



**JOUR 201: Culture of Journalism: Past,  
Present, and Future  
4 Units**

**Spring 2018 – Tues. & Thurs. – 10-11:40 a.m.**

**Section:** 21002R

**Location:** ANN L101

**Instructor: Mike Ananny, PhD**

**Office:** ANN 310B

**Office Hours:** Tuesdays & Thursdays, 1-2 p.m.

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## **I. Course Description**

The goal of this course is to introduce students to key moments, debates, and ideas that have shaped U.S. journalism from about the Revolutionary War period through today. Since this is a survey class, we won't be spending too much time on any one topic, time period, or analytical framework. Instead, each class will examine social, cultural, political, and technological aspects of U.S. journalism, getting a sense of its overarching history as a profession and public service. *E.g.*, how has the press historically both depended upon and challenged the state? How has the press funded itself? Where did the idea of journalistic objectivity come from and what does it mean? How has news served both market and public interests? What legal decisions shape the press's rights and responsibilities? How does the press organize itself, and reorganize itself in light of technological innovation? At several points in the course, world-class scholars and practitioners will give guest lectures, sharing with us their experiences studying and working within the U.S. press. We'll hear first-hand accounts of what it's been like to participate in different periods of modern American journalism, examine historical archives of press coverage, and will end the semester with a review of how today's journalism is tied to historical patterns.

**All readings will be provided electronically through Blackboard.**

The following text is **NOT REQUIRED**, but I may provide excerpts of it at different points in the semester; it is highly recommended as a recent, easily digested discussion of many of the questions we'll be considering this semester:

"The News Media: What Everyone Needs to Know" by C.W. Anderson, Leonard Downie Jr., Michael Schudson. Oxford University Press. 2016.

It is available through the USC Bookstore or through an online seller like Amazon. It is available both as a physical book and as an electronic book. You can purchase either.

## **II. Overall Learning Objectives and Assessment**

To equip journalism students with an awareness of the profession's foundational debates so that, in light of a contemporary industry in flux, they can appreciate how to both follow and challenge traditions. Through historical readings, scholarly articles, case studies, class discussions, individual and group assignments, students will engage with the practices, relationships, controversies, and technologies that will shape the future of the press.

### III. Description of Assignments

- **500-word Analytical Memoir (30 points):** The year is 2068. You are 50 years older than you are today and have been asked to write a 500-word essay reflecting on *changes* you observed in the news industry during your career. What changes in the journalism profession and news industry did you witness over the course of your career, what skills did you need to be successful, and what controversies remained unchanged from 2016? Make sure the memo is reflective and analytical. This is **NOT** simply a biography of your career or the story of what kind of career you would like to have. **Due at the beginning of class on Tuesday, January 23. Bring a paper copy and upload to Blackboard by the beginning of class.**
- **Examinations (220 points total):**
  - **Midterm Exam [110 points].** In-class on **Thursday, March 8**. The exam will be *open-book and open-notes* – *i.e.*, you can use any of the class readings or notes you take. I won't be asking very many factual questions. *E.g.*, don't expect questions asking what date something happened, or the name of some particular journalist or newspaper. Instead I'll ask you to synthesize and work with concepts from the readings and class discussions. You are responsible for all assigned readings, all in-class content (including guest lectures), but you are not responsible for 'recommended' readings. You'll have the entire class period to complete the exam. The format will be a mix of true-false, multiple choice, and short answer.
  - **Final Exam [110 points].** During the final exam period as determined by the university on **Tuesday, May 8** (see the official university schedule at <http://classes.usc.edu/term-20181/finals/>). Like the midterm exam, the final exam is *open-book and open-notes*, and will ask you to work with concepts, not repeat facts or dates. The exam will *only cover material since the midterm exam* (*i.e.*, the final exam is *not* cumulative from the beginning of the course). Like the midterm, you are responsible for all assigned readings, all in-class content (including guest lectures), but you are not responsible for any 'recommended' readings. Like the midterm exam, the format will be a mix of true-false, multiple choice, and short answer.
- **Archive Project (75 points):** You'll work **either alone or a team of 2** (your choice) to create a "*comparative media frame archive analysis*" of changes in journalistic styles and language across two different time periods and multiple sources. You'll work with *USC newspaper archives* (<http://libguides.usc.edu/jour201>) to build a timeline of your analysis. The final project is due **April 24**. More information will be given on this assignment as the semester progresses.
- **Pop Quizzes (75 points total):** Four (4) times during the semester, I'll give a pop quiz at the beginning of class. They will be multiple-choice / true-false format, will not be announced beforehand, will be *closed-book and closed-notes*, and should take about 5-10 minutes to complete. They will *only cover the required readings for that day*. They'll be easy and straight-forward, a quick check that you've done the readings and are prepared to participate in that day's class discussion. **The lowest quiz will be dropped – i.e., only your top 3 will be counted. Each quiz will be graded out of 25 points for a maximum point total of 75.**
- **Reflections (100 points total):** Twice during the semester, you'll submit short (approximately 750 words) reflections. They're intended to let you reflect on some aspect of the course. Each reflection will be graded out of 50 points. The topics for each reflection will be announced at least two weeks in advance and are due on these dates (also indicated in the weekly schedule):
  - **Reflection #1:** February 22 (50 points)
  - **Reflection #2:** April 5 (50 points)

## IV. Grading

### a. Breakdown of Grade

Assignment	Due	Points	Grade %
Analytical Memoir	January 23	30	6
Midterm Exam	March 8 (in class)	110	22
Final Exam	May 8	110	22
Archive Project	April 24	75	15
Pop Quizzes (4 x 25 points each, lowest quiz dropped)	not announced	75	15
Reflections (2 x 50 points each)	February 22 April 5	100	20
<b>TOTAL</b>		<b>500</b>	<b>100%</b>

### b. Grading Scale

<u>TOTAL POSSIBLE POINTS: 500 points</u>		
Final grades will be assigned using these point ranges:		
467-500 = <b>A</b>	450-466 = <b>A-</b>	
433-449 = <b>B+</b>	416-432 = <b>B</b>	400-415 = <b>B-</b>
384-399 = <b>C+</b>	367-383 = <b>C</b>	350-366 = <b>C-</b>
333-349 = <b>D+</b>	316-332 = <b>D</b>	300-315 = <b>D-</b>
	299 and below = <b>F</b>	

### c. Grading Standards

All assignments will be judged for their sophistication, eloquence, professionalism, and command of relevant concepts.

**“A” assignments** show an eloquent mastery of ideas and their application; are completely free of grammatical and logical errors; demonstrate creativity, rigor, and sophisticated thinking; speak to an audience in a clear and thoughtful manner; and represent the very best of the class’s work.

**“B” assignments** show a good use of concepts; employ relevant examples; contain some grammatical errors and logical problems; and represent work that adequately communicates a student’s point of view.

**“C” assignments** show a minimally adequate use of concepts; lack relevant examples; have many grammatical errors and serious logical limitations; and demonstrate work that is not well respected in professional or scholarly settings.

**“D” assignments** are barely adequate application of concepts; require excessive rewriting and lack compelling examples; have many errors and have significant flaws in logic; and represent work that requires significant improvement.

**“F” assignments** fail to meet the major assignment criteria, are late, rife with grammatical or logical errors, and generally do not meet the standards of quality USC Annenberg students are expected to meet.

The following are some other circumstances that could warrant a grade of “F” and potential USC/Annenberg disciplinary action:

- Making up quotes or any other information.
- Plagiarizing part or all of any material.
- Missing a deadline.
- Collaborating in a way expressly forbidden by the assignment.

## V. Assignment Submission Policy

All assignments are due **in hard-copy and uploaded to Blackboard** at the **beginning** of class.

**Late Policy:** Unless there is a valid medical/family/personal reason and arrangements have been made with the instructor before an assignment’s due date, late assignments will be deducted one partial letter grade per 24 hours late. *E.g.*, an assignment handed in 24 hours late has 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.

There will be **no make-up exams**. Students will receive a **zero on a missed exam**, unless **all three** of these things are true:

- 1) You have **valid and documented** medical or personal reason for missing the exam;
- 2) You have communicated this reason to the instructor and provided me with appropriate documentation;
- 3) I have confirmed with you—**before the date of the exam**—that you have permission to miss the exam.

There will be **no make-up pop quizzes**.

## VI. Required Readings and Supplementary Materials

All readings will be provided electronically through the class Blackboard site. There are no required materials or books to buy. Class library guide: <http://libguides.usc.edu/jour201>

**Recommended Subscriptions:** 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. The two lists are leading sources of news *about* the news industry—regularly read by practicing journalists and news industry analysts—and the podcast is one of the best popular discussions of contemporary and historical issues in news media. Following these should get you in the habit not only of reading news, but thinking about where news comes from.

## VII. Laptop Policy

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the [Annenberg Virtual Commons](#) for more information. To connect to USC's Secure Wireless network, please visit USC's [Information Technology Services](#) website.

Your phone **must** be switched off during class and I will ask you to turn it off or leave class 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.

## VIII. Course Schedule: A Weekly Breakdown

*Be advised that this syllabus is subject to change - and probably will change - based on the progress of the class, news events, and/or guest speaker availability. Each week has both required and recommended reading. You are officially only responsible for the REQUIRED readings for pop quizzes and exams.*

**A note on the readings and podcasts:** Each class will discuss—but not summarize—the readings and podcasts. It's expected that you'll come to class having done the readings and listened to the podcasts, prepared to use them in our discussions. Readings and podcasts marked 'recommended' are not required, and you're not responsible for them on the exams. They're listed in order to give you an idea of materials that I might cover in a lecture or explain in class. I usually list the readings and podcasts in the order in which I think they should be done.

Please be sure to be active and reflective both when reading the articles and listening to the podcasts: Note ideas that you think are important, write down questions you have, state what you think are the big 'take away' points, and be mindful not to get bogged down in details that aren't essential to the core of the reading or podcast.

The '**thought questions**' listed for each class are intended to offer signposts to help you read/listen: you might think about them before you read/listen (preparing your focus) or you might think about them after you read/listen (helping you reflect and prepare for the class discussion). They're meant to provoke thoughts and not ask you to repeat facts or dates – so don't be surprised if some of these questions show up on the midterm and final exams! 😊

Week #1: Tuesday, January 9

**INTRODUCTION**

**No reading is due**, but we'll review the class's structure, schedule, and expectations and consider these questions: (References are offered for context, but are not required reading.)

- **What is journalism today, what has it been, and why should we study its history?**
  - *On The Media*. (2014, August 1, 2014). The future history of the newspaper industry. *On The Media*. Retrieved August 14, 2014, from <http://www.onthemedial.org/story/future-history-of-newspaper-industry/>
  - PBS. (2012, November 16, 2012). The impact of Twitter on journalism. *Off Book*. Retrieved July 24, 2014, from <http://video.pbs.org/video/2305475240/>
  - KRON (1981) <https://www.youtube.com/watch?v=5WCTn4FljUQ>
- **What is “good work” in journalism?**
  - Gardner, Howard, Csikszentmihalyi, Mihaly, & Damon, William. (2002). Sources of strength in journalism. *Good work: When excellence and ethics meet* (pp. 153-178). New York, NY: Basic Books.
  - Donsbach, W. (2010). Journalists and their professional identities. In S. Allan (Ed.), *The Routledge companion to news and journalism* (pp. 38-48). London, UK: Routledge.
- **What does it mean to be a “reflective practitioner” as a journalist?**
  - Niblock, Sarah. (2007). From 'knowing how' to 'being able': Negotiating the meanings of reflective practice and reflexive research in journalism studies. *Journalism Practice*, 1(1), 20-32.
  - Schön, Don. (1983). *The reflective practitioner: How professionals think in action*. New York, NY: Basic Books.
- **What do you imagine that your own professional history will be? What kind of reflective practitioner do you aim to be?**
  - Nussbaum, Martha. (2002). Martha Nussbaum. In J. L. Harmon (Ed.), *Take my advice: Letters to the next generation from people who know a thing or two* (pp. 176-177). New York, NY: Simon & Schuster.

Week #1: Thursday, January 11

**DEFINING JOURNALISM, NEWS, THE PRESS – AND THEIR HISTORIES**

Reading / Listening Due	Thought Questions	Assignment Due
<p>1. Schudson, M. (2003). Where news came from. <i>The sociology of news</i> (pp. 64-89). New York, NY: W.W. Norton &amp; Co.</p> <p>2. Russial, J., Laufer, P., &amp; Wasko, J. (2015). Journalism in Crisis? <i>Javnost - The Public</i>, 22(4), 299-312. doi: 10.1080/13183222.2015.1091618</p> <p><b>RECOMMENDED:</b></p> <p>Barnhurst, Kevin G., &amp; Nerone, John. (2009). Journalism history. In K. Wahl-Jorgensen &amp; T. Hanitzsch (Eds.), <i>The handbook of journalism studies</i> (pp. 17-28). London, UK: Routledge.</p> <p>Carey, J.W. (1974/1997). The problem of journalism history. In E. S. Munson &amp; C. A. Warren (Eds.), <i>James Carey: A critical reader</i>. Minneapolis, MN: University of Minnesota Press.</p> <p>Hampton, M. (2010). The fourth estate ideal in journalism history. In S. Allan (Ed.), <i>The Routledge companion to news and journalism</i> (pp. 4-12). London, UK: Routledge.</p> <p>Schudson, M. (2000). Good citizens and bad history: Today's political ideals in historical perspective. <i>The Communication Review</i>, 4(1), 1-19. doi: 10.1080/10714420009359458</p> <p>Tucher, Andie. (2011). Teaching journalism history to journalists. <i>Journalism Practice</i>, 5(5), 551-565. doi: 10.1080/17512786.2011.601905</p> <p>Zelizer, Barbie. (2017). <i>What journalism could be</i>. New York, NY: Polity.</p> <p>Zelizer, Barbie, &amp; Allan, Stuart. (2010). <i>Keywords in news and journalism studies</i>. London, UK: Open University Press.</p>	<p>Why do you think we need news? What's the difference between 'news' and 'information'? What's the difference between a 'community' and a 'public'? What special role do journalists have in creating the news?</p>	<p>None.</p>

Week #2: Tuesday, January 16		
THE PRESS, REVOLUTION, MAKING A NATION: JOURNALISM'S RELATIONSHIP TO DEMOCRACY		
Reading / Listening Due	Thought Questions	Assignment Due
1. Fellow, A.R. (2013). Chapter Three: The press and the founding of a nation. <i>American media history</i> (3rd ed., pp. 65-82). Boston, MA: Wadsworth. → <b>skip the 'profile' boxes</b>  2. <u>Podcast: "Founding Propagandists" (On The Media, 12m06s): <a href="http://www.onthemedial.org/2006/jun/02/founding-propagandists/">http://www.onthemedial.org/2006/jun/02/founding-propagandists/</a></u>  <b>RECOMMENDED:</b> Stephens, M. (2007). News and revolution: A junction of all the people. <i>A history of news</i> (pp. 162-182). Oxford, UK: Oxford University Press. Schudson, M. (2015). Walter Lippmann's Ghost: An Interview with Michael Schudson. <i>Mass Communication and Society</i> . doi: 10.1080/15205436.2015.1112919	What role did the founders see the press playing in government? What kind of freedoms did the press have, and what reasons were given for limiting those freedoms?	None.

Week #2: Thursday, January 18		
THE PENNY PRESS, THE RISE OF MASS MEDIA, AND THE BIRTH OF JOURNALISTIC OBJECTIVITY		
Reading / Listening Due	Thought Questions	Assignment Due
1. Fellow, A.R. (2013). Chapter Four: A press for the masses. <i>American media history</i> (3rd ed., pp. 85-109). Boston, MA: Wadsworth.  2. Schudson, M. (1978). The ideal of objectivity. <i>Discovering the news: A social history of American newspapers</i> (pp. 3-11). New York: Basic.  3. <u>Podcast: "Going viral, antebellum style" (On The Media, 5m25s): <a href="http://www.onthemedial.org/story/going-viral-antebellum-style/">http://www.onthemedial.org/story/going-viral-antebellum-style/</a></u>  <b>RECOMMENDED:</b> Brewin, M.W. (2013). A short history of the history of objectivity. <i>The Communication Review</i> , 16(4), 211-229. Cunningham, B. (2003, July 8, 2003). Re-thinking objectivity. <i>Columbia Journalism Review</i> . Retrieved July 7, 2013, from <a href="http://www.alternet.org/story/16348/rethinking_objective_journalism">http://www.alternet.org/story/16348/rethinking_objective_journalism</a> Mencken, H.L. (2011). Reflections on journalism. In B. Brennen & H. Hardt (Eds.), <i>The American journalism history reader</i> (pp. 147-149). New York, NY: Routledge. Ornebring, H. (2007). A necessary profession for the modern age?: Nineteenth century news, journalism and the public sphere. In R. Butsch (Ed.), <i>Media and public spheres</i> (pp. 71-82). Basingstoke, UK: Palgrave. Schiller, Dan. (1979). An historical approach to objectivity and professionalism in American news reporting. <i>Journal of Communication</i> , 29, 46-57. Schudson, M. (2001). The objectivity norm in American journalism. <i>Journalism</i> , 2(2), 149-170. Stephens, M. (2007). Mass circulation - for all. <i>A history of news</i> (pp. 183-201). Oxford, UK: Oxford University Press. Stephens, Mitchell. (2014). "Much as one may try to disappear from the work": The argument against objectivity. <i>Beyond news: The future of journalism</i> (pp. 115-138). New York, NY: Columbia University Press. Thornton, B. (2000). The Moon Hoax: Debates about ethics in 1835 New York newspapers. <i>Journal of Mass Media Ethics</i> , 15(2), 89-100.	What was the penny press and how was it different from presses that came before it? What does 'objectivity' mean, and what are some reasons it became so central to journalism? How does objectivity both strengthen and limit the press?	None.

Week #3: Tuesday, January 23		
JOURNALISM, THE U.S. CIVIL WAR, & THE BLACK PRESS		
Reading / Listening Due	Thought Questions	Assignment Due
<p>1. Fellow, A.R. (2013). Chapter Five: A divided nation. <i>American media history</i> (3rd ed., pp. 113-143). Boston, MA: Wadsworth. → <b><u>skip the 'American Media Profile' boxes</u></b></p> <p>2. McGruder, Kevin. (2014, March 13, 2014). The black press during the civil war. <i>The New York Times</i>. Retrieved July 24, 2014, from <a href="http://opinionator.blogs.nytimes.com/2014/03/13/the-black-press-during-the-civil-war/">http://opinionator.blogs.nytimes.com/2014/03/13/the-black-press-during-the-civil-war/</a></p> <p>3. <u>Podcast</u>: "Black, White and Red All Over" (<i>On The Media</i>, 6m33s) <a href="https://www.wnyc.org/story/black-red-white-all-over/">https://www.wnyc.org/story/black-red-white-all-over/</a></p> <p><b>RECOMMENDED:</b></p> <p>Crofts, D. W. (2011, May 21, 2011). Communication breakdown. <i>New York Times</i>. Retrieved January 2, 2016, from <a href="http://opinionator.blogs.nytimes.com/2011/05/21/communication-breakdown/">http://opinionator.blogs.nytimes.com/2011/05/21/communication-breakdown/</a></p> <p>Dubois, W. E. B. (1899). <i>The Philadelphia negro: A social study</i>. New York NY: Schocken Books.</p> <p>Fahri, Paul. (2012, March 2, 2012). How the Civil War gave birth to modern journalism in the nation's capital. <i>The Washington Post</i>. Retrieved July 22, 2014, from <a href="http://www.washingtonpost.com/lifestyle/style/how-the-civil-war-gave-birth-to-modern-journalism-in-the-nations-capital/2012/02/24/gIQAImFpmR_story.html">http://www.washingtonpost.com/lifestyle/style/how-the-civil-war-gave-birth-to-modern-journalism-in-the-nations-capital/2012/02/24/gIQAImFpmR_story.html</a></p> <p>Roberts, Gene, &amp; Klibanoff, Hank. (2011). "A fighting press". In B. Brennen &amp; H. Hardt (Eds.), <i>The American journalism history reader</i> (pp. 467-478). New York, NY: Routledge.</p> <p>Starr, P. (2004). Wiring the news. <i>The creation of the media: Political origins of modern communications</i> (pp. 177-189). New York, NY: Basic Books.</p> <p>Washburn, P. (2012). The African American newspaper. In E. King &amp; J. L. Chapman (Eds.), <i>Key readings in journalism</i> (pp. 55-63).</p>	<p>What roles did newspapers play at the beginning of the U.S. civil war and during the war? How do you think they relate to the idea of journalistic objectivity? What are some reasons that black presses emerged, and who was central to their founding? How did news writing change through the telegraph? What kind of censorship existed during the civil war?</p>	<p><b>500-word analytical memoir.</b> Come to class with a printed copy and upload to Blackboard.</p>

Week #3: Thursday, January 25		
MUCKRAKING, THE YELLOW PRESS, AND TABLOID JOURNALISM		
Reading / Listening Due	Thought Questions	Assignment Due
<p>1. Fellow, A.R. (2013). Chapter Six: The yellow press and the Times. <i>American media history</i> (3rd ed., pp. 145-173). Boston, MA: Wadsworth. → <b><u>skip the 'American Media Profile' boxes</u></b></p> <p>2. <u>Podcast</u>: "The Love Triangle, Murder and Missing Head That Sparked a Tabloid War" (<i>On The Media</i>, 9m27s): <a href="https://www.wnyc.org/story/147969-love-triangle-murder-and-missing-head-sparked-tabloid-war/">https://www.wnyc.org/story/147969-love-triangle-murder-and-missing-head-sparked-tabloid-war/</a></p> <p>3. <u>Podcast</u>: "Yellow Fever" (<i>On The Media</i>, 4m52s): <a href="https://www.wnyc.org/story/131368-yellow-fever/">https://www.wnyc.org/story/131368-yellow-fever/</a></p> <p><b>RECOMMENDED:</b></p>	<p>What kind of journalism did Pulitzer, Hearst, and Ochs advocate for? How did their visions of journalism differ from earlier kinds of reporting? What is 'yellow journalism' and how was it perceived? What connections to 'yellow journalism' do you think exist today?</p>	<p>None.</p>

<p>Örnebring, H., &amp; Jönsson, A.M. (2007). Tabloid journalism and the public sphere: a historical perspective on tabloid journalism. <i>Journalism Studies</i>, 5(3), 283-295.</p> <p>Podcast: "Pulp Non-Fiction" (<i>On The Media</i>, 8m40s):  <a href="http://www.onthemedialife.org/2010/jan/22/pulp-non-fiction/">http://www.onthemedialife.org/2010/jan/22/pulp-non-fiction/</a></p>		
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<p>Week #4: Tuesday, January 30</p> <p><b>THE ORGANIZED PRESS: PRESS RITUALS &amp; ROUTINES</b></p>		
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Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> <li>Palmer, Ruth. (2017). Victims of the press? <i>Becoming the news: How ordinary people respond to the media spotlight</i> (pp. 1-22). New York, NY: Columbia University Press.</li> <li>Bennett, W.L. (2012). How journalists report the news: How routine reporting practices contribute to news bias. <i>News: The politics of illusion</i> (pp. 166-179). New York, NY: Pearson. → <b>pages 166-179 only (up to beginning of section 'When Journalism Work')</b></li> <li>Gans, H. (2012). Deciding what's news. In E. King &amp; J. L. Chapman (Eds.), <i>Key readings in journalism</i> (pp. 95-104).</li> <li>Podcast: "Oliver Sipple" (<i>RadioLab</i>, 1h3min):  <a href="http://www.radiolab.org/story/oliver-sipple/">http://www.radiolab.org/story/oliver-sipple/</a></li> </ol> <p><b>RECOMMENDED:</b></p> <p>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 <a href="http://www.niemanlab.org/2013/08/invisible-hand-or-thoughtful-design-ownership-and-influence-in-the-sale-of-the-washington-post/">http://www.niemanlab.org/2013/08/invisible-hand-or-thoughtful-design-ownership-and-influence-in-the-sale-of-the-washington-post/</a></p> <p>Boczkowski, P. (2010). <i>News at work: Imitation in an age of information abundance</i>. Chicago, IL: University of Chicago Press.</p> <p>Breed, W. (1955). Social control in the newsroom: A functional analysis. <i>Social Forces</i>, 33, 326-355.</p> <p>Darnton, Robert. (2011). Writing news and telling stories. In B. Brennen &amp; H. Hardt (Eds.), <i>The American journalism history reader</i> (pp. 303-322). New York, NY: Routledge.</p> <p>Palmer, Ruth A. (2017). A "Deep Story" about American Journalism. <i>Journalism Studies</i>, 1-18. doi:10.1080/1461670X.2017.1375390</p> <p>Podcast: "Switcheroo: Act2, Forgive Us Our Press Passes" (<i>This American Life</i>, 23m30s, <a href="http://www.thisamericanlife.org/radio-archives/episode/468/switcheroo?act=2#play">http://www.thisamericanlife.org/radio-archives/episode/468/switcheroo?act=2#play</a>)</p> <p>Schudson, M. (1995). Question authority: A history of the news interview. <i>The power of news</i> (pp. 72-93). Cambridge, MA: Harvard University Press.</p> <p>Tarkov, A. (2012, July 3, 2012). Journatic worker takes 'This American Life' inside outsourced journalism. <i>Poynter</i>. Retrieved September 2, 2013, from <a href="http://www.poynter.org/latest-news/top-stories/179555/journatic-staffer-takes-this-american-life-inside-outsourced-journalism/">http://www.poynter.org/latest-news/top-stories/179555/journatic-staffer-takes-this-american-life-inside-outsourced-journalism/</a></p> <p>The Editors. (2017, July 4, 2017). Q&amp;A: NPR's Audie Cornish on the intimacy of interviewing. <i>Columbia Journalism Review</i>. Retrieved from <a href="https://www.cjr.org/special_report/qa-nprs-audie-cornish-on-the-intimacy-of-interviewing.php">https://www.cjr.org/special_report/qa-nprs-audie-cornish-on-the-intimacy-of-interviewing.php</a></p>	<p>What kind of patterns and routines do journalists seem to follow, and where have these come from? How are these patterns visible or invisible to audiences? How do they strengthen the news (e.g., setting audience expectations) and weaken its potential (e.g., limit what counts as news)? How would you agree or disagree with the idea that the press has historically been a fundamentally 'conservative' institution? What patterns and routines do you see in today's online news production, and where do they come from?</p>	<p>None.</p>

<p>The Editors. (2017, June 27, 2017). Q&amp;A: Susan Orlean on the art of not prepping for interviews. <i>Columbia Journalism Review</i>. Retrieved from <a href="https://www.cjr.org/special_report/susan-orlean-turnaround-interview-prep.php">https://www.cjr.org/special_report/susan-orlean-turnaround-interview-prep.php</a></p> <p>Tuchman, G. (1978). <i>Making news: A study in the social construction of reality</i>. New York: Free Press.</p>		
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<p><i>Week #4: Thursday, February 1</i></p> <p><b>AUDIENCE-PRESS RELATIONSHIPS: REPRESENTATION IN/THROUGH THE NEWS</b></p>		
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Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> <li>1. Carlson, Matt. (2016). Sources as news producers. In Tamara Witschge, C.W. Anderson, David Domingo, &amp; Alfred Hermida (Eds.), <i>Handbook of Digital Journalism</i> (pp. 236-249). New York, NY: SAGE.</li> <li>2. Wahl-Jorgensen, K. (2007). A brief history of letters to the editor. <i>Journalists and the public: Newsroom culture, letters to the editor, and democracy</i> (pp. 29-46). Cresskill, NJ: Hampton Press.</li> <li>3. Rosen, Jay. (2006, June 27, 2006). The people formerly known as the audience. <i>Press Think</i>. Retrieved March 11, 2009, from <a href="http://archive.pressthink.org/2006/06/27/ppl_frmr.html">http://archive.pressthink.org/2006/06/27/ppl_frmr.html</a></li> <li>4. <u>Podcast: "Dear editor" (On The Media, 7m40s):</u> <a href="https://www.wnyc.org/story/dear-editor/">https://www.wnyc.org/story/dear-editor/</a></li> </ol> <p><b>RECOMMENDED:</b></p> <p>Ananny, Mike. (2014). Networked press freedom and social media: Tracing historical and contemporary forces in press-public relations. <i>Journal of Computer-Mediated Communication</i>, 19(4), 938-956. doi: 10.1111/jcc4.12076</p> <p>Boczkowski, P., &amp; Mitchelstein, E. (2013). <i>The news gap: When the information preferences of the media and the public diverge</i>. Cambridge, MA: MIT Press.</p> <p>Braun, J., &amp; Gillespie, T. (2011). Hosting the public discourse, hosting the public: When online news and social media converge. <i>Journalism Practice</i>, 5(4), 383-398.</p> <p>Butsch, Richard. (2008). <i>The citizen audience: Crowds, publics, and individuals</i>. New York, NY: Routledge.</p> <p>Carpenter, Serena, Cepak, Anthony, &amp; Peng, Zhao. (2017). An Exploration of the Complexity of Journalistic Interviewing Competencies. <i>Journalism Studies</i>, 1-21. doi:10.1080/1461670X.2017.1338155</p> <p>Domingo, David. (2011). Managing audience participation: Practices, workflows and strategies. In J. B. Singer, A. Hermida, D. Domingo, A. Heinonen, S. Paulussen, T. Quandt, Z. Reich &amp; M. Vujnovic (Eds.), <i>Participatory journalism</i> (pp. 76-95). Malden, MA: Wiley-Blackwell.</p> <p>Ettema, J., &amp; Whitney, C. (Eds.). (1994). <i>Audience-making: How the media create the audience</i>. London, UK.</p> <p>Heikkilä, Heikki, &amp; Ahva, Laura. (2014). The relevance of journalism. <i>Journalism Practice</i>. doi: 10.1080/17512786.2014.928465</p> <p>Kalogeropoulos, Antonis, Negredo, Samuel, Picone, Ike, &amp; Nielsen, Rasmus Kleis. (2017). Who Shares and Comments on News?: A Cross-National Comparative Analysis of Online and Social Media Participation. <i>Social</i></p>	<p>How have journalists historically thought about their audiences? When have they let them into news-making? Which aspects of news making are audiences able to see and impact, and which are off limits? How do journalists think about audiences' comments and evaluations of news work? What do you think are the differences between 'audiences', 'crowds', and 'public forums'? What norms do individuals generally have to follow in order to appear within news publications?</p>	<p>None.</p>

<p><i>Media + Society</i>, 3(4), 2056305117735754. doi:10.1177/2056305117735754</p> <p>Lecheler, S., &amp; Kruike-meier, S. (2015). Re-evaluating journalistic routines in a digital age: A review of research on the use of online sources. <i>New Media &amp; Society</i>. doi: 10.1177/1461444815600412</p> <p>Lee, Eun-Ju, &amp; Tandoc, Edson C. (2017). When News Meets the Audience: How Audience Feedback Online Affects News Production and Consumption. <i>Human Communication Research</i>. doi:10.1111/hcre.12123</p> <p>Loosen, W., &amp; Schmidt, J-H. (2012). (Re-)discovering the audience. <i>Information, Communication &amp; Society</i>, 15(6), 867-887.</p> <p>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 &amp; M. Vujnovic (Eds.), <i>Participatory journalism</i> (pp. 96-117). Malden, MA: Wiley-Blackwell.</p> <p>Robinson, Andy. (2017, July 20, 2017). The Public Editor’s Club at The New York Times as told by the six who lived it. <i>Columbia Journalism Review</i>. Retrieved from <a href="https://www.cjr.org/special_report/new-york-times-public-editor-oral-history.php">https://www.cjr.org/special_report/new-york-times-public-editor-oral-history.php</a></p> <p>Weinberger, D. (2015, May 29, 2015). By their questions shall you know them. <i>Medium</i>. Retrieved October 3, 2015, from <a href="https://medium.com/backchannel/can-a-random-group-of-people-on-the-internet-interview-a-candidate-better-than-the-pros-9fb90d2f29f3#.gs0rs341v">https://medium.com/backchannel/can-a-random-group-of-people-on-the-internet-interview-a-candidate-better-than-the-pros-9fb90d2f29f3#.gs0rs341v</a></p>		
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Week #5: Tuesday, February 6		
SOCIAL MEDIA, TECHNOLOGY COMPANIES, & PRESS PLATFORMS		
Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> <li>Hermida, A. (2016). Social media and the news. In T. Witschge, C. W. Anderson, D. Domingo, &amp; A. Hermida (Eds.), <i>Handbook of Digital Journalism</i> (pp. 81-94). New York, NY: SAGE.</li> <li>Foer, Franklin. (2017, August 8, 2017). When Silicon Valley took over journalism. <i>The Atlantic</i>. Retrieved from <a href="https://www.theatlantic.com/magazine/archive/2017/09/when-silicon-valley-took-over-journalism/534195/">https://www.theatlantic.com/magazine/archive/2017/09/when-silicon-valley-took-over-journalism/534195/</a></li> <li>Bell, Emily. (2016). Who owns the news consumer: Social media platforms or publishers? <i>Columbia Journalism Review</i>. Retrieved from <a href="http://www.cjr.org/tow_center/platforms_and_publishers_new_research_from_the_tow_center.php">http://www.cjr.org/tow_center/platforms_and_publishers_new_research_from_the_tow_center.php</a></li> </ol> <p><b>RECOMMENDED:</b></p> <p>Bell, Emily. (2017, April 2, 2017). Technology company? Publisher? The lines can no longer be blurred The Guardian. Retrieved from <a href="https://www.theguardian.com/media/2017/apr/02/facebook-google-youtube-inappropriate-advertising-fake-news">https://www.theguardian.com/media/2017/apr/02/facebook-google-youtube-inappropriate-advertising-fake-news</a></p> <p>Bell, Emily, &amp; Owen, Taylor. (2017). The platform press: How Silicon Valley reengineered journalism. Retrieved from <a href="http://towcenter.org/wp-content/uploads/2017/03/The Platform Press Tow Report 2017.pdf">http://towcenter.org/wp-content/uploads/2017/03/The Platform Press Tow Report 2017.pdf</a></p> <p>Electronic Frontier Foundation, &amp; Visualizing Impact. (nd). <i>Online Censorship: A resource kit for journalists</i>. Retrieved from <a href="https://onlinecensorship.org/content/a-resource-kit-for-journalists">https://onlinecensorship.org/content/a-resource-kit-for-journalists</a></p>	<p>Is Facebook a technology company or a media company – and why does that question matter? How are community standards different from editorial judgments?</p>	<p>None.</p>

<p>Gillespie, Tarleton. (2017, August 25, 2017). Is “platform” the right metaphor for the technology companies that dominate digital media? <i>Nieman Lab</i>. Retrieved from <a href="http://www.niemanlab.org/2017/08/is-platform-the-right-metaphor-for-the-technology-companies-that-dominate-digital-media/">http://www.niemanlab.org/2017/08/is-platform-the-right-metaphor-for-the-technology-companies-that-dominate-digital-media/</a></p> <p>Silverman, Craig, Lytvynenko, Jane, Vo, Lam Thuy, &amp; Singer-Vine, Jeremy. (2017). Inside The Partisan Fight For Your News Feed. <i>BuzzFeed</i>. Retrieved from <a href="https://www.buzzfeed.com/craigsilverman/inside-the-partisan-fight-for-your-news-feed?utm_term=.qIK2924O#.go1N2N1m">https://www.buzzfeed.com/craigsilverman/inside-the-partisan-fight-for-your-news-feed?utm_term=.qIK2924O#.go1N2N1m</a></p>		
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*Week #5: Thursday, February 8*  
**PROPAGANDA & MISINFORMATION – PART ONE**

Reading / Listening Due	Thought Questions	Assignment Due
<p>(We will watch excerpts from Adam Curtis’s “Century of the Self” in class.)</p> <ol style="list-style-type: none"> <li>Chen, A. (2017). The fake-news fallacy. <i>The New Yorker</i>. Retrieved from <a href="https://www.newyorker.com/magazine/2017/09/04/the-fake-news-fallacy">https://www.newyorker.com/magazine/2017/09/04/the-fake-news-fallacy</a></li> <li>Dickerson, Caitlin. (2017, September 26, 2017). How fake news turned a small town upside down. <i>New York Times Magazine</i>. Retrieved from <a href="https://www.nytimes.com/2017/09/26/magazine/how-fake-news-turned-a-small-town-upside-down.html">https://www.nytimes.com/2017/09/26/magazine/how-fake-news-turned-a-small-town-upside-down.html</a></li> <li>Podcast: “Breaking News”, <i>RadioLab</i> (50m34s), <a href="http://www.radiolab.org/story/breaking-news/">http://www.radiolab.org/story/breaking-news/</a></li> </ol> <p><b>RECOMMENDED:</b></p> <p>Jack, Caroline. (2017). <i>Lexicon of Lies: Terms for Problematic Information</i>. Data &amp; Society. Retrieved from <a href="https://datasociety.net/pubs/oh/DataAndSociety_LexiconofLies.pdf">https://datasociety.net/pubs/oh/DataAndSociety_LexiconofLies.pdf</a></p> <p>Kiernan, Linda. (2017). ‘Frondeurs’ and fake news: how misinformation ruled in 17th-century France. <i>The Conversation</i>. Retrieved from <a href="https://theconversation.com/frondeurs-and-fake-news-how-misinformation-ruled-in-17th-century-france-81196">https://theconversation.com/frondeurs-and-fake-news-how-misinformation-ruled-in-17th-century-france-81196</a></p> <p>McKernon, Edward. (1925). Fake news and the public: How the press combats rumor, the market rigger, and the propagandist. <i>Harper’s Magazine</i>, October, 528-536.</p> <p>Soll, Jacob. (2016, December 18, 2016). The Long and Brutal History of Fake News. <i>Politico</i>. Retrieved from <a href="https://www.politico.com/magazine/story/2016/12/fake-news-history-long-violent-214535">https://www.politico.com/magazine/story/2016/12/fake-news-history-long-violent-214535</a></p> <p>Tucher, Andie. (2013). The True, the False, and the “not exactly lying”. In Mark Canada (Ed.), <i>Literature and Journalism: Inspirations, Intersections, and Inventions from Ben Franklin to Stephen Colbert</i> (pp. 91-118). New York: Palgrave Macmillan US.</p> <p>Uberti, David. (2016, December 15, 2016). The real history of fake news. <i>Columbia Journalism Review</i>. Retrieved from <a href="https://www.cjr.org/special_report/fake_news_history.php">https://www.cjr.org/special_report/fake_news_history.php</a></p>	<p>When did “fake news” first appear in the US press?          What can we learn about special interests by studying it? How is it like or unlike advocacy communication?          What technologies first appeared in its production and dissemination?</p>	<p>None.</p>

Week #6: Tuesday, February 13  
**PROPAGANDA & MISINFORMATION – PART TWO**

Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> <li>1. Borel, B. (2017). Fact-Checking Won't Save Us From Fake News. <i>Five Thirty Eight</i>. Retrieved from <a href="https://fivethirtyeight.com/features/fact-checking-wont-save-us-from-fake-news/">https://fivethirtyeight.com/features/fact-checking-wont-save-us-from-fake-news/</a></li> <li>2. Silverman, Craig. (2016). This Analysis Shows How Viral Fake Election News Stories Outperformed Real News On Facebook <i>Buzzfeed</i>. Retrieved from <a href="https://www.buzzfeed.com/craigsilverman/viral-fake-election-news-outperformed-real-news-on-facebook">https://www.buzzfeed.com/craigsilverman/viral-fake-election-news-outperformed-real-news-on-facebook</a></li> <li>3. Starbird, Kate. (2017). Information Wars: A Window into the Alternative Media Ecosystem. <i>Medium</i>. Retrieved from <a href="https://medium.com/hci-design-at-uw/information-wars-a-window-into-the-alternative-media-ecosystem-a1347f32fd8f">https://medium.com/hci-design-at-uw/information-wars-a-window-into-the-alternative-media-ecosystem-a1347f32fd8f</a></li> <li>4. <u>Podcast: "Truth Warriors", <i>RadioLab</i> (24m58s), <a href="http://www.radiolab.org/story/truth-warriors/">http://www.radiolab.org/story/truth-warriors/</a></u></li> </ol> <p><b>RECOMMENDED:</b>            Borel, Brooke. (2016). <i>The Chicago guide to fact-checking</i>. Chicago, IL: University of Chicago Press.            Marwick, Alice, &amp; Lewis, Rebecca. (2017). <i>Media manipulation and disinformation online</i>. Retrieved from Data &amp; Society: <a href="https://datasociety.net/pubs/oh/DataAndSociety_MediaManipulationAndDisinformationOnline.pdf">https://datasociety.net/pubs/oh/DataAndSociety_MediaManipulationAndDisinformationOnline.pdf</a>            Phillips, W. (DRAFT). <i>The Oxygen of Amplification: Better Practices for Reporting on Far Right Extremists, Antagonists, and Manipulators Online</i>.            Silverman, Craig. (2017, December 31, 2017). I Helped Popularize The Term "Fake News" And Now I Cringe Every Time I Hear It <i>BuzzFeed</i>. Retrieved from <a href="https://www.buzzfeed.com/craigsilverman/i-helped-popularize-the-term-fake-news-and-now-i-cringe?utm_term=.fneVJV9q#.qlK29240">https://www.buzzfeed.com/craigsilverman/i-helped-popularize-the-term-fake-news-and-now-i-cringe?utm_term=.fneVJV9q#.qlK29240</a>            Wardle, Claire, &amp; Derakhshan, Hossein. (2017). One year on, we're still not recognizing the complexity of information disorder online. <i>First Draft</i>. Retrieved from <a href="https://firstdraftnews.com/coe_infodisorder/">https://firstdraftnews.com/coe_infodisorder/</a></p>	<p>What, exactly, do people mean when they say "fake news" today? Where does the power to define the truth of information live? What competing interests vie for power in the domain of "fake news"? What future technologies will influence the production or detection of misinformation?</p>	<p>None.</p>

Week #6: Thursday, February 15  
**FUNDING THE PRESS: HISTORY OF NEWS REVENUE MODELS – & WHY THEY MATTER**

Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> <li>1. Schudson, M. (2003). News in the marketplace. <i>The sociology of news</i> (pp. 109-126). New York, NY: W.W. Norton &amp; Co.</li> <li>2. McManus, John H. (2009). The commercialization of news. In T. Hanitzsch &amp; K. Wahl-Jorgensen (Eds.), <i>The handbook of journalism studies</i> (pp. 218-233). London, UK: Routledge.</li> </ol> <p><b>RECOMMENDED:</b>            Arrese, Á. (2015). From gratis to paywalls: A brief history of a retro-innovation in the press's business. <i>Journalism Studies</i>. doi: 10.1080/1461670X.2015.1027788</p>	<p>How have newspapers historically earned revenue? What role did advertising play in the penny presses? Why did advertising agencies arise? Why did advertising expand beyond local markets? How do brands offer risks and advantages for newspapers? What</p>	<p>None.</p>

<p>Carvajal, M., Garcia-Aviles, J.A., &amp; Gonzalez, J.L. (2012). Crowdfunding and non-profit media: The emergence of new models for public interest journalism. <i>Journalism Practice</i>. doi: 10.1080/17512786.2012.667267</p> <p>Chomsky, Daniel. (2006). 'An interested reader': Measuring ownership control at the New York Times. <i>Critical Studies in Mass Communication</i>, 23(1), 1-18.</p> <p>Goyanes, M. (2014). An empirical study of factors that influence the willingness to pay for online news. <i>Journalism Practice</i>. doi: 10.1080/17512786.2014.882056</p> <p>Hamilton, J.T. (2006). Economic theories of news. <i>All the news that's fit to sell</i> (pp. 7-36). Princeton, NJ: Princeton University Press.</p> <p>Jian, Lian, &amp; Shin, Jieun. (2014). Motivations behind donors' contributions to crowd-funded journalism. <i>Mass Communication and Society</i>. doi: 10.1080/15205436.2014.911328</p> <p>Myllylahti, M. (2013). Newspaper paywalls--the hype and the reality: A study of how paid news content impacts on media corporation revenues. <i>Digital Journalism</i>. doi: 10.1080/21670811.2013.813214</p> <p>Pickard, V., &amp; Williams, A.T. (2013). Salvation or folly? The promises and perils of digital paywalls. <i>Digital Journalism</i>. doi: 10.1080/21670811.2013.865967</p> <p>Turow, J. (2011). Financing the newspaper business. <i>Media today: An introduction to mass communication</i> (pp. 276-280). London, UK: Routledge.</p> <p>Wemple, E. (2013, September 5, 2013). Washington Post Magazine struggles with advertising relationship. <i>The Washington Post</i>. Retrieved September 5, 2013, from <a href="http://www.washingtonpost.com/blogs/erik-wemple/wp/2013/09/05/washington-post-magazine-struggles-with-advertising-relationship/">http://www.washingtonpost.com/blogs/erik-wemple/wp/2013/09/05/washington-post-magazine-struggles-with-advertising-relationship/</a></p>	<p>responsibility, if any, do you think newspapers have when carrying advertising?</p>	
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<p style="text-align: center;"><i>Week #7: Tuesday, February 20</i>  <b>BUSINESS MODELS OF NEWS (Guest: Prof. Gabriel Kahn)</b></p>		
<p style="text-align: center;"><b>Reading / Listening Due</b></p>	<p style="text-align: center;"><b>Thought Questions</b></p>	<p style="text-align: center;"><b>Assignment Due</b></p>
<p>1. Thompson, B. (2015). Popping the Publishing Bubble. <i>Stratechery</i>. Retrieved January 1, 2018 from <a href="https://stratechery.com/2015/popping-the-publishing-bubble/">https://stratechery.com/2015/popping-the-publishing-bubble/</a></p> <p>2. Homan, M. (2014). I liked everything I saw on Facebook for two days. Here's what it did to me. <i>Wired</i>. Retrieved January 2, 2018, from <a href="https://www.wired.com/2014/08/i-liked-everything-i-saw-on-facebook-for-two-days-heres-what-it-did-to-me/">https://www.wired.com/2014/08/i-liked-everything-i-saw-on-facebook-for-two-days-heres-what-it-did-to-me/</a></p> <p><b>RECOMMENDED:</b></p> <p>Bell, E. (2017). How Mark Zuckerberg could really fix journalism. <i>Columbia Journalism Review</i>. Retrieved March 3, 2017, from <a href="https://www.cjr.org/tow_center/mark-zuckerberg-facebook-fix-journalism.php">https://www.cjr.org/tow_center/mark-zuckerberg-facebook-fix-journalism.php</a></p> <p>Meyer, R. (2017). Could Facebook have caught its 'Jew hater' ad targeting? <i>The Atlantic</i>. Retrieved September 20, 2017, from <a href="https://www.theatlantic.com/technology/archive/2017/09/on-facebook-advertisers-can-show-their-ads-only-to-jew-haters/539964/">https://www.theatlantic.com/technology/archive/2017/09/on-facebook-advertisers-can-show-their-ads-only-to-jew-haters/539964/</a></p> <p>Gerth, J. (2017). In the digital age, The New York Times treads an increasingly slippery path between news and advertising. <i>Columbia Journalism</i></p>	<p>How do the business and revenue models of the news business intersect with those of online platforms? What kind of assumptions does each industry make about what readers want or need from news? What kind of leverage does each have with each other? How do you see such relationships evolving and why?</p>	<p>None.</p>

<p>Review. Retrieved July 5, 2017, from <a href="https://www.cjr.org/special_report/digital-age-the-new-york-times-slippery-path-news-advertising.php">https://www.cjr.org/special_report/digital-age-the-new-york-times-slippery-path-news-advertising.php</a></p>		
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<p>Week #7: Thursday, February 22</p> <p><b>THE INVESTIGATIVE PRESS: JOURNALISTS AS MORAL ACTORS</b></p>		
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Reading / Listening Due	Thought Questions	Assignment Due
<p>1. Matheson, D. (2010). The watchdog's new bark: Changing forms of investigative reporting. In S. Allen (Ed.), <i>The Routledge companion to news and journalism</i> (pp. 82-92). London, UK: Routledge.</p> <p>2. Protes, D.L., Cook, F.L., Doppelt, J.C., Ettema, J.S., Gordon, M.T., Leff, D.R., &amp; Miller, P. (1991). The quest for reform. <i>Journalism of outrage: Investigative reporting and agenda building in America</i> (pp. 3-23). New York, NY: The Guilford Press. <b>pages 3-12 only</b></p> <p><b>RECOMMENDED:</b>  Browse one of these sites (you don't need to know all of the details, but come to class familiar with them as examples of investigative journalism):</p> <ul style="list-style-type: none"> <li>• <i>Top Secret America</i>: <a href="http://projects.washingtonpost.com/top-secret-america/">http://projects.washingtonpost.com/top-secret-america/</a></li> <li>• <i>Investigating Power</i>: <a href="http://www.investigatingpower.org/">http://www.investigatingpower.org/</a></li> <li>• <i>Berkeley's Center for Investigative Reporting</i>: <a href="http://cironline.org/">http://cironline.org/</a></li> </ul> <p>Ettema, J.S., &amp; Glasser, T.L. (1998). Introduction. <i>Custodians of conscience</i> (pp. 1-15). New York, NY: Columbia University Press.</p> <p>Fellow, A.R. (2013). The media, Nixon and the crisis in credibility. <i>American media history</i> (3rd ed., pp. 351-363). Boston, MA: Wadsworth.</p> <p>Green-Barber, Lindsay. (2017, June 7, 2017). A new model for high-impact investigative reporting. <i>Columbia Journalism Review</i>. Retrieved from <a href="https://www.cjr.org/tow_center/a-new-model-for-high-impact-investigative-reporting.php">https://www.cjr.org/tow_center/a-new-model-for-high-impact-investigative-reporting.php</a></p> <p>Lanahan, Lawrence. (2008, January 10, 2008). Secrets of the city: What The Wire reveals about urban journalism. <i>Columbia Journalism Review</i>. Retrieved September 8, 2014, from <a href="http://www.cjr.org/cover_story/secrets_of_the_city.php?page=all">http://www.cjr.org/cover_story/secrets_of_the_city.php?page=all</a></p> <p>Lowenstein, Jeff Kelly. (2017, July 13, 2017). The new yardsticks of investigative journalism. <i>Columbia Journalism Review</i>. Retrieved from <a href="https://www.cjr.org/watchdog/investigative-reporting-impact-measurement.php">https://www.cjr.org/watchdog/investigative-reporting-impact-measurement.php</a></p> <p>Osnos, P. (2013, October 2, 2013). These journalists spent two years and \$750,000 covering one story. <i>The Atlantic</i>. Retrieved October 3, 2013, from <a href="http://www.theatlantic.com/national/archive/2013/10/these-journalists-spent-two-years-and-750-000-covering-one-story/280151/">http://www.theatlantic.com/national/archive/2013/10/these-journalists-spent-two-years-and-750-000-covering-one-story/280151/</a></p> <p>Podcast: "New Site Chronicles Greatest Investigative Reporting" (NPR's <i>All Things Considered</i>, 7m48s): <a href="http://www.npr.org/2012/04/25/151386977/new-site-chronicles-greatest-investigative-reporting">http://www.npr.org/2012/04/25/151386977/new-site-chronicles-greatest-investigative-reporting</a></p> <p>Podcast: "Yellow Rain" (Radio Lab, 24m34s): <a href="http://www.radiolab.org/story/239549-yellow-rain/">http://www.radiolab.org/story/239549-yellow-rain/</a></p>	<p>What kind of moral assumptions do investigative reporters make? How do these assumptions historically translate into reporting practices? What kind of resources and support does investigative reporting require? Where do you see investigative reporting happening today, and how do you distinguish it from other types of journalism?</p>	<p>Reflection #1.</p>

Week #8: Tuesday, February 27  
**PRESS-STATE RELATIONS: ELECTIONS, SECRETS, BUREAUCRACIES**

Reading / Listening Due	Thought Questions	Assignment Due
<p>1. Crouse, T. (2012). The boys on the bus. In E. King &amp; J.L. Chapman (Eds.), <i>Key readings in journalism</i> (pp. 312-320).</p> <p>2. Didion, Joan. (1988, October 27, 1988). Insider Baseball. <i>The New York Review of Books</i>. Retrieved from <a href="http://www.nybooks.com/articles/1988/10/27/insider-baseball/">http://www.nybooks.com/articles/1988/10/27/insider-baseball/</a></p> <p>3. Kreiss, Daniel, &amp; McGregor, Shannon C. (2017). Technology Firms Shape Political Communication: The Work of Microsoft, Facebook, Twitter, and Google With Campaigns During the 2016 U.S. Presidential Cycle. <i>Political Communication</i>, 1-23. doi:10.1080/10584609.2017.1364814</p> <p><b>RECOMMENDED:</b>  Browse "US Election Analysis 2016: Media, Voters and the Campaign": <a href="http://www.electionanalysis2016.us/">http://www.electionanalysis2016.us/</a>  Bell, Emily. (2017, October 29, 2017). Silicon Valley helped Russia sway the US election. So now what? <i>The Guardian</i>. Retrieved from <a href="https://www.theguardian.com/media/2017/oct/29/media-symbiotic-relationship-facebook-worry-democracy">https://www.theguardian.com/media/2017/oct/29/media-symbiotic-relationship-facebook-worry-democracy</a>  Cook, Timothy E. (1998). <i>Governing with the news</i>. Chicago, IL: University of Chicago Press.  Hamby, P. (2013). Did Twitter kill the Boys on the Bus? Searching for a better way to cover a campaign. <i>Shorenstein Center</i>. Retrieved from <a href="http://shorensteincenter.org/wp-content/uploads/2013/08/d80_hamby.pdf">http://shorensteincenter.org/wp-content/uploads/2013/08/d80_hamby.pdf</a>  Bennett, W. Lance, Lawrence, Regina G., &amp; Livingston, Steven. (2007). <i>When the press fails: Political power and the news media from Iraq to Katrina</i>. Chicago, IL: University of Chicago Press.  Lischka, Juliane A. (2017). A Badge of Honor? <i>Journalism Studies</i>, 1-18. doi:10.1080/1461670X.2017.1375385  Scheer, Robert. (2017, March 20, 2017). The CIA's 60-Year History Of Fake News: How The Deep State Corrupted Many American Writers. <i>HuffPost</i>. Retrieved from <a href="https://www.huffingtonpost.com/entry/the-cias-60-year-history-of-fake-news-how-the-deep-us_58ce115fe4b07112b6472e93">https://www.huffingtonpost.com/entry/the-cias-60-year-history-of-fake-news-how-the-deep-us_58ce115fe4b07112b6472e93</a>  Toff, Benjamin. (2017). The 'Nate Silver effect' on political journalism: Gatecrashers, gatekeepers, and changing newsroom practices around coverage of public opinion polls. <i>Journalism</i>. doi:10.1177/1464884917731655</p>	<p>How do the press and the state rely upon each other?  How do such relationships play out in elections? What rituals and routines appear in press-state relations?</p>	<p>None.</p>

Week #8: Thursday, March 1  
**DATA-DRIVEN JOURNALISM: HISTORICAL FOUNDATIONS AND ONGOING DEBATES (Guest: Chris Keller, Los Angeles Times)**

Reading / Listening Due	Thought Questions	Assignment Due
<p>1. Cohen, S., Hamilton, J. T., &amp; Turner, F. (2011). Computational journalism: How computer scientists can empower democracy's watchdogs. <i>Communications of the ACM</i>, 54(10), 66-71.</p> <p>2. Houston, B. (2015, November 12, 2015). Fifty years of journalism and data: A brief history. <i>Global Investigative Journalism Network</i>.</p>	<p>How have each era's journalists defined "data"?  How has such data appeared in reporting, what assumptions have been made about audiences' data literacies, and what kinds of</p>	<p>None.</p>

Retrieved November 23, 2015, from <http://gijn.org/2015/11/12/fifty-years-of-journalism-and-data-a-brief-history/>

**RECOMMENDED:**

Anderson, C. W. (2014). Between the unique and the pattern: Historical tensions in our understanding of quantitative journalism. *Digital Journalism*. doi: 10.1080/21670811.2014.976407

Anderson, C. W. (2015). Drawing boundary lines between journalism and sociology, 1895-2000. In M. Carlson & S. C. Lewis (Eds.), *Boundaries of journalism: Professionalism, practices, and participation* (pp. 201-217). New York, NY: Routledge.

Boumans, J. W., & Trilling, D. (2015). Taking Stock of the Toolkit. *Digital Journalism*, 1-16. doi: 10.1080/21670811.2015.1096598

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

Flew, T., Spurgeon, C., Daniel, A., & Swift, A. (2012). The promise of computational journalism. *Journalism Practice*, 6(2), 157-171.

Garvey, E. G. (2013). "facts and FACTS": Abolitionists' database innovations. In L. Gitleman (Ed.), *"Raw data" is an oxymoron* (pp. 89-102). Cambridge, MA: MIT Press.

Gray, Jonathan, Chambers, Lucy, & Bounegru, Liliana. (2012). The data journalism handbook: How journalists can use data to improve the news. Sebastopol, CA: O'Reilly. Available at: <http://datajournalismhandbook.net/1.0/en/>

Karlsson, M., & Sjøvaag, H. (2015). Content Analysis and Online News. *Digital Journalism*, 1-16. doi: 10.1080/21670811.2015.1096619

Klein, S. (2015, March 17, 2015). Antebellum data journalism: Or, how big data busted Abe Lincoln. *ProPublica*. Retrieved November 20, 2015, from <https://www.propublica.org/nerds/item/antebellum-data-journalism-busted-abe-lincoln>

Linden, Carl-Gustav. (2016). Decades of Automation in the Newsroom. *Digital Journalism*, 1-18. doi:10.1080/21670811.2016.1160791

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 May 10, 2015, from <http://towcenter.org/research/traffic-factories/>

Splendore, S. (2016). Quantitatively Oriented Forms of Journalism and Their Epistemology. *Sociology Compass*, 10(5), 343-352. doi: 10.1111/soc4.12366

Widholm, A. (2015). Tracing online news in motion. *Digital Journalism*, 1-17. doi: 10.1080/21670811.2015.1096611

Examples of data-based press work:

- Pulitzer Prize and Philip Meyer awards for data-based journalism: <http://www.pulitzer.org/citation/2013-Public-Service> and <https://www.ire.org/awards/philip-meyer-awards/>
- Data-based maps as journalistic products: <http://tinyurl.com/gsnrscv>
- History of data-based journalism at *The Guardian*: <http://www.theguardian.com/news/datablog/video/2013/apr/04/history-of-data-journalism-video>
- Polls and polling as data-based news work: <http://www.onthemediamedia.org/story/polling-democracy-uneasy->

topics and projects reoccur? What does a history of data journalism reveal about the dominant epistemologies of journalism in any given era? Where does data come from, and how are these origins described by journalists? What's the difference between showing data and telling a story? How much of journalism's work should a news audience be invited—or expected—to do?

<p><a href="#">relationship/</a> and <a href="http://www.cbc.ca/archives/entry/computers-predict-election-results">http://www.cbc.ca/archives/entry/computers-predict-election-results</a></p> <ul style="list-style-type: none"> <li>• ProPublica’s “Free the Files” <a href="https://www.propublica.org/series/free-the-files">https://www.propublica.org/series/free-the-files</a> and “Debt by Degrees” <a href="https://www.propublica.org/nerds/item/the-stories-of-everyday-lives-hidden-in-reams-of-data">https://www.propublica.org/nerds/item/the-stories-of-everyday-lives-hidden-in-reams-of-data</a></li> <li>• <i>The Guardian’s</i> MP Expense Claims project: <a href="http://www.theguardian.com/news/datablog/2009/jun/18/mps-expenses-houseofcommons">http://www.theguardian.com/news/datablog/2009/jun/18/mps-expenses-houseofcommons</a></li> </ul>		
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*Week #9: Tuesday, March 6*  
**Midterm Exam Review / Extended Office Hours**

*Week #9: Thursday, March 8*  
**MIDTERM EXAM: Only on material covered so far; open-book and open-notes**  
**[see description of exam above]**

*Tuesday, March 13 & Thursday, March 15*  
**SPRING RECESS, NO CLASSES**

*Week #10: Tuesday, March 20*  
**PHOTOJOURNALISM: VISUAL STORYTELLING WHERE FACTS MEET VALUES**

Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> <li>1. Brennen, B. (2010). Photojournalism: Historical dimensions to contemporary debates. In S. Allen (Ed.), <i>The Routledge companion to news and journalism</i> (pp. 71-81). London, UK: Routledge.</li> <li>2. Becker, Howard S. (2007). Visual sociology, documentary photography, and photojournalism. <i>Telling about society</i> (pp. 186-203). Chicago, IL: University of Chicago Press.</li> <li>3. The New York Times. (2015, February 17, 2015). Debating the rules and ethics of digital photojournalism. <i>New York Times: Lens</i>. Retrieved January 3, 2016, from <a href="http://lens.blogs.nytimes.com/2015/02/17/world-press-photo-manipulation-ethics-of-digital-photojournalism/">http://lens.blogs.nytimes.com/2015/02/17/world-press-photo-manipulation-ethics-of-digital-photojournalism/</a></li> <li>4. Cole, T. (2016, January 14, 2016). Against neutrality. <i>New York Times</i>. Retrieved January 15, 2016, from <a href="http://www.nytimes.com/2016/01/17/magazine/against-neutrality.html">http://www.nytimes.com/2016/01/17/magazine/against-neutrality.html</a></li> </ol> <p><b>RECOMMENDED:</b>  Alper, M. (2013). War on Instagram: Framing conflict photojournalism with mobile photography apps. <i>New Media &amp; Society</i>. doi: 10.1177/1461444813504265  Berger, John. (2009). <i>Ways of seeing</i>. New York, NY: Penguin Books.  Schwartz, D. (1999). Objective representation: Photographs as facts. In B. Brennen &amp; H. Hardt (Eds.), <i>Picturing the past: Media, history, and photography</i>. Urbana-Champaign, IL: University of Illinois Press.  Sentilles, Sarah. (2017). How should we respond to images of suffering? <i>The New Yorker</i>. Retrieved from</p>	<p>Compare photojournalism ‘objectivity’ to print or broadcast objectivity. How have tech innovations influenced photojournalism? What makes an image ‘true’ and how can audiences answer this question? How have camera phones and photo apps impacted photojournalism?</p>	<p>None.</p>

<p><a href="https://www.newyorker.com/books/second-read/how-we-should-respond-to-photographs-of-suffering">https://www.newyorker.com/books/second-read/how-we-should-respond-to-photographs-of-suffering</a></p> <p>Smith, R. (2014). It's Official: Als are now re-writing history. <i>Robert Elliott Smith</i>. Retrieved January 3, 2016, from <a href="http://www.robertelliottsmith.com/?p=530">http://www.robertelliottsmith.com/?p=530</a></p> <p>Sontag, Susan. (1973). <i>On photography</i>. New York, NY: Rosetta Books.</p>		
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*Week #10: Thursday, March 22*  
**IN-CLASS ACTIVITY & ARCHIVAL PROJECT OVERVIEW:**  
**WHAT ARE 'MEDIA FRAMES'? ANALYZING & COMPARING HISTORICAL NEWS STORIES**

Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> <li>1. Bennett, W.L. (2012). News stories: Four information biases that matter. <i>News: The politics of illusion</i> (pp. 35-48). New York, NY: Pearson. → <b>pages 35-48 only (until beginning of section 'Four information biases in the news: An in-depth look')</b></li> <li>2. Streeter, T. (2009). How to do a frame analysis of news media. <i>Sociology of News</i>. Retrieved August 10, 2013, from <a href="http://www.uvm.edu/~tstreete/Courses/sociology_of_news/page25/page25.html">http://www.uvm.edu/~tstreete/Courses/sociology_of_news/page25/page25.html</a></li> <li>3. Browse the class 'LibGuide' site, especially the links <i>Historical Newspaper, Chicano/Latino Newspapers, Archives Online</i>: <a href="http://libguides.usc.edu/jour201">http://libguides.usc.edu/jour201</a></li> <li>4. Review these examples showing changes in news language over time: <ol style="list-style-type: none"> <li>a. Changes in the AP Style Guide over 30 years: <a href="http://bit.ly/1BhyKj6">http://bit.ly/1BhyKj6</a></li> <li>b. <i>New York Times Labs' "Chronicle"</i>: <a href="http://chronicle.nytlabs.com/">http://chronicle.nytlabs.com/</a></li> <li>c. <a href="https://blog.ap.org/behind-the-news/how-to-describe-extremists-who-rallied-in-charlottesville">https://blog.ap.org/behind-the-news/how-to-describe-extremists-who-rallied-in-charlottesville</a> (and with KPCC interview on Oregon protestors)</li> </ol> </li> </ol> <p><b>RECOMMENDED:</b></p> <p>Benton, Joshua. (2009, March 11, 2009). Introducing media cloud: A new tool to track how news gets covered. <i>Nieman Journalism Lab</i>. Retrieved August 3, 2014, from <a href="http://www.niemanlab.org/2009/03/introducing-media-cloud/">http://www.niemanlab.org/2009/03/introducing-media-cloud/</a></p> <p>Garvey, Ellen Gruber. (2013). "facts and FACTS": Abolitionists' database innovations. In L. Gitleman (Ed.), <i>"Raw data" is an oxymoron</i> (pp. 89-102). Cambridge, MA: MIT Press.</p> <p>Moskovitz, Diana. (2017). Against Allegedly. <i>The Concourse</i>. Retrieved from <a href="https://theconcourse.deadspin.com/against-allegedly-1819703365">https://theconcourse.deadspin.com/against-allegedly-1819703365</a></p> <p>ProPublica. (nd). Tools &amp; data: ProPublica's news applications, graphics, databases, and tools. <i>ProPublica</i>. Retrieved August 1, 2014, from <a href="http://www.propublica.org/tools/">http://www.propublica.org/tools/</a></p>	<p>What is a 'media frame' and how is it made? What function does it serve, and how is it like or unlike other kinds of bias? Try reading a sample news story and see if you can identify the frames it uses – what <u>other</u> frames might the reporter have used, who would s/he have had to interview, and how might it have changed the story's meanings? Why do word choices matter in news stories, and what kind of historical evidence do they represent?</p>	<p>None, but attendance at this class is <u>critical</u> for students to successfully complete the archival project.</p>

Week #11: Tuesday, March 27

**KEY MOMENTS & TENSIONS IN U.S. PRESS LEGAL HISTORY**

Reading / Listening Due	Thought Questions	Assignment Due
<p>1. Bollinger, Lee C. (2017). Can the First Amendment save us? <i>Columbia Journalism Review</i>. Retrieved from <a href="https://www.cjr.org/special_report/can-the-first-amendment-save-us.php">https://www.cjr.org/special_report/can-the-first-amendment-save-us.php</a></p> <p>2. Lewis, A. (2008). A press privilege? <i>Freedom for the thought we hate</i> (pp. 81-100). New York, NY: Basic Books.</p> <p>3. <u>Podcast: "The re-birth of the First Amendment" (On The Media, 10m25s): <a href="http://www.onthemedial.org/story/re-birth-first-amendment/">http://www.onthemedial.org/story/re-birth-first-amendment/</a></u></p> <p>4. <u>Podcast: "Free to forget" (On The Media, 7m21s): <a href="http://www.onthemedial.org/story/free-forget/">http://www.onthemedial.org/story/free-forget/</a> → think about what this ruling means for journalism as you listen</u></p> <p><b>RECOMMENDED:</b></p> <p>Ball, James. (2014, July 2, 2014). EU's right to be forgotten: Guardian articles have been hidden by Google. <i>The Guardian</i>. Retrieved August 3, 2014, from <a href="http://www.theguardian.com/commentisfree/2014/jul/02/eu-right-to-be-forgotten-guardian-google">http://www.theguardian.com/commentisfree/2014/jul/02/eu-right-to-be-forgotten-guardian-google</a></p> <p>Bollinger, L.C. (1991). The central image. <i>Images of a free press</i> (pp. 1-23). Chicago, IL: The University of Chicago Press.</p> <p>Bollinger, L.C. (2010). Chapter One: Uninhibited, robust and wide-open. <i>Uninhibited, robust and wide-open: A free press for a new century</i> (pp. 1-43). Oxford, UK: Oxford University Press.</p> <p>Lepore, Jill. (2017). The history test. <i>The New Yorker</i>. Retrieved from <a href="https://www.newyorker.com/magazine/2017/03/27/weaponizing-the-past">https://www.newyorker.com/magazine/2017/03/27/weaponizing-the-past</a></p> <p>Reporters Committee for Freedom of the Press. (2011). <i>The First Amendment Handbook</i>. 7<sup>th</sup> Edition. Retrieved from <a href="https://www.rcfp.org/first-amendment-handbook">https://www.rcfp.org/first-amendment-handbook</a></p> <p>Tompkins, Al. (2014, May 19, 2014). What the FCC's net neutrality ruling means for journalism. <i>Poynter</i>. Retrieved July 23, 2014, from <a href="http://www.poynter.org/latest-news/top-stories/252528/what-the-fccs-net-neutrality-ruling-means-for-journalism/">http://www.poynter.org/latest-news/top-stories/252528/what-the-fccs-net-neutrality-ruling-means-for-journalism/</a></p>	<p>What's a 'reporter's privilege', and why did it emerge? What defines a 'journalist' and what are the benefits/dangers of such definitions? How should the law distinguish between a reporter's right <u>gather</u> news, an editor's right to <u>publish</u> news, and a public's right to <u>hear</u> news?</p>	<p>None.</p>

Week #11: Thursday, March 29

**THE "ALTERNATIVE" & LOCAL PRESS: TELLING COMMUNITY STORIES**  
(Guest: Erin Aubrey Kaplan, KCET)

Reading / Listening Due	Thought Questions	Assignment Due
<p>1. McMillian, John. (2011). "From underground to everywhere": Alternative media trends since the sixties <i>Smoking typewriters: The sixties underground press and the rise of alternative media in America</i> (pp. 172-185). Oxford, UK: Oxford University Press.</p> <p>2. Wenzel, Andrea, Gerson, Daniela, &amp; Moreno, Evelyn. (2016, April 26, 2016). Engaging communities through solutions journalism. <i>Columbia Journalism Review</i>. Retrieved from</p>	<p>Why are low-income communities of color underserved by mainstream media outlets? Where do news organizations position their reporting resources and why? What's the difference between</p>	<p>None.</p>

<p><a href="https://www.cjr.org/tow_center_reports/engaging_communities_through_solutions_journalism.php">https://www.cjr.org/tow_center_reports/engaging_communities_through_solutions_journalism.php</a></p> <p>3. Browse 2 of these sites and their stories, get a sense of what “local” means to them:</p> <p><a href="http://maps.latimes.com/neighborhoods/">http://maps.latimes.com/neighborhoods/</a>  <a href="http://www.kcet.org/">http://www.kcet.org/</a>  <a href="http://www.alhambresource.org/">http://www.alhambresource.org/</a>  <a href="http://patch.com/">http://patch.com/</a></p> <p><b>RECOMMENDED:</b>  Atton, Chris, &amp; Hamilton, James F. (2008). The historicization of alternative journalism. <i>Alternative journalism</i> (pp. 9-21). New York, NY: Sage.  Bucay, Yemile, Elliott, Vittoria, Kamin, Jennie, &amp; Park, Andrea. (2017). America's growing news deserts. <i>Columbia Journalism Review</i>. Retrieved from <a href="https://www.cjr.org/local_news/american-news-deserts-donuts-local.php">https://www.cjr.org/local_news/american-news-deserts-donuts-local.php</a>  McMillian, John. (2011). <i>Smoking typewriters: The sixties underground press and the rise of alternative media in America</i>. Oxford, UK: Oxford University Press.  Sloan, L. (2006, Fall 2006). Watching a community changed by immigration. Nieman Reports. Retrieved August 20, 2013, from <a href="http://www.nieman.harvard.edu/reports/article/100326/Watching-a-Community-Changed-by-Immigration.aspx">http://www.nieman.harvard.edu/reports/article/100326/Watching-a-Community-Changed-by-Immigration.aspx</a></p>	<p>reporting on a community and <i>making</i> the community through reporting? What is the “alternative press” an alternative to – why does this distinction exist and why does it matter?</p>	
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<p style="text-align: center;"><i>Week #12: Tuesday, April 3</i></p> <p style="text-align: center;"><b>TRACING JOURNALISM AND JOURNALISTS IN POPULAR CULTURE</b> (Guest: Prof Joe Saltzman)</p>		
Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> <li>Ehrlich, M. C., &amp; Saltzman, J. (2015). Introduction <i>Heroes and scoundrels: The image of the journalist in popular culture</i>. Chicago, IL: University of Illinois Press.</li> <li>Browse the ‘Image of the Journalist in Popular Culture’ online database: <a href="http://ijpc.uscannenberg.org/page/introdatabase.htm">http://ijpc.uscannenberg.org/page/introdatabase.htm</a></li> <li>Come to class prepared to talk about ONE example of an image of the journalist in contemporary culture. This might be a journalist appearing in a news story, a YouTube/Vimeo clip, a print magazine advertisement, a TV show, etc...</li> </ol> <p><b>RECOMMENDED:</b>  Fellow, A.R. (2013). Film as a social and political power. <i>American media history</i> (3rd ed., pp. 223-237). Boston, MA: Wadsworth. → <b>pages 223-237 only</b>  Hartley, John. (2009). Journalism and popular culture. In K. Wahl-Jorgensen &amp; T. Hanitzsch (Eds.), <i>The handbook of journalism studies</i> (pp. 310-324). New York: Rutledge.</p>	<p>How have journalists been portrayed in popular culture – books, movies, TV, etc.? What assumptions do such portrayals make about who journalists are, what motivates them, and what connections they have to democracy? To what extent do these portrayals <i>reflect or create</i> the press?</p>	<p>None.</p>

**THE ONGOING HISTORY OF JOURNALISM EDUCATION**

Reading / Listening Due	Thought Questions	Assignment Due
<p>1. Boroff, David. (1965). What ails the journalism schools. <i>Harper's Magazine</i>, 231(October), 77-88.</p> <p>2. Josephi, B. (2009). Journalism education. In K. Wahl-Jorgensen &amp; T. Hanitzsch (Eds.), <i>The handbook of journalism studies</i> (pp. 42-58). New York, NY: Routledge.</p> <p>3. <u>Podcast: "This is a great time to enter journalism" (On The Media, 6m05s): <a href="http://www.onthemedialab.org/story/great-time-enter-journalism/">http://www.onthemedialab.org/story/great-time-enter-journalism/</a></u></p> <p><b>RECOMMENDED:</b></p> <p>Abbott, Andrew. (1988). The information professions. <i>The system of professions: An essay on the division of expert labor</i> (pp. 215-246). Chicago, IL: Chicago University Press.</p> <p>Anderson, C.W., Glaisyer, T., Smith, J., &amp; Rothfeld, M. (2011, October, 2011). Shaping 21st century journalism. <i>New America Foundation</i>. Retrieved August 1, 2013, from <a href="http://www.knightfoundation.org/media/uploads/article_pdfs/Shaping_21st_Century_Journalism.pdf">http://www.knightfoundation.org/media/uploads/article_pdfs/Shaping_21st_Century_Journalism.pdf</a></p> <p>Carey, J.W. (2000). Some personal notes on US journalism education. <i>Journalism</i>, 1(1), 12-23.</p> <p>Creech, B., &amp; Mendelson, A. L. (2015). Imagining the Journalist of the Future: Technological Visions of Journalism Education and Newswork. <i>The Communication Review</i>, 18(2), 142-165. doi:10.1080/10714421.2015.1031998</p> <p>Donsbach, W. (2010). Journalists and their professional identities. In S. Allan (Ed.), <i>The Routledge companion to news and journalism</i> (pp. 38-48). London, UK: Routledge.</p> <p>Folkerts, Jean. (2014). History of journalism education. <i>Journalism &amp; Communication Monographs</i>. doi: 10.1177/1522637914541379</p> <p>Lynch, Dianne. (2015, February 19, 2015). Above and beyond: Looking at the future of journalism education. <i>Knight Foundation</i>. Retrieved from <a href="https://www.knightfoundation.org/media/uploads/publication_pdfs/KF-Above-and-Beyond-Report.pdf">https://www.knightfoundation.org/media/uploads/publication_pdfs/KF-Above-and-Beyond-Report.pdf</a></p> <p>Ornebring, H. (2010). Reassessing journalism as a profession. In S. Allan (Ed.), <i>The Routledge companion to news and journalism</i> (pp. 568-577).</p> <p>Overholser, Geneva. (2012, September 11, 2012). Keeping journalism, and journalism school, connected to the public. <i>Nieman Journalism Lab</i>. Retrieved August 2, 2014, from <a href="http://www.niemanlab.org/2012/09/geneva-overholser-keeping-journalism-and-journalism-school-connected-to-the-public/">http://www.niemanlab.org/2012/09/geneva-overholser-keeping-journalism-and-journalism-school-connected-to-the-public/</a></p> <p>Patterson, Thomas E. (2013). The education problem. <i>Informing the news: The need for knowledge-based journalism</i> (pp. 81-106). New York, NY: Vintage.</p> <p>Petre, C., &amp; Besbris, M. (2013). Hitting a moving target: How journalism schools are adapting to an unstable media job market. Retrieved October 3, 2013, from <a href="http://ipk.nyu.edu/images/pdfs/Journalismschoolreport.pdf">http://ipk.nyu.edu/images/pdfs/Journalismschoolreport.pdf</a></p>	<p>How and why did journalism schools arise? What do you think journalists should be taught, how should they be taught, and by whom should they be taught? Do you need a degree to practice journalism? How is educating journalists different from educating doctors, lawyers, or engineers? Thinking about Boroff's article "What ails the journalism schools," how are today's critiques of journalism education like or unlike thinking from Boroff's 1965?</p>	<p><b>Reflection #2.</b></p>

<p>Ramaker, T., van der Stoep, J., &amp; Deuze, M. (2015). Reflective Practices for Future Journalism: The Need, the Resistance and the Way Forward. <i>Javnost - The Public</i>, 22(4), 345-361. doi: 10.1080/13183222.2015.1091622</p> <p>Sinker, D. (2012, July 24, 2012). Why code in the newsroom? New York Times, ProPublicans answer. <i>PBS Idea Lab</i>. Retrieved August 1, 2013, from <a href="http://www.pbs.org/idealab/2012/07/why-code-in-the-newsroom-new-york-times-propublicans-answer205">http://www.pbs.org/idealab/2012/07/why-code-in-the-newsroom-new-york-times-propublicans-answer205</a></p> <p>Weiss, A.S., &amp; Royal, C. (2013, July 26, 2013). At the intersection of journalism, data science, and digital media: How can j-schools prep students for the world they're headed into? <i>Nieman Journalism Lab</i>. Retrieved August 10, 2013, from <a href="http://www.niemanlab.org/2013/07/at-the-intersection-of-journalism-data-science-and-digital-media-how-can-j-schools-prep-students-for-the-world-theyre-headed-into/">http://www.niemanlab.org/2013/07/at-the-intersection-of-journalism-data-science-and-digital-media-how-can-j-schools-prep-students-for-the-world-theyre-headed-into/</a></p>		
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<p style="text-align: center;"><i>Week #13: Tuesday, April 10</i>  <b>RACE &amp; SPORTS JOURNALISM (Guest: Prof. Ben Carrington)</b></p>		
<p style="text-align: center;"><b>Reading / Listening Due</b></p>	<p style="text-align: center;"><b>Thought Questions</b></p>	<p style="text-align: center;"><b>Assignment Due</b></p>
<ol style="list-style-type: none"> <li>1. Carrington, Ben. (2011). What I said was Racist – But I’m Not a Racist’: Anti-Racism and the White Sports/Media Complex. In J. Long &amp; K. Spracklen (Eds.), <i>Sport and Challenges to Racism</i> (pp. 83-99). New York, NY: Palgrave Macmillan.</li> <li>2. Conway, Ryan. (2017). Does sports media have a diversity problem? <i>Training Ground Guru</i>. Retrieved from <a href="http://www.trainingground.guru/articles/does-sports-media-have-a-diversity-problem">http://www.trainingground.guru/articles/does-sports-media-have-a-diversity-problem</a></li> <li>3. Zirin, David. (2017). Sports is a hub for protests against racism. ESPN shouldn’t silence Jemele Hill. <i>Washington Post</i>. Retrieved from <a href="https://www.washingtonpost.com/news/posteverything/wp/2017/09/15/sports-is-a-hub-for-protests-against-racism-espn-shouldnt-silence-jemele-hill/">https://www.washingtonpost.com/news/posteverything/wp/2017/09/15/sports-is-a-hub-for-protests-against-racism-espn-shouldnt-silence-jemele-hill/</a></li> </ol>	<p>How do critical questions about race, gender, class, and orientation play out in sports journalism? Who has historically and traditionally dominated sports journalism? How is sports journalism a site of social change?</p>	<p>None.</p>

<p style="text-align: center;"><i>Week #13: Thursday, April 12</i>  <b>SCIENCE JOURNALISM &amp; TALKING TO EXPERTS (Possible Guests: Ron Lin, Los Angeles Times; Sanden Totten, KPCC)</b></p>		
<p style="text-align: center;"><b>Reading / Listening Due</b></p>	<p style="text-align: center;"><b>Thought Questions</b></p>	<p style="text-align: center;"><b>Assignment Due</b></p>
<ol style="list-style-type: none"> <li>1. Angler, Martin W. (2017). Introduction <i>Science journalism: An introduction</i>. London, UK: Routledge.</li> <li>2. Borel, Brooke. (2015,). The problem with science journalism: we’ve forgotten that reality matters most. <i>The Guardian</i>. Retrieved from <a href="https://www.theguardian.com/media/2015/dec/30/problem-with-science-journalism-2015-reality-kevin-folta">https://www.theguardian.com/media/2015/dec/30/problem-with-science-journalism-2015-reality-kevin-folta</a></li> </ol> <p><b>RECOMMENDED:</b></p> <p>Murcott, Toby. (2009). Science journalism: Toppling the priesthood. <i>Nature</i>, 459(25), 1054-1055.</p> <p>Rensberger, Boyce. (2009). Science journalism: Too close for comfort. <i>Nature</i>, 459(25), 1055-1056.</p> <p>Secko, David M., Amend, Elyse, &amp; Friday, Terrine. (2013). Four models of science journalism. <i>Journalism Practice</i>, 7(1), 62-80. doi:10.1080/17512786.2012.691351</p>	<p>How do journalists rely on, translate, and challenge expertise? How do science journalists create their beats? How are notions of risk, certainty, legitimacy represented in science journalism?</p>	<p>None.</p>

**MANAGING DISTANCE: WITNESSING, FOREIGN CORRESPONDENCE & THE INTERNATIONAL PRESS**

Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> <li>1. Shafer, Jack. (2009, December 29, 2009). The romance and reality of foreign reporting: A Q&amp;A with John Maxwell Hamilton. <i>Slate</i>. Retrieved June 2, 2014, from <a href="http://www.slate.com/articles/news_and_politics/press_box/2009/12/the_romance_and_reality_of_foreign_reporting.single.html">http://www.slate.com/articles/news_and_politics/press_box/2009/12/the_romance_and_reality_of_foreign_reporting.single.html</a></li> <li>2. Hicks, J. (2013, January 23, 2013). Tweeting the news: Andy Carvin test-pilots Twitter journalism. <i>The Verge</i>. Retrieved March 2, 2013, 2013, from <a href="http://www.theverge.com/2013/1/23/3890674/tweeting-the-news-andy-carvin-test-pilots-twitter-journalism">http://www.theverge.com/2013/1/23/3890674/tweeting-the-news-andy-carvin-test-pilots-twitter-journalism</a></li> <li>3. Owen, T. (2016). Can journalism be virtual? <i>Columbia Journalism Review</i>. Retrieved from <a href="https://www.cjr.org/the_feature/virtual_reality_facebook_second_life.php">https://www.cjr.org/the_feature/virtual_reality_facebook_second_life.php</a></li> <li>4. <u>Podcast: "Facebook, politics and foreign influence" (10m21s), Spark: <a href="http://www.cbc.ca/radio/spark/368-deadly-devices-watching-rocks-and-more-1.4358902/facebook-politics-and-foreign-influence-1.4359986">http://www.cbc.ca/radio/spark/368-deadly-devices-watching-rocks-and-more-1.4358902/facebook-politics-and-foreign-influence-1.4359986</a></u></li> </ol>	<p>Who do you assume foreign correspondents to be reporting <u>for</u> and <u>on</u>? What does studying the equipment foreign correspondents historically carried tell us about the kind of journalism they practiced? Thinking broadly about the idea of <u>distance</u> and <u>time</u>, what limits, if any, do you think there should be on journalists immersing audiences in distance environments or reporting news as fast as possible?</p>	<p>None.</p>
<p><b>RECOMMENDED:</b></p>		
<p>Ananny, Mike. (2015). Creating proper distance through networked infrastructure: Examining Google Glass for evidence of moral, journalistic witnessing. In Matt Carlson &amp; Seth C. Lewis (Eds.), <i>Boundaries of journalism: Professionalism, practices, and participation</i> (pp. 83-99). New York, NY: Routledge.</p>		
<p>Anderson, B. (1983). <i>Imagined communities</i> (Revised edition ed.). London, UK: Verso.</p>		
<p>Arceneaux, Noah. (2014). The ecology of wireless newspapers: Publishing on islands and ships, 1899-1913. <i>Journalism &amp; Mass Communication Quarterly</i>. doi: 10.1177/1077699014538826 CUNY Journalism Press.</p>		
<p>Clausen, L. (2010). International news flow. In S. Allan (Ed.), <i>The Routledge companion to news and journalism</i> (pp. 127-136). London, UK: Routledge.</p>		
<p>Cozma, Raluca. (2010). From Murrow to mediocrity: Radio foreign news from World War II to the Iraq War. <i>Journalism Studies</i>, 11(5), 667-682.</p>		
<p>Hamilton, J.M. (2011). The correspondent's kit. <i>Journalism's roving eye: A history of American foreign reporting</i> (pp. 437-457). Baton Rouge, LA: Louisiana State University Press.</p>		
<p>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 <a href="http://www.niemanlab.org/2013/12/where-in-the-world-is-buzzfeed-building-foreign-news-around-themes-rather-than-geography/">http://www.niemanlab.org/2013/12/where-in-the-world-is-buzzfeed-building-foreign-news-around-themes-rather-than-geography/</a></p>		
<p>Heinrich, A. (2012). Foreign reporting in the sphere of network journalism. <i>Journalism Practice</i>, 6(5-6), 766-775.</p>		
<p>Katz, E. (1992). The end of journalism? Notes on watching the war <i>Journal of Communication</i>, 42(3), 5-13.</p>		

Week #14: Thursday, April 12		
JOURNALISTIC SECURITY (Guest: Sarah Myers West)		
Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> <li>1. Maas, P. (2015, February 18, 2015). Destroyed by the Espionage Act. <i>The Intercept</i>. Retrieved February 22, 2015, from <a href="https://firstlook.org/theintercept/2015/02/18/destroyed-by-the-espionage-act/">https://firstlook.org/theintercept/2015/02/18/destroyed-by-the-espionage-act/</a></li> <li>2. Bamford, J. (2014, August 22). Edward Snowden: The Untold Story. <i>WIRED</i>. Retrieved December 11, 2017, from <a href="https://www.wired.com/2014/08/edward-snowden/">https://www.wired.com/2014/08/edward-snowden/</a></li> <li>3. CBS News. (2014, June 15). "All the President's Men" at 40. CBS News. Retrieved December 11, 2017, from <a href="https://www.cbsnews.com/news/all-the-presidents-men-at-40/">https://www.cbsnews.com/news/all-the-presidents-men-at-40/</a></li> <li>4. McGregor, S. E. (2014, July 16, 2014). "Digital Security for Journalists: A 21st Century Imperative", in <i>Digital security and source protection for journalists</i>. Tow Center for Digital Journalism. Retrieved December 11, 2017, from <a href="https://susanemcg.gitbooks.io/digital-security-for-journalists/content/digital_security/README.html">https://susanemcg.gitbooks.io/digital-security-for-journalists/content/digital_security/README.html</a></li> </ol> <p><b>RECOMMENDED:</b> Lee, M. (2014). Ed Snowden taught me to smuggle secrets past incredible danger. Now I teach you. <i>The Intercept</i>. Retrieved February 22, 2015, from <a href="https://firstlook.org/theintercept/2014/10/28/smuggling-snowden-secrets/">https://firstlook.org/theintercept/2014/10/28/smuggling-snowden-secrets/</a></p>	<p>What does "journalistic security" mean as a matter of practice, technology, organization, and culture? Who is protected and why? How are risks managed among journalists and sources? How are threats to journalists understood?</p>	<p>None.</p>

Week #15: Tuesday, April 24		
LINKING THE PAST TO THE PRESENT: PUTTING IN CONTEXT THE EMERGING FORCES OF THE NETWORKED PRESS		
Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> <li>1. Mitchelstein, E., &amp; Boczkowski, P. (2013). Tradition and transformation in online news production and consumption. In W. H. Dutton (Ed.), <i>The Oxford handbook of internet studies</i> (pp. 378-400). Oxford, UK: Oxford University Press.</li> <li>2. Bell, E. (2014, November 23, 2014). What's the right relationship between technology companies and journalism? <i>The Guardian</i>. Retrieved January 2, 2015, from <a href="http://www.theguardian.com/media/media-blog/2014/nov/23/silicon-valley-companies-journalism-news">http://www.theguardian.com/media/media-blog/2014/nov/23/silicon-valley-companies-journalism-news</a></li> <li>3. Viner, Katherine. (2017, November 16, 2017). A mission for journalism in a time of crisis. <i>The Guardian</i>. Retrieved from <a href="https://www.theguardian.com/news/2017/nov/16/a-mission-for-journalism-in-a-time-of-crisis">https://www.theguardian.com/news/2017/nov/16/a-mission-for-journalism-in-a-time-of-crisis</a></li> </ol> <p><b>RECOMMENDED:</b> Podcast: Healy, Amber. (2017, July 27, 2017). How algorithmic thinking is replacing news judgment: An interview with Matt Carlson. <i>It's All</i></p>	<p>What does 'convergence' mean for journalism? How has the idea of a 'gatekeeper' changed over time? What new roles for journalists are emerging – and what roles are still missing? How is the kind of 'public interest' that appears in this today's journalism different from earlier forms of the press? How does the "public interest" appear in the networked press? How should news organizations collaborate with—or separate themselves from—technology</p>	<p><b>Comparative Timeline Project</b></p>

<p><i>Journalism</i>. Retrieved from <a href="http://itsalljournalism.com/263-work-side-by-side-with-the-new-algorithmic-overlords/">http://itsalljournalism.com/263-work-side-by-side-with-the-new-algorithmic-overlords/</a></p> <p>Deuze, M. (2010). Journalism and convergence culture. In S. Allan (Ed.), <i>The Routledge companion to news and journalism</i> (pp. 267-276). New York, NY: Routledge.</p> <p>Howard, A. (2014, May 30, 2014). The art and science of data-driven journalism. <i>Tow Center for Digital Journalism, Columbia Journalism School</i>. Retrieved August 4, 2014, from <a href="http://towcenter.org/wp-content/uploads/2014/05/Tow-Center-Data-Driven-Journalism.pdf">http://towcenter.org/wp-content/uploads/2014/05/Tow-Center-Data-Driven-Journalism.pdf</a></p> <p>Kovach, B., &amp; Rosenstiel, T. (2010). Evidence and the journalism of verification. <i>Blur: How to know what's true in an age of information overload</i> (pp. 94-120). New York, NY: Bloomsbury.</p> <p>Kovach, B., &amp; Rosenstiel, T. (2010). What we need from the 'next journalism'. <i>Blur: How to know what's true in an age of information overload</i> (pp. 170-197). New York, NY: Bloomsbury.</p> <p>LaFrance, A. (2014, July 28, 2014). In 1858, people said the telegraph was 'too fast for the truth'. <i>The Atlantic</i>. Retrieved August 3, 2014, from <a href="http://www.theatlantic.com/technology/archive/2014/07/in-1858-people-said-the-telegraph-was-too-fast-for-the-truth/375171/">http://www.theatlantic.com/technology/archive/2014/07/in-1858-people-said-the-telegraph-was-too-fast-for-the-truth/375171/</a></p> <p>Patterson, T.E. (2013). <i>Informing the news</i>. New York, NY: Vintage.</p> <p>Pariser, E. (2011). The user is the content. <i>The filter bubble</i> (pp. 47-76). New York, NY: Penguin Press.</p> <p>Rogers, Simon. (2013). <i>Facts are sacred</i>. London, UK: Faber &amp; Faber.</p> <p>Schudson, M. (2010). Political observatories, databases and news in the emerging ecology of public information. <i>Daedalus</i>, 139(2), 100-109.</p> <p>Shapiro, Ivor, Brin, Colette, Bédard-Brûlé, Isabelle, &amp; Mychajlowycz, Kasia. (2013). Verification as strategic ritual: How journalists retrospectively describe processes for ensuring accuracy. <i>Journalism Practice</i>. doi: 10.1080/17512786.2013.765638</p> <p>Silverman, Craig (Ed.). (2014). <i>Verification handbook: A definitive guide to verifying content for emergency coverage</i>: European Journalism Centre.</p> <p>Singer, Jane B. (2010). Journalism in the network. In S. Allan (Ed.), <i>The Routledge companion to news and journalism</i> (pp. 277-286). New York, NY: Routledge.</p> <p>Tylor, J. (2014). An examination of how student journalists seek information and evaluate online sources during the newsgathering process. <i>New Media &amp; Society</i>. doi: 10.1177/1461444814523079.</p> <p>Podcast: "The future history of the newspaper industry" (<i>On The Media</i>, 5m37s): <a href="http://www.onthemediamedia.org/story/future-history-of-newspaper-industry/">http://www.onthemediamedia.org/story/future-history-of-newspaper-industry/</a></p> <p>Podcast: "Tim Wu's The Master Switch" (<i>On The Media</i>, 7m49s): <a href="http://www.onthemediamedia.org/2010/nov/12/tim-wus-the-master-switch/">http://www.onthemediamedia.org/2010/nov/12/tim-wus-the-master-switch/</a></p> <p>Podcast: "Coverage of the Boston Bombing, Undercover Reporting, and More" (<i>On The Media</i>): <a href="http://www.onthemediamedia.org/story/287989-coverage-of-the-boston-bombing-undercover-reporting-and-more/">http://www.onthemediamedia.org/story/287989-coverage-of-the-boston-bombing-undercover-reporting-and-more/</a> → <b>only until 23m40s</b></p> <p>Podcast: "Yellow Rain" (Radio Lab, 24m34s): <a href="http://www.radiolab.org/story/239549-yellow-rain/">http://www.radiolab.org/story/239549-yellow-rain/</a></p>	<p>companies? What power do they have in such negotiations?</p>	
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Week #15: Thursday, April 26

**COURSE WRAP-UP:**

**TYING TOGETHER THEMES, IDENTIFYING WAYS TO CONTINUE LEARNING, FINAL EXAM REVIEW**

**FINAL EXAM: Tuesday, May 8, 8-10 a.m.**

**As determined by the official university schedule: <http://classes.usc.edu/term-20181/finals/>**

## **IX. Additional Policies and Procedures**

**A note on class communication:** Email is the best way to communicate with me. 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 urgent (*e.g.*, an emergency that will prevent you from completing an assignment or taking an exam), please mark the subject line 'urgent'. If you have a longer question that would be best addressed in a conversation, please visit my office hours or email me to set up an appointment to talk. Also, please be sure to make friends with your fellow students – they're often your best first point of contact to find out what happened if you missed a class. I can't summarize whole classes either in person or via email so please be sure to have a few friends you can borrow notes from. Finally, 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!

### **Internships**

The value of professional internships as part of the overall educational experience of our students has long been recognized by the School of Journalism. Accordingly, while internships are not required for successful completion of this course, any student enrolled in this course that undertakes and completes an approved, non-paid internship during this semester shall earn academic extra credit herein of an amount equal to 1 percent of the total available semester points for this course. To receive instructor approval, a student must request an internship letter from the Annenberg Career Development Office and bring it to the instructor to sign by the end of the third week of classes. The student must submit the signed letter to the media organization, along with the evaluation form provided by the Career Development Office. The form should be filled out by the intern supervisor and returned to the instructor at the end of the semester. No credit will be given if an evaluation form is not turned into the instructor by the last day of class. Note: The internship must be unpaid and can only be applied to one journalism class.

## **Statement on Academic Conduct and Support Systems**

### **a. Academic Conduct**

#### *Plagiarism*

Presenting someone else's ideas as your own, either verbatim or recast in your own words - is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/b/11-00-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

#### *USC School of Journalism Policy on Academic Integrity*

The following is the USC Annenberg School of Journalism's policy on academic integrity and repeated in the syllabus for every course in the school:

"Since its founding, the USC School of Journalism has maintained a commitment to the highest standards of ethical conduct and academic excellence. Any student found plagiarizing, fabricating, cheating on examinations, and/or purchasing papers or other assignments faces sanctions ranging from an 'F' on the assignment to dismissal from

the School of Journalism. All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as journalism school administrators.”

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

## **b. Support Systems**

*Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. [engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

*National Suicide Prevention Lifeline – 1 (800) 273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

*Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. [engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [sarc.usc.edu](http://sarc.usc.edu)

*Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. [equity.usc.edu](http://equity.usc.edu)

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. [studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

*The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations. [dsp.usc.edu](http://dsp.usc.edu)

*Student Support and Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

*Diversity at USC*

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [diversity.usc.edu](http://diversity.usc.edu)

*USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

*USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.* Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu)

## **X. About Your Instructors**

**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 author of the book *Networked Press Freedom: Creating Infrastructures for a Public Right to Hear* (MIT Press, 2018).

**Stephany Rodas** is a 2nd-year graduate student in the Strategic Public Relations program at USC Annenberg. Throughout her time here, she has interned for several companies, both in-house and agency including: LAGRANT Communications, The Wonderful Company, Burson-Marsteller and most recently NBCUniversal. She received her B.A. from the University of California, Berkeley in Media Studies and has worked full-time across education and advertising. Her ultimate goal is to fuse public relations with her passion for corporate social responsibility to bring equal access to resources among under-served communities.