: Read at least one and come to class prepared to discuss.

Podcast: 99% Invisible. (2013, September 3, 2013). The broadcast clock. Retrieved from <http://99percentinvisible.org/episode/the-broadcast-clock/>

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Benton, J. (2015, March 23, 2015). R.I.P. Chinua Achebe, again: The unstuck-in-time life of social media. *Nieman Lab*. Retrieved from <http://www.niemanlab.org/2015/03/r-i-p-chinua-achebe-again-the-unstuck-in-time-life-of-social-media/>

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Grubisich, T. (2014, June 12, 2014). Attention and timing are the new 'clicks,' Chartbeat says. *Street Fight*. Retrieved October 3, 2014, from <http://streetfightmag.com/2014/06/12/attention-and-timing-are-the-new-clicks-chartbeat-says/>

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Lichterman, J. (2015, October 30, 2015). Can't finish a New Yorker story online? *Nieman Lab*. Retrieved from <http://www.niemanlab.org/2015/10/cant-finish-a-new-yorker-story-online-the-magazine-will-now-send-you-an-email-reminder-to-come-back/>

Lichterman, J. (2016, July 8, 2016). The New York Times is giving readers more control over email and mobile push alerts.

Nieman Lab. Retrieved from <http://www.niemanlab.org/2016/07/the-new-york-times-is-giving-readers-more-control-over-email-and-mobile-push-alerts/>

McCracken, H. (2014, January 15, 2015). Meet Timeline, a mobile news app with a long, long memory. *Fast Company*. Retrieved January 15, 2015, from <http://www.fastcompany.com/3040983/meet-timeline-a-mobile-news-app-with-a-long-long-memory>

Miller, C. C. (2011, November 3, 2011). Google changes search algorithm, Trying to make results more timely. *The New York Times*. Retrieved December 4, 2011, from <http://bits.blogs.nytimes.com/2011/11/03/google-changes-search-algorithm-trying-to-make-results-more-timely/>

Podcast: "Coverage of the Boston Bombing, Undercover Reporting, and More" (*On The Media*):
<http://www.onthemedialab.org/story/287989-coverage-of-the-boston-bombing-undercover-reporting-and-more/>
→ only until 23m40s

Reid, A. (2014, September 24, 2014). New NYT 'Watching' feature 'embraces stream mentality'. *Journalism.co.uk*. Retrieved January 2, 2015, from <https://www.journalism.co.uk/news/why-the-new-york-times-has-launched-new-homepage-stream-watching-/s2/a562568/>

Rutenberg, J. (2016, April 24, 2016). In This Snapchat Campaign, Election News Is Big and Then It's Gone. *New York Times*. Retrieved from <http://www.nytimes.com/2016/04/25/business/media/snapchat-election-campaign-news.html>

Sillescu, L. B. (2014, July 21, 2014). Minus proper archives, news outlets risk losing years of backstories forever. *Columbia Journalism Review*. Retrieved December 4, 2014, from http://www.cjr.org/behind_the_news/minus_proper_archives_many_new.php

Yu, A., & Tas, S. (2015, June 12, 2015). News Feed FYI: Taking into account time spent on stories. *Facebook Newsroom*. Retrieved from <http://newsroom.fb.com/news/2015/06/news-feed-fyi-taking-into-account-time-spent-on-stories/>

Uberti, D. (2014, July 21, 2014). Twitter and factchecking don't mix during debates. *Columbia Journalism Review*. Retrieved November 4, 2014, from http://www.cjr.org/behind_the_news/twitter_and_fact-checking_dont.php

Usher, N. (2014, May 12, 2014). Immediacy vs. importance: The tension underlying how the NYTimes.com homepage gets made. *Nieman Lab*. Retrieved November 3, 2014, from <http://www.niemanlab.org/2014/05/immediacy-vs-importance-the-tension-underlying-how-the-nytimes-com-homepage-gets-made/>

RECOMMENDED/BACKGROUND:

Ananny, M. (2016). Networked news time: How slow—or fast—do publics need news to be? *Digital Journalism*. doi:10.1080/21670811.2015.1124728

Neiger, M., & Tenenboim-Weinblatt, K. (2016). Understanding journalism through a nuanced deconstruction of temporal layers in news narratives. *Journal of Communication*, n/a-n/a. doi:10.1111/jcom.12202

Schudson, M. (1986). Deadlines, datelines, and history. In R. K. Manoff & M. Schudson (Eds.), *Reading news* (pp. 79-108). New York, NY: Pantheon Books.

- Tenenboim-Weinblatt, K. (2013). Bridging collective memories and public agendas: Toward a theory of mediated prospective memory. *Communication Theory*, 23(2), 91-111.
- Tenenboim-Weinblatt, K. (2014). Counting time: Journalism and the temporal resource. In B. Zelizer & K. Tenenboim-Weinblatt (Eds.), *Journalism and memory* (pp. 97-112). London, UK: Palgrave MacMillan.
- Thurman, N. (2015). Real-time online reporting. In L. Zion & D. Craig (Eds.), *Ethics for digital journalists* (pp. 103-114). New York, NY: Routledge.
- Weltevrede, E., Helmond, A., & Gerlitz, C. (2014). The politics of real-time: A device perspective on social media platforms and search engines. *Theory, Culture & Society*, 31(6), 125-150. doi:10.1177/0263276414537318
- Zelizer, B. (2014). Memory as foreground, journalism as background. In B. Zelizer & K. Tenenboim-Weinblatt (Eds.), *Journalism and memory* (pp. 32-49). London, UK: Palgrave MacMillan.
- Zerubavel, E. (1981). *Hidden rhythms: Schedules and calendars in social life*. Berkeley, CA: University of California Press.

Week #14: November 21

**MAKING SENSE OF NEW ACTORS: AN ADVERSARIAL, INVESTIGATIVE NETWORKED PRESS
(WIKILEAKS, SNOWDEN, GREENWALD)**

Reading / Listening Due

FOUNDATIONS: Read all.

Bamford, James. (2014, August 13, 2014). Edward Snowden: The untold story. *Wired*. Retrieved August 13, 2014, from <http://www.wired.com/2014/08/edward-snowden/>

Keller, B. (2011, January 26, 2011). Dealing with Assange and the WikiLeaks secrets. *New York Times Magazine*. Retrieved November 13, 2013, from <http://www.nytimes.com/2011/01/30/magazine/30Wikileaks-t.html?pagewanted=all>

Greenwald, G. (2014). Ten days in Hong Kong. *No place to hide* (pp. 33-89). New York, NY: Metropolitan Books.

APPLICATIONS: Read *at least one* and come to class prepared to discuss.

Podcast: "Edward Snowden: From 'geeky' dropout to NSA leaker." (*Fresh Air*, 38m5s):

<http://www.npr.org/2014/04/16/303733011/edward-snowden-from-geeky-drop-out-to-nsa-leaker>

Podcast: "Reporter Had to Decide if Snowden Leaks were 'The Real Thing'" (*Fresh Air*, 47m17s):

<http://www.npr.org/2013/09/11/221359323/reporter-had-to-decide-if-snowden-leaks-were-the-real-thing>

Video: "NSA whistleblower Edward Snowden: 'I don't want to live in a society that does these sort of things'" (Part One, *The Guardian*, 12m34s, <http://www.theguardian.com/world/video/2013/jun/09/nsa-whistleblower-edward-snowden-interview-video>)

Week #15: November 28

COURSE WRAP-UP & STUDENT PRESENTATIONS

NO FINAL EXAM.

FINAL PAPERS DUE: December 9