

JOURNALISM 201
--- HISTORY OF NEWS IN MODERN AMERICA ---

Annenberg School for Communication & Journalism
University of Southern California
[Fall 2014]
Mondays & Wednesdays, 3:30-4:50pm, ASC 204

INSTRUCTOR	COURSE ASSISTANTS	
Mike Ananny, PhD <i>Assistant Professor</i> Annenberg School for Communication & Journalism ananny@usc.edu Office Hours & Location: <i>Wednesdays 2-3pm or by appointment</i> ANN-310B (Wallis Annenberg Hall)	Christian Brown <i>M.S. Candidate</i> School of Journalism brow330@usc.edu Office Hours & Location: <i>Fridays 4-5pm</i> Media Center, Wallis Annenberg Hall (ANN)	Priyanka Deo <i>M.S. Candidate</i> School of Journalism pdeo@usc.edu Office Hours & Location: <i>Thursdays 12:30-1:30pm</i> Main Lobby, Wallis Annenberg Hall (ANN)

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>

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. By the end of the course, students should appreciate the historical roots of the contemporary online press – and be ready to create and critique the practices, relationships, controversies and technologies that will shape the future of the press.

POLICIES

USC Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located at <http://scampus.usc.edu/university-governance>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The review process can be found at <http://www.usc.edu/student-affairs/SJACS>

School of Journalism Plagiarism/Academic Integrity Policy

Plagiarism is defined as taking ideas or content from another and presenting them as one's own. The following is the School of Journalism's policy on academic integrity as published in the University catalogue:

"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 and the school's academic integrity committee."

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.

Statement for Students with Disabilities

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

Sexual Assault Resource Center

The Center for Women & Men and the Sexual Assault Resource Center are one and the same. Student Counseling Services is a separate place that also offers confidential counseling and support groups on a variety of other topics. To schedule an appointment with Student Counseling

Services, call (213) 740-7711 between 8:30 a.m. and 5 p.m. weekdays or visit the Engemann Student Health Center on the University Park Campus.

Stress Management

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

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Your @usc.edu Email Address

Please be sure that you either check your @usc.edu email address regularly OR that you forward it to the email address you *do* check regularly. If you forward your @usc.edu address, make sure that you are not also keeping copies on the USC email server (or that you clear those messages regularly). I ask you to do this because class messages I send out through Blackboard go to your @usc.edu address; students often accidentally go “over quota” on their @usc.edu account and, if they do, I have no way of electronically communicating with them. To manage your @usc.edu email account, see instructions here: <http://itservices.usc.edu/email/central/forwarding/>

Laptop & Phone Policy

Effective fall 2014, all undergraduate and graduate Annenberg majors and minors will be required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the Annenberg [Virtual Commons](http://vc.uscannenberg.org/new-laptop-policy) (<http://vc.uscannenberg.org/new-laptop-policy>) for more information. To connect to USC’s Secure Wireless network, please visit USC’s [Information Technology Services](http://itservices.usc.edu/wireless/support/) (<http://itservices.usc.edu/wireless/support/>) website.

Your phone **MUST** be switched off during class. Even in a large class, it’s very easy for me to tell when you’re looking at your phone. I will ask you to turn it off if I see you using it. You may use your laptops in class but *only* to take notes or research issues that arise during class. I do “cold-call” students and, even in a large class, it’s very easy for me to tell whether you’re using your laptop to take notes or not. I have these policies because research shows that using phones or laptops for anything other than class work (Facebook, Instagram, YouTube, *etc.*) harms your learning and that of those around you. **If I think laptops are distracting others, I may ban them from class at any time.**

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*, *New Media & Society*, *Television & New Media*, and the proceedings of the ACM's conferences on *Computer-Human Interaction* and *Computer Supported Collaborative Learning*. He is writing a book on a public right to hear in an age of networked journalism (under contract with MIT Press).

Christian Brown is an award-winning print journalist, specializing in public affairs and investigative reporting. He is currently a staff writer for The Downey Patriot newspaper, which covers politics, business, and sports news for communities in southeast Los Angeles County. In 2014, he won two Los Angeles Press Club awards for a news feature on regional homelessness and an investigative report on the quid pro quo acquisition of a bankrupt community hospital. Brown earned a B.A. degree in Communications with an emphasis in Print Journalism from California State University, Fullerton in 2010 and is a M.S. Journalism candidate at the USC Annenberg School for Communication and Journalism.

Priyanka Deo just completed a Master of Science in Media & Communications from The London School of Economics and is now in the MS Journalism cohort. Prior to that, her background was in law and political science and broadcast journalism and she has worked in corporate communications, print, and broadcast journalism in both the USA and India. Before working, she also played professional tennis and competed internationally around the world.

ASSIGNMENTS, GRADING, & READING

All student work will be evaluated for content, spelling, grammar, and punctuation. The final class grade (max of 500 points) will *not* be adjusted or "curved" and will come from these assignments and exams:

- **500-word Professional Memoir (30 points):** The year is 2064. 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 2014? Due at the beginning of class on **Wednesday, September 3rd**.

- **Examinations (200 points total):**
 - **Midterm Exam [100 points].** In-class on **Wednesday, October 13th**. 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 [100 points].** During the final exam period as determined by the university: **Monday, December 15th, 2-4pm** (always double-check <http://classes.usc.edu/term-20143/finals/> for the official university schedule). 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.
- **Comparative Timeline Project (75 points):** You'll work in a team of 3-4 people to create a "*comparative media frame timeline*" depicting your 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>) and the *TimelineJS tool* (<http://timeline.knightlab.com/>) to build a timeline of your analysis. In the final class you will *each* submit an individual report with answers to questions, and a URL to your group's timeline. We will spend the November 5th class period talking about what a "comparative frame analysis" is, working with the USC newspaper archives, and experimenting with the TimelineJS tool. It is critically important that you attend and bring a laptop to this class on November 5th. The final project—a link to your group's timeline and individual answers to the questions—is due the last class, **December 3rd**. 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. **Each quiz will be graded out of 25 points and your lowest quiz score will be dropped (for a maximum point total of 75).**

- **Reflections (120 points total):** Three (3) times during the semester, you'll submit short (approximately 600-750 words) reflections. They're intended to be short writing assignments in which you reflect on some aspect of the course. Each reflection will be graded out of 40 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:** September 24th
 - **Reflection #2:** October 27th
 - **Reflection #3:** November 19th
- **Recommended Subscriptions (0 points):** Although I won't be evaluating you on their contents, I *strongly recommend* that you subscribe to these two email lists and listen to this podcast every week (all free):
 - **Harvard's Nieman Journalism Lab (daily email):**
<http://www.niemanlab.org/subscribe/>
 - **Pew Research's Journalism Project (daily email):**
<http://www.journalism.org/> → submit email address under 'Get the Daily Briefing' in the top-right corner of the page
 - **On The Media (weekly podcast)**
<http://www.onthemedialab.org/>

You should at least skim headlines, get a sense of the topics being covered, and think about how these contemporary topics relate to class themes. 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.

TOTAL POSSIBLE POINTS: 500 points

Final grades will be assigned using these point ranges:

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

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 both of these things are true:

- 1) You have **valid and documented** medical or personal reason for missing the exam;
- 2) You communicate this reason to the instructor **before** the date of the exam.

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! 😊

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!

COURSE SCHEDULE

The schedule of topics, readings, and speakers described below may change as the semester progresses. If it does I'll give you plenty of notice, we'll talk about changes in class, and I'll send out a message through Blackboard summarizing the changes and updating the syllabus.

Readings marked "RECOMMENDED" are not required, but will give you a sense of further perspectives on that class's topic and are materials I draw upon when preparing lectures.

Week #1: Monday, August 25th

INTRODUCTION

No reading is due, but we'll review the class's structure, schedule, and expectations and consider these ideas (references below offered for context, they are not required reading):

- **What is journalism today, what has it been, and why should we study its history?**
 - *Future Journalism Project*. (2012, September 18, 2012). Andie Tucher: The Revolutionary War & journalism. Retrieved July 24, 2014, from <https://www.youtube.com/watch?v=uLrBF6eXAT8>
 - *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: Wednesday, August 27th

DEFINING NEWS & ITS HISTORY

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 & Co.</p> <p>RECOMMENDED: Barnhurst, Kevin G., & Nerone, John. (2009). Journalism history. In K. Wahl-Jorgensen & T. Hanitzsch (Eds.), <i>The handbook of journalism studies</i> (pp. 17-28). London, UK: Routledge. Carey, J.W. (1974/1997). The problem of journalism history. In E. S. Munson & C. A. Warren (Eds.), <i>James Carey: A critical reader</i>. Minneapolis, MN: University of Minnesota Press. 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. Tucher, Andie. (2011). Teaching journalism history to journalists. <i>Journalism Practice</i>, 5(5), 551-565. doi: 10.1080/17512786.2011.601905</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: Monday, September 1st

LABOR DAY: No class

Week #2: Wednesday, September 3rd

THE PRESS, REVOLUTION, MAKING A NATION: JOURNALISM'S RELATIONSHIP TO DEMOCRACY

Reading / Listening Due	Thought Questions	Assignment Due
<p>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. → skip the 'profile' boxes</p> <p>2. <u>Podcast: "Founding Propagandists" (On The Media, 12m06s):</u> http://www.onthemedial.org/2006/jun/02/founding-propagandists/</p> <p>RECOMMENDED: 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.</p>	<p>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?</p>	<p>500-word professional memoir. Come to class with a <i>printed copy</i> and upload to Blackboard.</p>

THE PENNY PRESS, THE RISE OF MASS MEDIA, AND THE BIRTH OF JOURNALISTIC OBJECTIVITY

Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> 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, NY: Basic Books. 3. <u>Podcast</u>: "Going viral, antebellum style" (<i>On The Media</i>, 5m25s): http://www.onthemedial.org/story/going-viral-antebellum-style/ <p>RECOMMENDED:</p> <p>Brewin, M.W. (2013). A short history of the history of objectivity. <i>The Communication Review</i>, 16(4), 211-229.</p> <p>Cunningham, B. (2003, July 8, 2003). Re-thinking objectivity. <i>Columbia Journalism Review</i>. Retrieved July 7, 2013, from http://www.alternet.org/story/16348/rethinking_objective_journalism</p> <p>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.</p> <p>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 Macmillan.</p> <p>Schiller, Dan. (1979). An historical approach to objectivity and professionalism in American news reporting. <i>Journal of Communication</i>, 29, 46-57.</p> <p>Schudson, M. (2001). The objectivity norm in American journalism. <i>Journalism</i>, 2(2), 149-170.</p> <p>Stephens, M. (2007). Mass circulation - for all. <i>A history of news</i> (pp. 183-201). Oxford, UK: Oxford University Press.</p> <p>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.</p> <p>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.</p>	<p>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?</p>	<p>None.</p>

JOURNALISM AND THE U.S. CIVIL WAR: NEW PRACTICES, INTERESTS, AND INFRASTRUCTURES

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. → <u>skip the 'American Media Profile' boxes</u></p> <p>2. Podcast: "Black, White and Red All Over" (<i>On The Media</i>, 6m33s): http://www.onthemedial.org/2006/nov/24/black-white-red-all-over/</p> <p>RECOMMENDED:</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 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</p> <p>McGruder, Kevin. (2014, March 13, 2014). The black press during the civil war. <i>The New York Times</i>. Retrieved July 24, 2014, from http://opinionator.blogs.nytimes.com/2014/03/13/the-black-press-during-the-civil-war/</p> <p>Roberts, Gene, & Klibanoff, Hank. (2011). "A fighting press". In B. Brennen & 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 & 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>None.</p>

CRAFTING A CAREER HISTORY: TALKING JOURNALISM WITH GUEST PROFESSIONALS

Panelists: Shirley Jahad [KPCC], Arezou Rezvani [USC alum, NPR West], Melissa Pamer [USC alum, KTLA]

Reading / Listening Due	Thought Questions	Assignment Due
<p>1. Gardner, Howard, Csikszentmihalyi, Mihaly, & Damon, William. (2002). Sources of strength in journalism. <i>Good work: When excellence and ethics meet</i> (pp. 153-178). New York, NY: Basic Books.</p> <p>RECOMMENDED:</p>	<p>What does it mean to craft a <i>personal professional history</i>? How do journalists describe and explain their career</p>	<p>None.</p>

<p>Nussbaum, Martha. (2002). Martha Nussbaum. In J. L. Harmon (Ed.), <i>Take my advice: Letters to the next generation from people who know a thing or two</i> (pp. 176-177). New York, NY: Simon & Schuster.</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). London, UK: Routledge.</p>	<p>choices? What career moves reflect personal choices and which emerge from broader, social forces?</p>	
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Week #4: Wednesday, September 17th

MUCKRAKING, THE YELLOW PRESS, AND TABLOID JOURNALISM

Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> 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. → <u>skip the ‘American Media Profile’ boxes</u> 2. <u>Podcast</u>: “The Love Triangle, Murder and Missing Head That Sparked a Tabloid War” (<i>On The Media</i>, 9m27s): http://www.onthemedial.org/2011/jul/22/love-triangle-murder-and-missing-head-sparked-tabloid-war/ 3. <u>Podcast</u>: “Yellow Fever” (<i>On The Media</i>, 4m52s): http://www.onthemedial.org/2009/apr/03/yellow-fever/ <p><u>RECOMMENDED:</u></p> <p>Örnebring, H., & 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><u>Podcast</u>: “Pulp Non-Fiction” (<i>On The Media</i>, 8m40s): http://www.onthemedial.org/2010/jan/22/pulp-non-fiction/</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>

FUNDING THE PRESS: NEWS, ITS REVENUE MODELS & WHY THEY MATTER

Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> Schudson, M. (2003). News in the marketplace. <i>The sociology of news</i> (pp. 109-126). New York, NY: W.W. Norton & Co. McManus, John H. (2009). The commercialization of news. In T. Hanitzsch & K. Wahl-Jorgensen (Eds.), <i>The handbook of journalism studies</i> (pp. 218-233). London, UK: Routledge. <u>Podcast</u>: "How Will Journalism Keep the Lights On?" (<i>On The Media</i>, 12m11s): http://www.onthemedial.org/2013/aug/30/how-will-journalism-keep-lights/ <p>RECOMMENDED:</p> <p>Carvajal, M., Garcia-Aviles, J.A. , & 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, & Shin, Jieun. (2014). Motivations behind donors' contributions to crowdfunded 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., & 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 http://www.washingtonpost.com/blogs/erik-wemple/wp/2013/09/05/washington-post-magazine-struggles-with-advertising-relationship/</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 responsibility, if any, do you think newspapers have when carrying advertising?</p>	<p>None.</p>

A BRIEF HISTORY OF PUBLIC RELATIONS

-- Guest lecture by Prof Jennifer Floto --

Reading / Listening Due	Thought Questions	Assignment Due
<p>1. Fellow, A.R. (2013). Chapter Seven: The birth of public relations. <i>American media history</i> (3rd ed., pp. 198-207). Boston, MA: Wadsworth. → pages 198-207 only.</p> <p>2. <u>Podcast</u>: “World War One and the birth of public relations” (<i>Ideas with Paul Kennedy</i>, 53m59s): http://www.cbc.ca/ideas/episodes/2014/06/24/world-war-one-and-the-birth-of-public-relations/</p> <p><u>RECOMMENDED:</u></p> <p>Video: “The Century of the Self - Happiness Machines” (BBC, 58m32s): http://vimeo.com/85948693</p> <p>Bates, Don. (2006). “Mini-me” history: Public relations from the dawn of civilization <i>Institute for Public Relations</i>.</p> <p>Dewar, J.P. (2013, November 15, 2013). The history of public relations. <i>Meltwater</i>. Retrieved August 2, 2014, from http://www.meltwater.com/public-relations-blog/the-history-of-public-relations/</p> <p>Dinan, William, & Miller, David. (2009). Journalism, public relations, and spin. In K. Wahl-Jorgensen & T. Hanitzsch (Eds.), <i>The handbook of journalism studies</i> (pp. 250-264). New York: Routledge.</p> <p>Turow, J. (2011). The public relations industry. <i>Media today: An introduction to mass communication</i> (pp. 560-576). London, UK: Routledge.</p>	<p>What are the differences, if any, between journalism and public relations? What role did ‘press agents’ play in early newspapers? What new concept of public relations did Edward Bernays advocate for?</p>	<p>Reflection #1: Topic TBA.</p>

MID-20TH CENTURY BROADCAST JOURNALISM: TELEVISION, RADIO, NEWSPAPERS & THE RITUALS OF MASS MEDIA

Reading / Listening Due	Thought Questions	Assignment Due
<p>1. Baughman, James L. (2006). Americans and their mass media in 1945. <i>The republic of mass culture: Journalism, filmmaking, and broadcasting in America since 1941</i> (3rd ed., pp. 9-29): The Johns Hopkins University Press. → pp. 9-21 only</p> <p>2. <u>Podcast</u>: “JFK and TV” (<i>On The Media</i>, 10m41s): http://www.onthemedial.org/story/jfkandtv/</p> <p>RECOMMENDED:</p> <p>Bliss, Edward. (1991). The Natal Circumstances. <i>Now the news: The story of broadcast journalism</i> (pp. 1-12). New York, NY: Columbia University Press.</p> <p>Dayan, D., & Katz, E. (1994). <i>Media events: The live broadcasting of history</i>. Cambridge, MA: Harvard University Press.</p> <p>Edwards, Bob. (2004). Introduction. <i>Edward R. Murrow and the birth of broadcast journalism</i> (pp. 1-10). New York, NY: John Wiley & Sons.</p> <p>Fellow, A.R. (2013). Television: Progress and Problems. <i>American media history</i> (3rd ed., pp. 285-310). Boston, MA: Wadsworth. → pages 285-310 only</p> <p>Muller, J. (2000). <i>Now this: Radio, television...and the real world</i>. New York, NY: Putnam.</p> <p>Socolow, Michael J. (2010). ‘We should make money on our news’: The problem of profitability in network broadcast journalism history. <i>Journalism</i>, 11(6), 675–691.</p>	<p>What new demands did TV place on both journalists and audiences? How was Edward R. Murrow a different kind of television journalist, and how did these differences appear in his investigation of McCarthy? What made <i>60 Minutes</i> a notable innovation in television news?</p>	<p>None.</p>

SPACES & PLACES OF JOURNALISM: 'NEWS NETS' AND NEWSROOM ARCHITECTURES
-- Class *may* involve attending the opening of the new Wallis Annenberg Hall (ANN) --

Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> Wallace, Aurora. (2012). Introduction. <i>Media capital: Architecture and communications in New York City</i> (pp. 1-12). Chicago, IL: University of Illinois Press. Tuchman, G. (1978). Space and the news net. <i>Making news: A study in the social construction of reality</i> (pp. 15-38). New York: Free Press. → pp. 19-31 only Usher, Nikki. (2013, November 5, 2013). When newsrooms move newsrooms, is it about decline or about digital? <i>Nieman Journalism Lab</i>. Retrieved August 2, 2014, from http://www.niemanlab.org/2013/11/when-newsrooms-move-newsrooms-is-it-about-decline-or-about-digital/ <p>RECOMMENDED:</p> <p>Gieryn, Thomas F. (2002). What buildings do. <i>Theory and Society</i>, 31(1), 35-74.</p> <p>Gordon, E., & de Souza e Silva, A. (2011). Introduction. <i>Net locality: Why location matters in a networked world</i> (pp. 1-18). New York, NY: Wiley-Blackwell.</p> <p>Lefebvre, Henri. (1992). Social space. <i>The production of space</i> (pp. 68-168). New York, NY: Wiley-Blackwell.</p> <p>Monmonier, Mark. (1999). <i>Maps with the news: The development of American journalistic cartography</i>. Chicago, IL: University of Chicago Press.</p> <p>Usher, Nikki. (nd). Moving the newsroom: Post-industrial news spaces and places. <i>Tow Center for Digital Journalism</i>. Retrieved August 2, 2014, from http://towcenter.org/wp-content/uploads/2014/04/80172_Tow-Center-Report-PPG-web-5.pdf</p> <p>Wallace, Aurora. (2012). New buildings and new spaces. <i>Media capital: Architecture and communications in New York City</i> (pp. 37-62). Chicago, IL: University of Illinois Press.</p> <p>Zaman, Akhteruz. (2013). Newsroom as battleground. <i>Journalism Studies</i>, 14(6), 819-834. doi: 10.1080/1461670X.2013.776813</p>	<p>What kind of buildings have news organizations historically constructed? Why did they choose certain forms of architecture – what do they symbolize? What kind of buildings and newsrooms are news organizations creating today and what does their architecture say about the values of contemporary journalism? Have these questions in mind as you tour the new ANN building and hear people talk about why and how it was built.</p>	<p>None.</p>

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

Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> 1. Lewis, A. (2008). A press privilege? Freedom for the thought we hate (pp. 81-100). New York, NY: Basic Books. 2. <u>Podcast</u>: “The re-birth of the First Amendment” (<i>On The Media</i>, 10m25s): http://www.onthemedial.org/story/re-birth-first-amendment/ 3. <u>Podcast</u>: “Free to forget” (<i>On The Media</i>, 7m21s): http://www.onthemedial.org/story/free-forget/ → think about what this ruling means for journalism as you listen <p>RECOMMENDED: 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 http://www.theguardian.com/commentisfree/2014/jul/02/eu-right-to-be-forgotten-guardian-google 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. Tompkins, Al. (2014, May 19, 2014). What the FCC's net neutrality ruling means for journalism. <i>Poynter</i>. Retrieved July 23, 2014, from http://www.poynter.org/latest-news/top-stories/252528/what-the-fccs-net-neutrality-ruling-means-for-journalism/</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 to <u>gather</u> news, an editor's right to <u>publish</u> news, and a public's right to <u>hear</u> news?	None.

DIVERSITY IN NEWS & JOURNALISM -- Guest lecture by Prof Laura Castañeda --

Reading / Listening Due	Thought Questions	Assignment Due
<p>Required reading to be announced.</p> <p>RECOMMENDED: Awad, Isabel. (2008). Cultural diversity in the news media: a democratic or a commercial need? <i>Javnost - The Public</i>, 15(4), 55-72.</p>	What conditions in journalism employment and coverage have women, people of color, and members of LGBTQ	None.

<p>Awad, Isabel. (2011). Latinas/os and the mainstream press: The exclusions of professional diversity. <i>Journalism</i>, 12(5), 515-532.</p> <p>Benson, R. (2005). American journalism and the politics of diversity. <i>Media, Culture & Society</i>, 27(1), 5-20.</p> <p>Chambers, D., & Steiner, L. (2010). The changing status of women journalists. In S. Allan (Ed.), <i>The Routledge companion to news and journalism</i> (pp. 49-59). London, UK: Routledge.</p> <p>Evans, Lisa, Cherny, Lynn, & Matias, J. Nathan. (2012, September 7, 2012). Women's representation in media: The best data on the subject to date. <i>The Guardian</i>. Retrieved August 2, 2014, from http://www.theguardian.com/news/datablog/2012/sep/07/gender-media-best-data-available & see http://opengendertracking.org/</p> <p>Glasser, Theodore L. (1992). Professionalism and the derision of diversity: The case of the education of journalists. <i>Journal of Communication</i>, 42, 131-140.</p> <p>Lutes, Jean Marie. (2006). <i>Front-page girls: Women journalists in American culture and fiction, 1880-1930</i>. Ithaca, NY: Cornell University Press.</p> <p>Park, Robert E. (2011). The immigrant press and assimilation. In B. Brennen & H. Hardt (Eds.), <i>The American journalism history reader</i> (pp. 150-174). New York, NY: Routledge.</p> <p>Poindexter, P. (2007). Finding women in the newsroom and in the news. In P. Poindexter, S. Meraz & A. S. Weiss (Eds.), <i>Women, men and news: Divided and disconnected in the news media landscape</i> (pp. 72-94). New York, NY: Routledge.</p> <p>Roberts, Gene, & Klibanoff, Hank. (2011). "A fighting press". In B. Brennen & H. Hardt (Eds.), <i>The American journalism history reader</i> (pp. 467-478). New York, NY: Routledge.</p> <p>Ross, Ishbel. (2011). Front-page girl. In B. Brennen & H. Hardt (Eds.), <i>The American journalism history reader</i> (pp. 175-184). New York, NY: Routledge.</p> <p>Ross, Ishbel. (1936). <i>Ladies of the press</i>. New York, NY: Harper & Brothers.</p> <p>Voss, Kimberly, & Speere, Lance. (2014). Taking chances and making changes: The career paths and pitfalls of pioneering women in newspaper management. <i>Journalism & Mass Communication Quarterly</i>, 91(2), 272-288. doi: 10.1177/1077699014527453</p>	<p>groups faced in the 20th century? How have the news media addressed these conditions, and what visions of diversity and progress have these efforts represented? What is the "goal" of diversity in news organizations, how has this goal changed over time, and what efforts are still needed today and going forward?</p>	
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Week #8: Monday, October 13th

**MIDTERM EXAM: Only on material covered so far; open-book and open-notes
[see description of exam in section above 'ASSIGNMENTS, GRADING, & READING']**

AUDIENCE-PRESS RELATIONSHIPS: REPRESENTATION IN/THROUGH THE NEWS

Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> 1. 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. 2. Rosen, Jay. (2006, June 27, 2006). The people formerly known as the audience. <i>Press Think</i>. Retrieved March 11, 2009, from http://journalism.nyu.edu/pubzone/weblogs/pressthink/2006/06/27/ppl_frmr_p.html 3. Podcast: "Dear editor" (<i>On The Media</i>, 7m40s): http://www.onthemedial.org/story/dear-editor/ <p>RECOMMENDED:</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., & 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., & 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>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 & M. Vujnovic (Eds.), <i>Participatory journalism</i> (pp. 76-95). Malden, MA: Wiley-Blackwell.</p> <p>Ettema, J., & Whitney, C. (Eds.). (1994). <i>Audience making: How the media create the audience</i>. London, UK.</p> <p>Heikkilä, Heikki, & Ahva, Laura. (2014). The relevance of journalism. <i>Journalism Practice</i>. doi: 10.1080/17512786.2014.928465</p> <p>Loosen, W., & Schmidt, J-H. (2012). (Re-)discovering the audience. <i>Information, Communication & 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 & M. Vujnovic (Eds.), <i>Participatory journalism</i> (pp. 96-117). Malden, MA: Wiley-Blackwell.</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>

**THE “ALTERNATIVE” PRESS & TELLING A COMMUNITY’S STORY:
INTERSECTIONS AND THE MODERN HISTORY OF SOUTH LOS ANGELES
-- Visit from Daniela Gerson & staff of *INTERSECTIONS* --**

Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> 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. 2. Browse <i>Intersections South LA</i>, including the ‘About Us’ page; read <u>any 2 stories</u> from any section of the website: http://intersectionssouthla.org/ <p><u>RECOMMENDED:</u> Atton, Chris, & Hamilton, James F. (2008). The historicization of alternative journalism. <i>Alternative journalism</i> (pp. 9-21). New York, NY: Sage. 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 http://www.nieman.harvard.edu/reports/article/100326/Watching-a-Community-Changed-by-Immigration.aspx</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 <i>reporting</i> 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>	<p>None.</p>

Week #9: Wednesday, October 22nd

PAST, PRESENT, AND FUTURE OF RADIO
-- Guest lecture by Prof Willa Seidenberg --

Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none">1. Barnouw, Erik. (2011). Voices. In B. Brennen & H. Hardt (Eds.), <i>The American journalism history reader</i> (pp. 380-402). New York, NY: Routledge.2. Turow, J. (2011). The rise of radio. <i>Media today: An introduction to mass communication</i> (pp. 366-370). London, UK: Routledge. → <u>pages 366-370 only (to start of section 'Radio in the 1920s, 1930s, and 1940s)</u> <p><u>RECOMMENDED:</u> Podcast: "Voice of America" (<i>On The Media</i>, 8m24s, http://www.onthemedial.org/2013/jul/19/voice-america/) Douglas, S.J. (2004). World War II and the invention of broadcast journalism <i>Listening in: Radio and the American imagination</i> (pp. 161-198): University of Minnesota Press. Fellow, A.R. (2013). Chapter 9: Radio and its promises. <i>American media history</i> (3rd ed., pp. 248-270). Boston, MA: Wadsworth. → <u>pages 248-270 only</u> Razlogova, Elena. (2011). <i>The listener's voice: Early radio and the American public</i>. Philadelphia: University of Pennsylvania Press.</p>	How does radio differ from newspapers as a broadcast medium? How do these differences appear in the technologies that make it possible, the legal codes that regulate its operation, and the practices of radio reporters versus print reporters? To what extent did radio emerge from historical "hacker" communities of amateur technologists and storytellers?	None.

Week #10: Monday, October 27th

PHOTOJOURNALISM: VISUAL STORYTELLING WHERE FACTS MEET VALUES

Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none">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.2. Introduction to <i>Life Photographers: What they saw</i> (a biographical history of <u>Life Magazine</u>). <p><u>RECOMMENDED:</u></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	Reflection #2: Topic TBA.

Alper, M. (2013). War on Instagram: Framing conflict photojournalism with mobile photography apps. <i>New Media & Society</i> . doi: 10.1177/1461444813504265	this question? How have camera phones and photo apps impacted photojournalism?	
Berger, John. (2009). <i>Ways of seeing</i> . New York, NY: Penguin Books.		
Schwartz, D. (1999). Objective representation: Photographs as facts. In B. Brennen & H. Hardt (Eds.), <i>Picturing the past: Media, history, and photography</i> . Urbana-Champaign, IL: University of Illinois Press.		
Sontag, Susan. (1973). <i>On photography</i> . New York, NY: Rosetta Books.		

Week #10: Wednesday, October 29th

FOREIGN CORRESPONDENCE & THE IDEA OF INTERNATIONAL NEWS

Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> 1. Knightly, P. (2004). Preface. <i>The first casualty: The war correspondent as hero and myth-maker from the Crimea to Iraq</i> (3rd ed., pp. xi-xiii). Baltimore, MD: The Johns Hopkins University Press. 2. Shafer, Jack. (2009, December 29, 2009). The romance and reality of foreign reporting: A Q&A with John Maxwell Hamilton. <i>Slate</i>. Retrieved June 2, 2014, from http://www.slate.com/articles/news_and_politics/press_box/2009/12/the_romance_and_reality_of_foreign_reporting.single.html 3. 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 http://www.theverge.com/2013/1/23/3890674/tweeting-the-news-andy-carvin-test-pilots-twitter-journalism <p>RECOMMENDED:</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 & 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>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>

O'Donovan, C. (2013, December 5, 2013). Where in the world is BuzzFeed? Building foreign news around themes rather than geography. Nieman Journalism Lab. Retrieved December 5, 2013, from http://www.niemanlab.org/2013/12/where-in-the-world-is-buzzfeed-building-foreign-news-around-themes-rather-than-geography/		
Heinrich, A. (2012). Foreign reporting in the sphere of network journalism. <i>Journalism Practice</i> , 6(5-6), 766-775.		
Katz, E. (1992). The end of journalism? Notes on watching the war <i>Journal of Communication</i> , 42(3), 5-13.		

Week #11: Monday, November 3rd

TRACING JOURNALISM AND JOURNALISTS IN POPULAR CULTURE

-- Guest lecture by Prof Joe Saltzman --

Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> 1. Saltzman, J. (2005). Analyzing the images of the journalist in popular culture: a unique method of studying the public's perception of its journalists and the news media. Retrieved August 30, 2013, from http://ijpc.org/uploads/files/AEJMC%20Paper%20San%20Antonio%20Saltzman%202005.pdf → pages 28-43 only 2. Browse the 'Image of the Journalist in Popular Culture' online database: http://ijpc.uscannenberg.org/page/introdatabase.htm 3. 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.. <p>RECOMMENDED: Fellow, A.R. (2013). Film as a social and political power. <i>American media history</i> (3rd ed., pp. 223-237). Boston, MA: Wadsworth. → pages 223-237 only Hartley, John. (2009). Journalism and popular culture. In K. Wahl-Jorgensen & 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</i> or <i>create</i> the press?</p>	<p>None.</p>

IN-CLASS ACTIVITY: BUILDING A COMPARATIVE TIMELINE WITH ARCHIVAL NEWS SOURCES

Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> 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. → <u>pages 35-48 only (until beginning of section 'Four information biases in the news: An in-depth look')</u> 2. Streeter, T. (2009). How to do a frame analysis of news media. <i>Sociology of News</i>. Retrieved August 10, 2013, from http://www.uvm.edu/~tstreete/Courses/sociology_of_news/page25/page25.html 3. Browse the class 'LibGuide' site, especially the links <i>Historical Newspaper, Chicano/Latino Newspapers, Archives Online</i>: http://libguides.usc.edu/jour201 4. Review these examples showing changes in news language over time: <ol style="list-style-type: none"> a. Changes in the AP Style Guide over 30 years: http://bit.ly/1BhyKj6 b. <i>New York Times Labs' "Chronicle"</i>: http://chronicle.nytlabs.com/ <p><u>RECOMMENDED:</u></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 http://www.niemanlab.org/2009/03/introducing-media-cloud/</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>ProPublica. (nd). Tools & data: ProPublica's news applications, graphics, databases, and tools. <i>ProPublica</i>. Retrieved August 1, 2014, from http://www.propublica.org/tools/</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?</p>	<p>None, but attendance at this class is <u>critical</u> for students to successfully complete the final 'timeline' project.</p>

COVERING CAMPAIGNS AND POLITICAL JOURNALISM

-- Guest lecture by Prof Tom Hollihan --

Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> Schudson, M. (2008). The concept of politics in contemporary U.S. journalism. <i>Why democracies need an unlovable press</i> (pp. 63-76). Cambridge, UK: Polity Press. Bruni, F. (2013, June 1, 2013). Who needs reporters? <i>The New York Times</i>. Retrieved August 2, 2013, from http://www.nytimes.com/2013/06/02/opinion/sunday/bruni-who-needs-reporters.html <p>RECOMMENDED:</p> <p>Baldasty, G.J. (2011). American political parties and the press. In B. Brennen & H. Hardt (Eds.), <i>The American journalism history reader</i> (pp. 270-296). New York, NY: Routledge.</p> <p>Carr, D. (2013, September 1, 2013). Campaign journalism in the age of Twitter. <i>The New York Times</i>. Retrieved September 3, 2013, from http://www.nytimes.com/2013/09/02/business/media/campaign-journalism-in-the-age-of-twitter.html?_r=0&pagewanted=all</p> <p>Crouse, T. (2012). The boys on the bus. In E. King & J. L. Chapman (Eds.), <i>Key readings in journalism</i> (pp. 312-320).</p> <p>Gershon, S.A. (2012). Press secretaries, journalists, and editors: Shaping local congressional news coverage. <i>Political Communication</i>, 29(2), 160-183.</p> <p>Halberstam, D. (1976, January 1, 1976). CBS: The Power and the Profits: Parts One & Two. <i>The Atlantic</i>. Retrieved August 1, 2013, from http://www.theatlantic.com/magazine/archive/1976/01/cbs-the-power-and-the-profits/305304/</p> <p>Hollihan, T.A. (2008). How the news media shape political campaigns. <i>Uncivil wars: Political campaigns in a media age</i> (2nd ed., pp. 102-135). London, UK: Bedford/St. Martin's.</p> <p>Kellner, D. (2010). Media spectacle, presidential politics, and the transformation of journalism. In S. Allan (Ed.), <i>The Routledge companion to news and journalism</i> (pp. 116-126). London, UK: Routledge.</p>	<p>What ideals of politics do journalists bring to reporting? What assumptions do reporters make about how democracies and political campaigns work, or should work? Do you agree with Bruni that political reporters are no longer needed?</p>	<p>None.</p>

THE ORGANIZED PRESS: THE ROUTINES, HABITS, AND RITUALS OF JOURNALISM

Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> 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. → <u>pages 166-179 only (up to beginning of section 'When Journalism Work')</u> Gans, H. (2012). Deciding what's news. In E. King & J. L. Chapman (Eds.), <i>Key readings in journalism</i> (pp. 95-104). Podcast: "Yeah baby, yeah baby, yeah baby" (<i>On The Media</i>, 3m42s): http://www.onthemedialife.org/story/yeah-baby-yeah-baby-yeah-baby/ <p>RECOMMENDED:</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 http://www.niemanlab.org/2013/08/invisible-hand-or-thoughtful-design-ownership-and-influence-in-the-sale-of-the-washington-post/</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 & H. Hardt (Eds.), <i>The American journalism history reader</i> (pp. 303-322). New York, NY: Routledge.</p> <p>Gans, H. (2012). Deciding what's news. In E. King & J. L. Chapman (Eds.), <i>Key readings in journalism</i> (pp. 95-104).</p> <p>Podcast: "Switcheroo: Act2, Forgive Us Our Press Passes" (<i>This American Life</i>, 23m30s, http://www.thisamericanlife.org/radio-archives/episode/468/switcheroo?act=2#play)</p> <p>Schudson, Michael. (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 http://www.poynter.org/latest-news/top-stories/179555/journatic-staffer-takes-this-american-life-inside-outsourced-journalism/</p> <p>Tuchman, G. (1978). <i>Making news: A study in the social construction of reality</i>. New York: Free Press.</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>

THE INVESTIGATIVE PRESS: JOURNALISTS AS MORAL ACTORS

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., & 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. <u>pages 3-12 only</u></p> <p><u>RECOMMENDED:</u></p> <p>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"> • <i>Top Secret America</i>: http://projects.washingtonpost.com/top-secret-america/ • <i>Investigating Power</i>: http://www.investigatingpower.org/ • <i>Berkeley's Center for Investigative Reporting</i>: http://cironline.org/ <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>Ettema, J.S., & Glasser, T.L. (1998). Introduction. <i>Custodians of conscience</i> (pp. 1-15). New York, NY: Columbia University Press.</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 http://www.theatlantic.com/national/archive/2013/10/these-journalists-spent-two-years-and-750-000-covering-one-story/280151/</p> <p>Podcast: "New Site Chronicles Greatest Investigative Reporting" (NPR's <i>All Things Considered</i>, 7m48s: http://www.npr.org/2012/04/25/151386977/new-site-chronicles-greatest-investigative-reporting)</p>	<p>What kind of moral assumptions do investigative reporters make? How do these assumptions historically translated 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>None.</p>

THE ONGOING HISTORY OF JOURNALISM EDUCATION

Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> Boroff, David. (1965). What ails the journalism schools. <i>Harper's Magazine</i>, 231(October), 77-88. Joseph, B. (2009). Journalism education. In K. Wahl-Jorgensen & T. Hanitzsch (Eds.), <i>The handbook of journalism studies</i> (pp. 42-58). New York, NY: Routledge. Podcast: “This is a great time to enter journalism” (<i>On The Media</i>, 6m05s): http://www.onthemedialab.org/story/great-time-enter-journalism/ <p>RECOMMENDED:</p> <p>Anderson, C.W., Glaisyer, T., Smith, J., & Rothfeld, M. (2011, October, 2011). Shaping 21st century journalism. <i>New America Foundation</i>. Retrieved August 1, 2013, from http://www.knightfoundation.org/media/uploads/article_pdfs/Shaping_21st_Century_Journalism.pdf</p> <p>Boroff, David. (1965). What ails the journalism schools. <i>Harper's Magazine</i>, 231(October), 77-88.</p> <p>Carey, J.W. (2000). Some personal notes on US journalism education. <i>Journalism</i>, 1(1), 12-23.</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 & Communication Monographs</i>. doi: 10.1177/1522637914541379</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 http://www.niemanlab.org/2012/09/geneva-overholser-keeping-journalism-and-journalism-school-connected-to-the-public/</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., & Besbris, M. (2013). Hitting a moving target: How journalism schools are adapting to an unstable media job market. Retrieved October 3, 2013, from http://ipk.nyu.edu/images/pdfs/Journalismschoolreport.pdf</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 http://www.pbs.org/ideallab/2012/07/why-</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>Reflection #3: Topic TBA.</p>

code-in-the-newsroom-new-york-times-propublicans-answer205 Weiss, A.S., & 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 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/		
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Week #14: Monday, November 24th

WHEN THE PRESS MEETS THE STATE [PART ONE]: WATERGATE vs. WIKILEAKS

Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> Defrank, T. (2014, August 9, 2014). Five days in August: What it was like to report Watergate. <i>The Atlantic</i>. Retrieved August 11, 2014, from http://www.theatlantic.com/politics/archive/2014/08/five-days-in-august-what-it-was-like-to-report-watergate/375810/ Keller, B. (2011, January 26, 2011). Dealing with Assange and the WikiLeaks secrets. <i>New York Times Magazine</i>. Retrieved November 13, 2013, from http://www.nytimes.com/2011/01/30/magazine/30Wikileaks-t.html?pagewanted=all <u>Listen to at least three of these podcasts</u> (your choice, skim descriptions first): <ul style="list-style-type: none"> "The Manhattan Project" (<i>On The Media</i>, 7m40s, http://www.onthemedialab.org/story/manhattan-project/) "A Historic Case for Prosecuting Journalists Who Report Leaks" (<i>On The Media</i>, 6m45s, http://www.onthemedialab.org/2013/aug/02/historic-case-prosecuting-journalists-who-report-leaks/) "Keeping Secrets" (<i>On The Media</i>, 5m48s, http://www.onthemedialab.org/2007/aug/10/keeping-secrets/) "Ahem" (<i>On The Media</i>, 6m33s, http://www.onthemedialab.org/2005/jun/03/ahem/) "The Leak at Wikileaks" (<i>On The Media</i>, 3m22s, http://www.onthemedialab.org/2011/sep/02/leak-wikileaks/) "Wikileaks, The Law and The Press" (<i>On The Media</i>, 6m19s, http://www.onthemedialab.org/2010/dec/10/wikileaks-the-law-and-the-press/) "Bradley Manning: An Alternate History" (<i>On The Media</i>, 6m01s, http://www.onthemedialab.org/2013/mar/15/bradley-manning-alternate-history/) 	How do you define a "leaker" versus a "whistleblower"? Should journalists treat them differently? How are this week's examples like or unlike investigative reporting? What guidelines should journalists follow when interacting with whistleblowers? When should the press re-present information provided to them by whistleblowers, when should the press keep that information secret, and when should it write stories using that information? What's the difference between a whistleblower and an investigative reporter – and why does that difference matter?	None.

RECOMMENDED:

- Auletta, K. (2013). Freedom of information: A British newspaper wants to take its aggressive investigations global, but money is running out. *The New Yorker*. Retrieved October 7 from http://www.newyorker.com/reporting/2013/10/07/131007fa_fact_auletta?currentPage=all
- Benkler, Y. (2011). A free irresponsible press: Wikileaks and the battle over the soul of the networked fourth estate. *Harvard Civil Rights-Civil Liberties Law Review*, 46, 311-397.
http://benkler.org/Benkler_Wikileaks_current.pdf
- Coddington, M. (2012). Defending a paradigm by patrolling a boundary: Two global newspapers' approach to WikiLeaks. *Journalism and Mass Communication Quarterly*, 89(3), 377-396.
- Downie, L., & Rafsky, S. (2013, October 10, 2013). The Obama administration and the press: Leak investigations and surveillance in post-9/11 America. Committee to Protect Journalists. Retrieved October 11, 2013, from <http://cpj.org/reports/2013/10/obama-and-the-press-us-leaks-surveillance-post-911.php>
- Farhi, P., & Nakashima, E. (2010, July 27, 2010). Is WikiLeaks the Pentagon Papers, Part 2? Parallels, and differences, exist. *The Washington Post*. Retrieved August 3, 2013, from http://www.washingtonpost.com/wp-dyn/content/article/2010/07/26/AR2010072605410_pf.html
- Friedersdorf, C. (2013, December 4, 2013). 82 years before Edward Snowden, there was Herbert O. Yardley. Retrieved December 4, 2013, from <http://www.theatlantic.com/politics/archive/2013/12/82-years-before-edward-snowden-there-was-herbert-o-yardley/282019/>
- Lynch, L. (2010). "We're going to crack the world open": Wikileaks and the future of investigative reporting. *Journalism Practice*, 4(3), 309-318.
- Lynch, L. (2013). WikiLeaks after megaleaks: The organization's impact on journalism and journalism studies. *Digital Journalism*, 1(3), 314-334. doi: 10.1080/21670811.2013.816544
- Maass, P. (2013, August 13, 2013). Q&A: Edward Snowden speaks to Peter Maass. *The New York Times*. Retrieved August 13, 2013, from <http://www.nytimes.com/2013/08/18/magazine/snowden-maass-transcript.html>
- MacAskill, E., & Dance, G. (2013, nd). NSA Files Decoded: What the revelations mean for you. *The Guardian*. Retrieved November 5, 2013, from <http://www.theguardian.com/world/interactive/2013/nov/01/snowden-nsa-files-surveillance-revelations-decoded>
- Slattery, K., & Doremus, M. (2012). Suppressing allied atrocity stories: The unwritten clause of the World War II censorship code. *Journalism and Mass Communication Quarterly*, 89(4), 624-642.
- Video: "Edward Snowden: 'The US government will say I aided our enemies'" (*The Guardian*, 7m06s, <http://www.theguardian.com/world/video/2013/jul/08/edward-snowden-video-interview>)
- Video/Transcript: "Spilling the NSA's Secrets: Guardian Editor Alan Rusbridger on the Inside Story of Snowden Leaks" (*Democracy Now!*, 45m23s, http://www.democracynow.org/2013/9/23/spilling_the_nsas_secrets_guardian_editor)

THANKSGIVING: No class

**WHEN THE PRESS MEETS THE STATE [PART TWO]:
GLEN GREENWALD, EDWARD SNOWDEN & NETWORKED WHISTLEBLOWING**

Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> Greenwald, Glen. (2014). Ten days in Hong Kong. <i>No place to hide</i> (pp. 33-89). New York, NY: Metropolitan Books. Podcast: "Reporter Had to Decide if Snowden Leaks were 'The Real Thing'" (<i>Fresh Air</i>, 47m17s): http://www.npr.org/2013/09/11/221359323/reporter-had-to-decide-if-snowden-leaks-were-the-real-thing Podcast: "Edward Snowden: From 'geeky' dropout to NSA leaker." (<i>Fresh Air</i>, 38m5s): http://www.npr.org/2014/04/16/303733011/edward-snowden-from-geeky-drop-out-to-nsa-leaker <p>RECOMMENDED:</p> <p>Andrews, Suzanna, Burrough, Bryan, & Ellison, Sarah. (2014, May, 2014). The Snowden saga: A shadowland of secrets and light. Vanity Fair. Retrieved July 2, 2014, from http://www.vanityfair.com/politics/2014/05/edward-snowden-politics-interview</p> <p>Bamford, James. (2014, August 13, 2014). Edward Snowden: The untold story. Wired. Retrieved August 13, 2014, from http://www.wired.com/2014/08/edward-snowden/</p> <p>Electronic Frontier Foundation. (nd). NSA spying on Americans. Retrieved August 3, 2014, from https://www EFF.org/nsa-spying</p> <p>Folkenflik, David. (2014, June 5, 2014). 'New York Times' editor: Losing Snowden scoop 'really painful'. NPR. Retrieved August 1, 2014, from http://www.npr.org/2014/06/05/319233332/new-york-times-editor-losing-snowden-scoop-really-painful</p> <p>The Guardian. (2014). The NSA files. Retrieved August 2, 2014, from http://www.theguardian.com/world/the-nsa-files</p> <p>Pen. (2013, November 12, 2013). Chilling effects: NSA surveillance drives U.S. writers to self-censor. <i>PEN American Center</i>. Retrieved August 12, 2014, from</p>	<p>What kind of assumptions do Snowden and Greenwald make about "the public"? What journalistic skills did Greenwald need to have to communicate with Snowden? How are Snowden's leaks of NSA data different from the Ellsberg's leak of the Pentagon Papers or Manning's leak to Wikileaks? What assumptions does each make about journalism? What questions would you like to ask Snowden and Greenwald about the reporting?</p>	<p>None.</p>

http://www.pen.org/sites/default/files/2014-08-01_Full%20Report_Chilling%20Effects%20w%20Color%20cover-UPDATED.pdf Podcast: "Glenn Greenwald's departure from The Guardian." (<i>On the Media</i> , 6m06s, http://www.onthemedial.org/story/glenn-greenwalds-departure-guardian/) Video: "NSA whistleblower Edward Snowden: 'I don't want to live in a society that does these sort of things'" (Part One, <i>The Guardian</i> , 12m34s, http://www.theguardian.com/world/video/2013/jun/09/nsa-whistleblower-edward-snowden-interview-video) Video: "United States of Secrets" (<i>PBS Frontline</i> , Parts One and Two, http://www.pbs.org/wgbh/pages/frontline/united-states-of-secrets/) Video: "Snowden, Ellsberg, Timm" (<i>HOPE X conference</i> , 1hr23min, https://www.youtube.com/watch?v=FGgo7MSJVVA)		
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Week #15: Wednesday, December 3rd

LINKING THE PAST TO THE PRESENT: AN OVERVIEW OF NETWORKED NEWS DYNAMICS

Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> 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. Pariser, E. (2011). The user is the content. <i>The filter bubble</i> (pp. 47-76). New York, NY: Penguin Press. <p>RECOMMENDED: 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 http://towcenter.org/wp-content/uploads/2014/05/Tow-Center-Data-Driven-Journalism.pdf Kovach, B., & 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. Kovach, B., & 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. 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 http://www.theatlantic.com/technology/archive/2014/07/in-1858-people-said-the-telegraph-was-too-fast-for-the-truth/375171/ Nussbaum, E. (2009, January 11, 2009). The new journalism: Goosing the gray lady. New York Magazine. Retrieved August 2, 2013, from http://nymag.com/news/features/all-new/53344/ Patterson, T.E. (2013). <i>Informing the news</i>. New York, NY: Vintage.</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?</p>	<p>Comparative Timeline Project</p>

<p>Rogers, Simon. (2013). <i>Facts are sacred</i>. London, UK: Faber & 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, & 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 & Society</i>. doi: 10.1177/1461444814523079.</p> <p>Podcast: "The future history of the newspaper industry" (<i>On The Media</i>, 5m37s): http://www.onthemediamedia.org/story/future-history-of-newspaper-industry/</p> <p>Podcast: "Tim Wu's The Master Switch" (<i>On The Media</i>, 7m49s): http://www.onthemediamedia.org/2010/nov/12/tim-wus-the-master-switch/</p> <p>Podcast: "The State of the News Media: 2013 Pew Study" (<i>On The Media</i>, 6m58s): http://www.onthemediamedia.org/2013/mar/22/state-news-media/</p> <p>Podcast: "Digital drama at the New York Times" (<i>On The Media</i>, 7m03s): http://www.onthemediamedia.org/story/new-york-times-digital-drama/</p> <p>Podcast: "Coverage of the Boston Bombing, Undercover Reporting, and More" (<i>On The Media</i>): http://www.onthemediamedia.org/story/287989-coverage-of-the-boston-bombing-undercover-reporting-and-more/ → only until 23m40s</p>		
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Monday, December 15th: 2-4pm

As set by university schedule: <http://classes.usc.edu/term-20143/finals/>

FINAL EXAMINATION: Only covering material since the midterm exam; open-book and open-notes.

-30-

[Why have reporters historically ended stories with '-30-'? <http://ajrarchive.org/article.asp?id=4408>]