

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.

Contact Info: ananny@usc.edu

Teaching Assistant: Stephany Rodas

Office: ANN main lobby / lounge area

Office Hours: TBD

Contact Info: rodasste@usc.edu

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

• <u>500-word Analytical Memoir (30 points)</u>: 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):

- o **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 12 (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 12	100	20
	500	100%	

b. Grading Scale

TOTAL POSSIBLE POINTS: 500 points

Final grades will be assigned using these point ranges:

467-500 =	A 450-46	66 = 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	

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.

<u>Late Policy:</u> Unless there is a valid medical/family/personal reason <u>and</u> arrangements have been made with the instructor before an assignment's due date, <u>late assignments will be deducted one partial letter grade per 24 hours late</u>. *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 <u>more than 72 hours past the due date</u>, unless discussed with the instructor before the original due date.

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

- 1) You have <u>valid and documented</u> 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—<u>before the date of the exam</u>—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.onthemedia.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 <u>Annenberg Virtual Commons</u> for more information. To connect to USC's Secure Wireless network, please visit USC's <u>Information Technology Services</u> website.

Your phone <u>must</u> 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, <u>laptops are NOT allowed to be used during class</u>. 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 <u>not</u> 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 <u>active</u> and <u>reflective</u> 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 <u>before</u> you read/listen (preparing your focus) or you might think about them <u>after</u> 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.onthemedia.org/story/future-history-of-newspaper-industry/
- o *PBS.* (2012, November 16, 2012). The impact of Twitter on journalism. *Off Book*. Retrieved July 24, 2014, from http://video.pbs.org/video/2305475240/
- o KRON (1981) https://www.youtube.com/watch?v=5WCTn4FljUQ

• What is "good work" in journalism?

- o 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.
- o 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?

O 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.

Reading / Listening Due 1. Schudson, M. (2003). Where news came from. The sociology of news (pp. 64-89). New York, NY: W.W. Norton & Co. 2. Russial, J., Laufer, P., & Wasko, J. (2015). Journalism in Crisis? Javnost - The Public, 22(4), 299-312. doi: 10.1080/13183222.2015.1091618 RECOMMENDED: Barnhurst, Kevin G., & Nerone, John. (2009). Journalism history. In K. Wahl-Jorgensen & T. Hanitzsch (Eds.), The handbook of journalism studies (pp. 17-28). London, UK: Routledge. Carey, J.W. (1974/1997). The problem of journalism history. In E. S. Munson & C. A. Warren (Eds.), James Carey: A critical reader. Minneapolis, MN: University of Minnesota Press. Hampton, M. (2010). The fourth estate ideal in journalism history. In S. Allan (Ed.), The Routledge companion to news and journalism (pp. 4-12). London, UK: Routledge. Schudson, M. (2000). Good citizens and bad history: Today's political ideals in historical perspective. The Communication Review, 4(1), 1-19. doi: 10.1080/10714420009359458 Myhy do you think we need news? What's the difference between 'news' and 'information'? What's the difference between 'news' and 'information'? What's the difference between 'news' what's the difference between a 'community' and a 'public'? What special role do journalism history. In K. Wahl-Journalism studies (pp. 17-28). London, UK: Routledge. Schudson, M. (2010). The fourth estate ideal in journalism (pp. 4-12). London, UK: Routledge. Schudson, M. (2000). Good citizens and bad history: Today's political ideals in historical perspective. The Communication Review, 4(1), 1-19. doi: 10.1080/10714420009359458		Week #1: Thursday, January 1. DEFINING JOURNALISM, NEWS, THE PRESS – AN		
(pp. 64-89). New York, NY: W.W. Norton & Co. 2. Russial, J., Laufer, P., & Wasko, J. (2015). Journalism in Crisis? Javnost - The Public, 22(4), 299-312. doi: 10.1080/13183222.2015.1091618 RECOMMENDED: Barnhurst, Kevin G., & Nerone, John. (2009). Journalism history. In K. Wahl-Jorgensen & T. Hanitzsch (Eds.), The handbook of journalism studies (pp. 17-28). London, UK: Routledge. Carey, J.W. (1974/1997). The problem of journalism history. In E. S. Munson & C. A. Warren (Eds.), James Carey: A critical reader. Minneapolis, MN: University of Minnesota Press. Hampton, M. (2010). The fourth estate ideal in journalism history. In S. Allan (Ed.), The Routledge companion to news and journalism (pp. 4-12). London, UK: Routledge. Schudson, M. (2000). Good citizens and bad history: Today's political ideals in historical perspective. The Communication Review, 4(1), 1-19. doi: 10.1080/10714420009359458				Assignment Due
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? (pp. 17-28). London, UK: Routledge. Carey, J.W. (1974/1997). The problem of journalism history. In E. S. Munson & C. A. Warren (Eds.), James Carey: A critical reader. Minneapolis, MN: University of Minnesota Press. Hampton, M. (2010). The fourth estate ideal in journalism history. In S. Allan (Ed.), The Routledge. Schudson, M. (2000). Good citizens and bad history: Today's political ideals in historical perspective. The Communication Review, 4(1), 1-19. doi: 10.1080/10714420009359458	1.	Schudson, M. (2003). Where news came from. <i>The sociology of news</i>	Why do you think we need	None.
2. Russial, J., Laufer, P., & Wasko, J. (2015). Journalism in Crisis? Javnost - The Public, 22(4), 299-312. doi: 10.1080/13183222.2015.1091618 RECOMMENDED: Barnhurst, Kevin G., & Nerone, John. (2009). Journalism history. In K. Wahl-Jorgensen & T. Hanitzsch (Eds.), The handbook of journalism studies (pp. 17-28). London, UK: Routledge. Carey, J.W. (1974/1997). The problem of journalism history. In E. S. Munson & C. A. Warren (Eds.), James Carey: A critical reader. Minneapolis, MN: University of Minnesota Press. Hampton, M. (2010). The fourth estate ideal in journalism history. In S. Allan (Ed.), The Routledge companion to news and journalism (pp. 4-12). London, UK: Routledge. Schudson, M. (2000). Good citizens and bad history: Today's political ideals in historical perspective. The Communication Review, 4(1), 1-19. doi: 10.1080/10714420009359458		(pp. 64-89). New York, NY: W.W. Norton & Co.	news? What's the	
The Public, 22(4), 299-312. doi: 10.1080/13183222.2015.1091618 RECOMMENDED: Barnhurst, Kevin G., & Nerone, John. (2009). Journalism history. In K. Wahl-Jorgensen & T. Hanitzsch (Eds.), The handbook of journalism studies (pp. 17-28). London, UK: Routledge. Carey, J.W. (1974/1997). The problem of journalism history. In E. S. Munson & C. A. Warren (Eds.), James Carey: A critical reader. Minneapolis, MN: University of Minnesota Press. Hampton, M. (2010). The fourth estate ideal in journalism history. In S. Allan (Ed.), The Routledge companion to news and journalism (pp. 4-12). London, UK: Routledge. Schudson, M. (2000). Good citizens and bad history: Today's political ideals in historical perspective. The Communication Review, 4(1), 1-19. doi: 10.1080/10714420009359458			difference between 'news'	
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. Schudson, M. (2000). Good citizens and bad history: Today's political ideals in historical perspective. The Communication Review, 4(1), 1-19. doi: 10.1080/10714420009359458	2.		and 'information'? What's	
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. Schudson, M. (2000). Good citizens and bad history: Today's political ideals in historical perspective. The Communication Review, 4(1), 1-19. doi: 10.1080/10714420009359458		The Public, 22(4), 299-312. doi: 10.1080/13183222.2015.1091618	the difference between a	
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. Schudson, M. (2000). Good citizens and bad history: Today's political ideals in historical perspective. The Communication Review, 4(1), 1-19. doi: 10.1080/10714420009359458			1	
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. Schudson, M. (2000). Good citizens and bad history: Today's political ideals in historical perspective. The Communication Review, 4(1), 1-19. doi: 10.1080/10714420009359458			-	
(pp. 17-28). London, UK: Routledge. Carey, J.W. (1974/1997). The problem of journalism history. In E. S. Munson & C. A. Warren (Eds.), James Carey: A critical reader. Minneapolis, MN: University of Minnesota Press. Hampton, M. (2010). The fourth estate ideal in journalism history. In S. Allan (Ed.), The Routledge companion to news and journalism (pp. 4-12). London, UK: Routledge. Schudson, M. (2000). Good citizens and bad history: Today's political ideals in historical perspective. The Communication Review, 4(1), 1-19. doi: 10.1080/10714420009359458	Barnhu		1 -	
Carey, J.W. (1974/1997). The problem of journalism history. In E. S. Munson & C. A. Warren (Eds.), James Carey: A critical reader. Minneapolis, MN: University of Minnesota Press. Hampton, M. (2010). The fourth estate ideal in journalism history. In S. Allan (Ed.), The Routledge companion to news and journalism (pp. 4-12). London, UK: Routledge. Schudson, M. (2000). Good citizens and bad history: Today's political ideals in historical perspective. The Communication Review, 4(1), 1-19. doi: 10.1080/10714420009359458			the news?	
C. A. Warren (Eds.), James Carey: A critical reader. Minneapolis, MN: University of Minnesota Press. Hampton, M. (2010). The fourth estate ideal in journalism history. In S. Allan (Ed.), The Routledge companion to news and journalism (pp. 4-12). London, UK: Routledge. Schudson, M. (2000). Good citizens and bad history: Today's political ideals in historical perspective. The Communication Review, 4(1), 1-19. doi: 10.1080/10714420009359458		- " ·		
University of Minnesota Press. Hampton, M. (2010). The fourth estate ideal in journalism history. In S. Allan (Ed.), The Routledge companion to news and journalism (pp. 4-12). London, UK: Routledge. Schudson, M. (2000). Good citizens and bad history: Today's political ideals in historical perspective. The Communication Review, 4(1), 1-19. doi: 10.1080/10714420009359458	Carey, .			
Hampton, M. (2010). The fourth estate ideal in journalism history. In S. Allan (Ed.), The Routledge companion to news and journalism (pp. 4-12). London, UK: Routledge. Schudson, M. (2000). Good citizens and bad history: Today's political ideals in historical perspective. The Communication Review, 4(1), 1-19. doi: 10.1080/10714420009359458				
(Ed.), The Routledge companion to news and journalism (pp. 4-12). London, UK: Routledge. Schudson, M. (2000). Good citizens and bad history: Today's political ideals in historical perspective. The Communication Review, 4(1), 1-19. doi: 10.1080/10714420009359458				
London, UK: Routledge. Schudson, M. (2000). Good citizens and bad history: Today's political ideals in historical perspective. The Communication Review, 4(1), 1-19. doi: 10.1080/10714420009359458	Hampto			
Schudson, M. (2000). Good citizens and bad history: Today's political ideals in historical perspective. The Communication Review, 4(1), 1-19. doi: 10.1080/10714420009359458				
historical perspective. The Communication Review, 4(1), 1-19. doi: 10.1080/10714420009359458	6 1 1			
10.1080/10714420009359458	Schuas			
Tucher Andia (2011) Taaching jaurnalism history to jaurnalists Jaurnalism	Tuchor	•		
Tucher, Andie. (2011). Teaching journalism history to journalists. <i>Journalism</i> **Practice, 5(5), 551-565. doi: 10.1080/17512786.2011.601905	ruciiei,			
Zelizer, Barbie. (2017). What journalism could be. New York, NY: Polity.	7alizar			
Zelizer, Barbie. (2017). What journalism could be. New York, NY. Polity. Zelizer, Barbie, & Allan, Stuart. (2010). Keywords in news and journalism	-			
studies. London, UK: Open University Press.	Zelizei,			

Week #2: Tuesday, January 16			
THE PR	THE PRESS, REVOLUTION, MAKING A NATION: JOURNALISM'S RELATIONSHIP TO DEMOCRACY		
	Reading / Listening Due	Thought Questions	Assignment Due
nation. America	.3). Chapter Three: The press and the founding of a media history (3rd ed., pp. 65-82). Boston, MA: skip the 'profile' boxes	What role did the founders see the press playing in government? What kind of freedoms did the press	None.
	ing Propagandists" (<i>On The Media</i> , 12m06s): hemedia.org/2006/jun/02/founding-propagandists/	have, and what reasons were given for limiting those freedoms?	
RECOMMENDED:			
· · · · · · · · · · · · · · · · · · ·	vs and revolution: A junction of all the people. A history -182). Oxford, UK: Oxford University Press.		
Schudson. Mass	lter Lippmann's Ghost: An Interview with Michael Communication and Society. doi: 36.2015.1112919		

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		
	None.		
media history (3rd ed., pp. 85-109). Boston, MA: Wadsworth. and how was it different	None.		
from presses that came			
2. Schudson, M. (1978). The ideal of objectivity. <i>Discovering the news: A</i> before it? What does			
social history of American newspapers (pp. 3-11). New York: Basic. 'objectivity' mean, and			
what are some reasons it			
3. Podcast: "Going viral, antebellum style" (On The Media, 5m25s): became so central to			
http://www.onthemedia.org/story/going-viral-antebellum-style/ journalism? How does			
objectivity both strengthen			
RECOMMENDED: and limit the press?			
Brewin, M.W. (2013). A short history of the history of objectivity. <i>The</i>			
Communication Review, 16(4), 211-229.			
Cunningham, B. (2003, July 8, 2003). Re-thinking objectivity. <i>Columbia</i>			
Journalism Review. Retrieved July 7, 2013, from			
http://www.alternet.org/story/16348/rethinking_objective_journalism			
Mencken, H.L. (2011). Reflections on journalism. In B. Brennen & H. Hardt			
(Eds.), The American journalism history reader (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.),			
Media and public spheres (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. Beyond news: The future of			
journalism (pp. 115-138). New York, NY: Columbia University Press.			
Thornton, B. (2000). The Moon Hoax: Debates about ethics in 1835 New York			
newspapers. Journal of Mass Media Ethics, 15(2), 89-100.			

Week #3: Tuesday, January 23 JOURNALISM, THE U.S. CIVIL WAR, & THE		
Reading / Listening Due	Thought Questions	Assignment Due
1. Fellow, A.R. (2013). Chapter Five: A divided nation. American media history (3rd ed., pp. 113-143). Boston, MA: Wadsworth. → skip the 'American Media Profile' boxes	What roles did newspapers play at the beginning of the U.S. civil war and during the war? How do you think they	500-word analytical memoir. Come to class with a
 McGruder, Kevin. (2014, March 13, 2014). The black press during the civil war. The New York Times. Retrieved July 24, 2014, from http://opinionator.blogs.nytimes.com/2014/03/13/the-black-press-during-the-civil-war/ 	relate to the idea of journalistic objectivity? What are some reasons that black presses emerged, and who was central to their	printed copy and upload to Blackboard.
3. <u>Podcast:</u> "Black, White and Red All Over" (<i>On The Media</i> , 6m33s) <u>https://www.wnyc.org/story/black-red-white-all-over/</u>	founding? How did news writing change through the telegraph? What kind of	
RECOMMENDED:	censorship existed during	
Crofts, D. W. (2011, May 21, 2011). Communication breakdown. New York Times. Retrieved January 2, 2016, from http://opinionator.blogs.nytimes.com/2011/05/21/communication-breakdown/ Dubois, W. E. B. (1899). The Philadelphia negro: A social study. New York NY:	the civil war?	
Schocken Books.		
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/glQAIMFpmR story.html 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. 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. Washburn, P. (2012). The African American newspaper. In E. King & J. L. Chapman (Eds.), <i>Key readings in journalism</i> (pp. 55-63).		

Week #3: Thursday, January 2	5		
MUCKRAKING, THE YELLOW PRESS, AND TABLOID JOURNALISM			
Reading / Listening Due	Thought Questions	Assignment Due	
1. Fellow, A.R. (2013). Chapter Six: The yellow press and the Times.	What kind of journalism did	None.	
American media history (3rd ed., pp. 145-173). Boston, MA:	Pulitzer, Hearst, and Ochs		
Wadsworth. → skip the 'American Media Profile' boxes	advocate for? How did their		
	visions of journalism differ		
2. Podcast: "The Love Triangle, Murder and Missing Head That Sparked a	from earlier kinds of		
Tabloid War" (On The Media, 9m27s):	reporting? What is 'yellow		
https://www.wnyc.org/story/147969-love-triangle-murder-and-	journalism' and how was it		
missing-head-sparked-tabloid-war/	perceived? What		
	connections to 'yellow		
3. <u>Podcast:</u> "Yellow Fever" (<i>On The Media</i> , 4m52s):	journalism' do you think		
https://www.wnyc.org/story/131368-yellow-fever/	exist today?		
RECOMMENDED:			

Örnebring, H., & Jönsson, A.M. (2007). Tabloid journalism and the public sphere:	
a historical perspective on tabloid journalism. Journalism Studies, 5(3),	
283-295.	
<u>Podcast:</u> "Pulp Non-Fiction" (<i>On The Media</i> , 8m40s):	
http://www.onthemedia.org/2010/jan/22/pulp-non-fiction/	

	Week #4: Tuesday, January 30			
	THE ORGANIZED PRESS: PRESS RITUALS & ROUTINES			
	Reading / Listening Due	Thought Questions	Assignment Due	
1.	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.	What kind of patterns and routines do journalists seem to follow, and where have these come from? How are	None.	
2.	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. → pages 166-179 only (up to beginning of section 'When Journalism Work')	these patterns visible or invisible to audiences? How do they strengthen the news (e.g., setting audience expectations) and weaken		
3.	Gans, H. (2012). Deciding what's news. In E. King & J. L. Chapman (Eds.), <i>Key readings in journalism</i> (pp. 95-104).	its potential (e.g., limit what counts as news)? How would you agree or		
4.	Podcast: "Oliver Sipple" (RadioLab, 1h3min): http://www.radiolab.org/story/oliver-sipple/	disagree with the idea that the press has historically been a fundamentally		
RECOMI	MENDED:	'conservative' institution?		
Boczkow Breed, V Darnton Palmer, Podcast: Schudso Tarkov, A	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 "switcheroo:="" (this="" 1-18.="" 1461670x.2017.1375390="" 23m30s,="" :="" <a="" about="" act2,="" american="" deep="" doi:10.1080="" forgive="" href="http://www.thisamericanlife.org/radio-archives/episode/468/switcheroo?act=2#play" journalism="" journalism.="" life,="" our="" passes"="" press="" story"="" studies,="" us="">http://www.thisamericanlife.org/radio-archives/episode/468/switcheroo?act=2#play) on, M. (1995). Question authority: A history of the news interview. The power of news (pp. 72-93). Cambridge, MA: Harvard University Press. A. (2012, July 3, 2012). Journatic worker takes 'This American Life' inside outsourced journalism. Poynter. Retrieved September 2, 2013, from http://www.poynter.org/latest-news/top-stories/179555/journatic-staffer-takes-this-american-life-inside-outsourced-journalism/ . Retrieved from https://www.cjr.org/special report/qa-nprs-audie-cornish-on-the-	What patterns and routines do you see in today's online news production, and where do they come from?		

The Editors. (2017, June 27, 2017). Q&A: Susan Orlean on the art of not prepping for interviews. Columbia Journalism Review. Retrieved from https://www.cjr.org/special report/susan-orlean-turnaround-interview-prep.php
Tuchman, G. (1978). Making news: A study in the social construction of reality. New York: Free Press.

	Week #4: Thursday, February 1		
	AUDIENCE-PRESS RELATIONSHIPS: REPRESENTATION I		
	Reading / Listening Due	Thought Questions	Assignment Due
1.	Carlson, Matt. (2016). Sources as news producers. In Tamara Witschge,	How have journalists	None.
	C.W. Anderson, David Domingo, & Alfred Hermida (Eds.), Handbook of	historically thought about	
	Digital Journalism (pp. 236-249). New York, NY: SAGE.	their audiences? When	
		have they let them into	
2.	Wahl-Jorgensen, K. (2007). A brief history of letters to the editor.	news-making? Which	
	Journalists and the public: Newsroom culture, letters to the editor, and	aspects of news making are	
	democracy (pp. 29-46). Cresskill, NJ: Hampton Press.	audiences able to see and	
		impact, and which are off	
3.	Rosen, Jay. (2006, June 27, 2006). The people formerly known as the	limits? How do journalists	
	audience. Press Think. Retrieved March 11, 2009, from	think about audiences'	
	http://archive.pressthink.org/2006/06/27/ppl frmr.html	comments and evaluations	
		of news work? What do	
4.	<u>Podcast:</u> "Dear editor" (<i>On The Media</i> , 7m40s):	you think are the	
	https://www.wnyc.org/story/dear-editor/	differences between	
		'audiences', 'crowds', and	
	IMENDED:	'public forums'? What	
Ananny	, Mike. (2014). Networked press freedom and social media: Tracing	norms do individuals	
	historical and contemporary forces in press-public relations. Journal of	generally have to follow in	
	Computer-Mediated Communication, 19(4), 938-956. doi:	order to appear within	
	10.1111/jcc4.12076	news publications?	
Boczko	wski, P., & Mitchelstein, E. (2013). <i>The news gap: When the information</i>		
	preferences of the media and the public diverge. Cambridge, MA: MIT		
	Press.		
Braun,	J., & Gillespie, T. (2011). Hosting the public discourse, hosting the public:		
	When online news and social media converge. Journalism Practice,		
	5(4), 383-398.		
Butsch,	Richard. (2008). The citizen audience: Crowds, publics, and individuals.		
	New York, NY: Routledge.		
Carpen	ter, Serena, Cepak, Anthony, & Peng, Zhao. (2017). An Exploration of the		
	Complexity of Journalistic Interviewing Competencies. <i>Journalism</i>		
	Studies, 1-21. doi:10.1080/1461670X.2017.1338155		
Doming	go, 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.), Participatory		
	journalism (pp. 76-95). Malden, MA: Wiley-Blackwell.		
Ettema	, J., & Whitney, C. (Eds.). (1994). Audiencemaking: How the media create		
	the audience. London, UK.		
Heikkilä	i, Heikki, & Ahva, Laura. (2014). The relevance of journalism. <i>Journalism</i>		
	Practice. doi: 10.1080/17512786.2014.928465		
Kaloger	opoulos, Antonis, Negredo, Samuel, Picone, Ike, & Nielsen, Rasmus Kleis.		
	(2017). Who Shares and Comments on News?: A Cross-National		
	Comparative Analysis of Online and Social Media Participation. Social		

Media + Society, 3(4), 2056305117735754.
doi:10.1177/2056305117735754
Lecheler, S., & Kruikemeier, S. (2015). Re-evaluating journalistic routines in a
digital age: A review of research on the use of online sources. New
Media & Society. doi: 10.1177/1461444815600412
Lee, Eun-Ju, & Tandoc, Edson C. (2017). When News Meets the Audience: How
Audience Feedback Online Affects News Production and Consumption.
Human Communication Research. doi:10.1111/hcre.12123
Loosen, W., & Schmidt, J-H. (2012). (Re-)discovering the audience. <i>Information,</i>
Communication & Society, 15(6), 867-887.
Reich, Z. (2011). User comments: The transformation of participatory space. In J.
B. Singer, A. Hermida, D. Domingo, A. Heinonen, S. Paulussen, T.
Quandt, Z. Reich & M. Vujnovic (Eds.), Participatory journalism (pp. 96-
117). Malden, MA: Wiley-Blackwell.
Robinson, Andy. (2017, July 20, 2017). The Public Editor's Club at The New York
Times as told by the six who lived it. Columbia Journalism Review.
Retrieved from https://www.cjr.org/special_report/new-york-times-
public-editor-oral-history.php
Weinberger, D. (2015, May 29, 2015). By their questions shall you know them.
Medium. Retrieved October 3, 2015, from
https://medium.com/backchannel/can-a-random-group-of-people-on-
the-internet-interview-a-candidate-better-than-the-pros-
<u>9fb90d2f29f3#.gs0rs341v</u>

	Week #5: Tuesday, February 6			
	SOCIAL MEDIA, TECHNOLOGY COMPANIES, & PRESS PLATFORMS			
	Reading / Listening Due	Thought Questions	Assignment Due	
1.	Hermida, A. (2016). Social media and the news. In T. Witschge, C. W.	Is Facebook a technology	None.	
	Anderson, D. Domingo, & A. Hermida (Eds.), Handbook of Digital	company or a media		
	Journalism (pp. 81-94). New York, NY: SAGE.	company – and why does		
		that question matter? How		
2.	Foer, Franklin. (2017, August 8, 2017). When Silicon Valley took over	are community standards		
	journalism. <i>The Atlantic</i> . Retrieved from	different from editorial		
	https://www.theatlantic.com/magazine/archive/2017/09/when-	judgments?		
	silicon-valley-took-over-journalism/534195/			
3.	Bell, Emily. (2016). Who owns the news consumer: Social media			
	platforms or publishers? <i>Columbia Journalism Review</i> . Retrieved from			
	http://www.cjr.org/tow center/platforms and publishers new resea			
	<u>rch_from_the_tow_center.php</u>			
DECOM	MATAIDED.			
-	IMENDED:			
Bell, Er	mily. (2017, April 2, 2017). Technology company? Publisher? The lines			
	can no longer be blurred The Guardian. Retrieved from			
	https://www.theguardian.com/media/2017/apr/02/facebook-google-			
חבון ד.	youtube-inappropriate-advertising-fake-news			
Bell, Er	mily, & Owen, Taylor. (2017). The platform press: How Silicon Valley			
	reengineered journalism. Retrieved from http://towcenter.org/wp-			
Clast	content/uploads/2017/03/The Platform Press Tow Report 2017.pdf			
Electro	onic Frontier Foundation, & Visualizing Impact. (nd). Online Censorship: A			
	resource kit for journalists. Retrieved from			
	https://onlinecensorship.org/content/a-resource-kit-for-journalists			

Gillespie, Tarleton. (2017, August 25, 2017). Is "platform" the right metaphor
for the technology companies that dominate digital media? Nieman
Lab. Retrieved from http://www.niemanlab.org/2017/08/is-platform-
the-right-metaphor-for-the-technology-companies-that-dominate-
digital-media/
Silverman, Craig, Lytvynenko, Jane, Vo, Lam Thuy, & Singer-Vine, Jeremy.
(2017). Inside The Partisan Fight For Your News Feed. BuzzFeed.
Retrieved from https://www.buzzfeed.com/craigsilverman/inside-the-
partisan-fight-for-your-news-feed?utm_term=.qlK2924O#.go1N2N1m

nno	Week #5: Thursday, February 8		
Reading / Listeni	PAGANDA & MISINFORMATION – P	Thought Questions	Assignment Due
(We will watch excerpts from Adam Curtis's "		When did "fake news" first appear in the US press?	None.
1. Chen, A. (2017). The fake-news fallad https://www.newyorker.com/magaz	· ·	What can we learn about special interests by studying it? How is it like or unlike advocacy communication?	
 Dickerson, Caitlin. (2017, September a small town upside down. New Yorl https://www.nytimes.com/2017/09, turned-a-small-town-upside-down.h 	Times Magazine. Retrieved from /26/magazine/how-fake-news-	What technologies first appeared in its production and dissemination?	
3. <u>Podcast:</u> "Breaking News", RadioLab http://www.radiolab.org/story/brea			
RECOMMENDED:			
Jack, Caroline. (2017). Lexicon of Lies: Terms f & Society. Retrieved from https://datasociety.net/pubs/oh/Da Kiernan, Linda. (2017). 'Frondeurs' and fake n	ntaAndSociety LexiconofLies.pdf		
17th-century France. <i>The Conversat</i> https://theconversation.com/frond- misinformation-ruled-in-17th-centu	<i>ion</i> . Retrieved from <u>eurs-and-fake-news-how-</u>		
McKernon, Edward. (1925). Fake news and the p rumor, the market rigger, and the p October, 528-536.			
Soll, Jacob. (2016, December 18, 2016). The L News. <i>Politico</i> . Retrieved from https://www.politico.com/magazino	,		
history-long-violent-214535 Tucher, Andie. (2013). The True, the False, an Canada (Ed.), Literature and Journal and Inventions from Ben Franklin to	ism: Inspirations, Intersections,		
York: Palgrave Macmillan US. Uberti, David. (2016, December 15, 2016). Th Columbia Journalism Review. Retrie https://www.cjr.org/special_report	eved from		

	Week #6: Tuesday, February 13 PROPAGANDA & MISINFORMATION – PART TWO		
	Reading / Listening Due	Thought Questions	Assignment Due
1.	Borel, B. (2017). Fact-Checking Won't Save Us From Fake News. <i>Five Thirty Eight</i> . Retrieved from https://fivethirtyeight.com/features/fact-checking-wont-save-us-from-fake-news/	What, exactly, do people mean when they say "fake news" today? Where does the power to define the	None.
2.	Silverman, Craig. (2016). This Analysis Shows How Viral Fake Election News Stories Outperformed Real News On Facebook <i>Buzzfeed</i> . Retrieved from https://www.buzzfeed.com/craigsilverman/viral-fake-election-news-outperformed-real-news-on-facebook	truth of information live? What competing interests vie for power in the domain of "fake news"? What future technologies will	
3.	Starbird, Kate. (2017). Information Wars: A Window into the Alternative Media Ecosystem. <i>Medium</i> . Retrieved from https://medium.com/hci-design-at-uw/information-wars-a-window-into-the-alternative-media-ecosystem-a1347f32fd8f	influence the production or detection of misinformation?	
4.	<u>Podcast:</u> "Truth Warriors", <i>RadioLab</i> (24m58s), <u>http://www.radiolab.org/story/truth-warriors/</u>		
RECOM	MENDED:		
Borel, B	brooke. (2016). <i>The Chicago guide to fact-checking</i> . Chicago, IL: University of Chicago Press.		
Marwic	k, Alice, & Lewis, Rebecca. (2017). <i>Media manipulation and disinformation online</i> . Retrieved from Data & Society: https://datasociety.net/pubs/oh/DataAndSociety_MediaManipulation AndDisinformationOnline.pdf		
	W. (DRAFT). The Oxygen of Amplification: Better Practices for Reporting on Far Right Extremists, Antagonists, and Manipulators Online.		
Silverm	an, 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 https://www.buzzfeed.com/craigsilverman/i-helped-popularize-the-term-fake-news-and-now-i-cringe?utm_term=.fneVJV9q#.qlK29240		
Wardle	, Claire, & Derakhshan, Hossein. (2017). One year on, we're still not recognizing the complexity of information disorder online. First Draft. Retrieved from https://firstdraftnews.com/coe infodisorder/		

Week #6: Thursday, February 15			
FUNDING THE PRESS: HISTORY OF NEWS REVENUE MODELS – & WHY THEY MATTER			
Reading / Listening Due	Thought Questions	Assignment Due	
1. Schudson, M. (2003). News in the marketplace. <i>The sociology of news</i>	How have newspapers	None.	
(pp. 109-126). New York, NY: W.W. Norton & Co.	historically earned		
	revenue? What role did		
2. McManus, John H. (2009). The commercialization of news. In T.	advertising play in the		
Hanitzsch & K. Wahl-Jorgensen (Eds.), The handbook of journalism	penny presses? Why did		
studies (pp. 218-233). London, UK: Routledge.	advertising agencies arise?		
	Why did advertising expand		
RECOMMENDED:	beyond local markets? How		
Arrese, Á. (2015). From gratis to paywalls: A brief history of a retro-innovation in	do brands offer risks and		
the press's business. Journalism Studies. doi:	advantages for		
10.1080/1461670X.2015.1027788	newspapers? What		

Carvajal, M., Garcia-Aviles, J.A., & Gonzalez, J.L. (2012). Crowdfunding and non-profit media: The emergence of new models for public interest	responsibility, if any, do you think newspapers have	
journalism. Journalism Practice. doi: 10.1080/17512786.2012.667267	when carrying advertising?	
Chomsky, Daniel. (2006). 'An interested reader': Measuring ownership control		
at the New York Times. Critical Studies in Mass Communication, 23(1),		
1-18.		
Goyanes, M. (2014). An empirical study of factors that influence the willingness		
to pay for online news. Journalism Practice. doi:		
10.1080/17512786.2014.882056		
Hamilton, J.T. (2006). Economic theories of news. All the news that's fit to sell		
(pp. 7-36). Princeton, NJ: Princeton University Press.		
Jian, Lian, & Shin, Jieun. (2014). Motivations behind donors' contributions to		
crowdfunded journalism. Mass Communication and Society. doi:		
10.1080/15205436.2014.911328		
Myllylahti, M. (2013). Newspaper paywallsthe hype and the reality: A study of		
how paid news content impacts on media corporation revenues.		
Digital Journalism. doi: 10.1080/21670811.2013.813214		
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		
Turow, J. (2011). Financing the newspaper business. <i>Media today: An</i>		
introduction to mass communication (pp. 276-280). London, UK:		
Routledge.		
Wemple, E. (2013, September 5, 2013). Washington Post Magazine struggles		
with advertising relationship. The Washington Post. Retrieved		
September 5, 2013, from http://www.washingtonpost.com/blogs/erik-		
wemple/wp/2013/09/05/washington-post-magazine-struggles-with-		
advertising-relationship/		

	Week #7: Tuesday, February 20		
	BUSINESS MODELS OF NEWS (Guest: Prof. Gabriel Kahn)		
	Reading / Listening Due	Thought Questions	Assignment Due
1.	Thompson, B. (2015). Popping the Publishing Bubble. Stratechery.	How do the business and	None.
	Retrieved January 1, 2018 from	revenue models of the	
	https://stratechery.com/2015/popping-the-publishing-bubble/	news business intersect	
		with those of online	
2.	Homan, M. (2014). I liked everything I saw on Facebook for two days.	platforms? What kind of	
	Here's what it did to me. Wired. Retrieved January 2, 2018, from	assumptions does each	
	https://www.wired.com/2014/08/i-liked-everything-i-saw-on-	industry make about what	
	facebook-for-two-days-heres-what-it-did-to-me/	readers want or need from	
		news? What kind of	
RECOM	IMENDED:	leverage does each have	
Bell, E.	(2017). How Mark Zuckerberg could really fix journalism. Columbia	with each other? How do	
	Journalism Review. Retrieved March 3, 2017, from	you see such relationships	
	https://www.cjr.org/tow_center/mark-zuckerberg-facebook-fix-	evolving and why?	
	journalism.php		
Meyer,	R. (2017). Could Facebook have caught its 'Jew hater' ad targeting? <i>The</i>		
	Atlantic. Retrieved September 20, 2017, from		
	https://www.theatlantic.com/technology/archive/2017/09/on-		
	facebook-advertisers-can-show-their-ads-only-to-jew-haters/539964/		
Gerth,	J. (2017). In the digital age, The New York Times treads an increasingly		
	slippery path between news and advertising. Columbia Journalism		

Review. Retrieved July 5, 2017, from

https://www.cjr.org/special_report/digital-age-the-new-york-timesslippery-path-news-advertising.php

Week #7: Thursday, February 22 THE INVESTIGATIVE PRESS: JOURNALISTS AS N		
Reading / Listening Due	Thought Questions	Assignment Due
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.	What kind of moral assumptions do investigative reporters make? How do these	Reflection #1.
 Protess, 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. pages 3-12 only 	assumptions historically translate into reporting practices? What kind of resources and support does investigative reporting	
RECOMMENDED: 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): Top Secret America: http://projects.washingtonpost.com/top-secret-america/ Investigating Power: http://www.investigatingpower.org/ Berkeley's Center for Investigative Reporting:	require? Where do you see investigative reporting happening today, and how do you distinguish it from other types of journalism?	
http://cironline.org/ Ettema, J.S., & Glasser, T.L. (1998). Introduction. <i>Custodians of conscience</i> (pp. 1-15). New York, NY: Columbia University Press. 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.		
Green-Barber, Lindsay. (2017, June 7, 2017). A new model for high-impact investigative reporting. <i>Columbia Journalism Review</i> . Retrieved from https://www.cjr.org/tow_center/a-new-model-for-high-impact-investigative-reporting.php		
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 http://www.cjr.org/cover-story/secrets-of-the-city.php?page=all		
Lowenstein, Jeff Kelly. (2017, July 13, 2017). The new yardsticks of investigative journalism. <i>Columbia Journalism Review</i> . Retrieved from https://www.cjr.org/watchdog/investigative-reporting-impact-measurement.php		
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/		
Podcast: "New Site Chronicles Greatest Investigative Reporting" (NPR's All Things Considered, 7m48s: http://www.npr.org/2012/04/25/151386977/new-site-chronicles-greatest-investigative-reporting) Podcast: "Yellow Rain" (Radio Lab, 24m34s):		
http://www.radiolab.org/story/239549-yellow-rain/		

Week #8: Tuesday, February 27 PRESS-STATE RELATIONS: ELECTIONS, SECRETS, BUREAUCRACIES			
	Reading / Listening Due	Thought Questions	Assignment Due
1.	Crouse, T. (2012). The boys on the bus. In E. King & J.L. Chapman (Eds.), Key readings in journalism (pp. 312-320).	How do the press and the state rely upon each other? How do such relationships	None.
2.	Didion, Joan. (1988, October 27, 1988). Insider Baseball. <i>The New York Review of Books</i> . Retrieved from http://www.nybooks.com/articles/1988/10/27/insider-baseball/	play out in elections? What rituals and routines appear in press-state relations?	
3.	Kreiss, Daniel, & 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		
RECOM	MENDED:		
	"US Election Analysis 2016: Media, Voters and the Campaign":		
	http://www.electionanalysis2016.us/		
Bell, Em	nily. (2017, October 29, 2017). Silicon Valley helped Russia sway the US		
	election. So now what? The Guardian. Retrieved from		
	https://www.theguardian.com/media/2017/oct/29/media-symbiotic-		
	relationship-facebook-worry-democracy		
Cook, T	imothy E. (1998). Governing with the news. 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. Shorenstein Center. Retrieved from		
	http://shorensteincenter.org/wp-		
	content/uploads/2013/08/d80 hamby.pdf		
Bennet	t, W. Lance, Lawrence, Regina G., & Livingston, Steven. (2007). When the		
	press fails: Political power and the news media from Iraq to Katrina.		
	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. HuffPost.		
	Retrieved from https://www.huffingtonpost.com/entry/the-cias-60-year-		
	history-of-fake-news-how-the-deep us 58ce115fe4b07112b6472e93		
Toff, Be	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		

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

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/hist-ory-of-data-journalism-video
- Polls and polling as data-based news work:
 http://www.onthemedia.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?

relationship/ and http://www.cbc.ca/archives/entry/computerspredict-election-results
ProPublica's "Free the Files" https://www.propublica.org/series/freethe-files and "Debt by Degrees"
https://www.propublica.org/nerds/item/the-stories-of-everyday-liveshidden-in-reams-of-data
The Guardian's MP Expense Claims project:
http://www.theguardian.com/news/datablog/2009/jun/18/mps-

Week #9: Tuesday, March 6 Midterm Exam Review / Extended Office Hours

expenses-houseofcommons

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		
SCIENCE JOURNALISM & TALKING TO EXPERTS (Guest: Jacob Margolis, KPCC)		
Reading / Listening Due	Thought Questions	Assignment Due
 Angler, Martin W. (2017). Introduction Science journalism: An introduction. London, UK: Routledge. 	How do journalists rely on, translate, and challenge expertise? How do science	None.
 Borel, Brooke. (2015,). The problem with science journalism: we've forgotten that reality matters most. <i>The Guardian</i>. Retrieved from https://www.theguardian.com/media/2015/dec/30/problem-with- science-journalism-2015-reality-kevin-folta 	journalists create their beats? How are notions of risk, certainty, legitimacy represented in science journalism?	
RECOMMENDED:		
Murcott, Toby. (2009). Science journalism: Toppling the priesthood. <i>Nature,</i> 459(25), 1054-1055.		
Rensberger, Boyce. (2009). Science journalism: Too close for comfort. <i>Nature,</i> 459(25), 1055-1056.		
Secko, David M., Amend, Elyse, & Friday, Terrine. (2013). Four models of science journalism. Journalism Practice, 7(1), 62-80. doi:10.1080/17512786.2012.691351		

	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	
1.	Bennett, W.L. (2012). News stories: Four information biases that	What is a 'media frame' and	None, but	
	matter. News: The politics of illusion (pp. 35-48). New York, NY:	how is it made? What	attendance at this	
	Pearson. → pages 35-48 only (until beginning of section 'Four	function does it serve, and	class is <u>critical</u> for	
	information biases in the news: An in-depth look')	how is it like or unlike other	students to	
		kinds of bias? Try reading a	successfully	
2.	Streeter, T. (2009). How to do a frame analysis of news media.	sample news story and see	complete the	
	Sociology of News. Retrieved August 10, 2013, from	if you can identify the	archival project.	
		frames it uses – what other		

	http://www.uvm.edu/~tstreete/Courses/sociology_of_news/page25/p	frames might the reporter			
	age25.html	have used, who would s/he			
	<u></u>	have had to interview, and			
3.	Browse the class 'LibGuide' site, especially the links Historical	how might it have changed			
	Newspaper, Chicano/Latino Newspapers, Archives Online:	the story's meanings? Why			
	http://libguides.usc.edu/jour201	do word choices matter in			
		news stories, and what kind			
4.	Review these examples showing changes in news language over time:	of historical evidence do			
	a. Changes in the AP Style Guide over 30 years:	they represent?			
	http://bit.ly/1BhyKj6	they represent.			
	b. New York Times Labs' "Chronicle":				
	http://chronicle.nytlabs.com/				
	c. https://blog.ap.org/behind-the-news/how-to-describe-				
	extremists-who-rallied-in-charlottesville (and with KPCC				
	interview on Oregon protestors)				
RECOM	MENDED:				
	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/				
Garvev.	Ellen Gruber. (2013). "facts and FACTS": Abolitionists' database				
	innovations. In L. Gitleman (Ed.), "Raw data" is an oxymoron (pp. 89-				
	102). Cambridge, MA: MIT Press.				
Moskov	vitz, Diana. (2017). Against Allegedly. <i>The Concourse</i> . Retrieved from				
	https://theconcourse.deadspin.com/against-allegedly-1819703365				
ProPub	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/				
	ittp.//www.propublica.org/tools/				

Week #11: Tuesday, March 27 KEY MOMENTS & TENSIONS IN U.S. PRESS LEGAL HISTORY		
Reading / Listening Due	Thought Questions	Assignment Due
 Bollinger, Lee C. (2017). Can the First Amendment save us? Columbia Journalism Review. Retrieved from https://www.cjr.org/special report/can-the-first-amendment-save- us.php 	What's a 'reporter's privilege', and why did it emerge? What defines a 'journalist' and what are the benefits/dangers of such	None.
 Lewis, A. (2008). A press privilege? Freedom for the thought we hate (pp. 81-100). New York, NY: Basic Books. 	definitions? How should the law distinguish between a reporter's right gather	
 Podcast: "The re-birth of the First Amendment" (On The Media, 10m25s): http://www.onthemedia.org/story/re-birth-first-amendment/ 	news, an editor's right to publish news, and a public's right to hear news?	
 Podcast: "Free to forget" (On The Media, 7m21s): http://www.onthemedia.org/story/free-forget/ → think about what this ruling means for journalism as you listen 		
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. (1991). The central image. <i>Images of a free press</i> (pp. 1-23).
Chicago, IL: The University of Chicago Press.
Bollinger, L.C. (2010). Chapter One: Uninhibited, robust and wide-open.
Uninhibited, robust and wide-open: A free press for a new century (pp.
1-43). Oxford, UK: Oxford University Press.
Lepore, Jill. (2017). The history test. <i>The New Yorker</i> . Retrieved from
https://www.newyorker.com/magazine/2017/03/27/weaponizing-the-
past
Reporters Committee for Freedom of the Press. (2011). The First Amendment
Handbook. 7 th Edition. Retrieved from https://www.rcfp.org/first-
<u>amendment-handbook</u>
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/

	Week #11: Thursday, March 29 THE "ALTERNATIVE" & LOCAL PRESS: TELLING COMMUNITY STORIES (Guest: Erin Aubrey Kaplan, KCET)			
	Reading / Listening Due	Thought Questions	Assignment Due	
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.	Why are low-income communities of color underserved by mainstream media outlets? Where do news organizations position	None.	
3.	Wenzel, Andrea, Gerson, Daniela, & Moreno, Evelyn. (2016, April 26, 2016). Engaging communities through solutions journalism. <i>Columbia Journalism Review</i> . Retrieved from https://www.cjr.org/tow-center-reports/engaging-communities-through-solutions-journalism.php Browse 2 of these sites and their stories, get a sense of what "local" means to them: http://maps.latimes.com/neighborhoods/ http://www.kcet.org/	their reporting resources and why? What's the difference between reporting on a community and making the community through reporting? What is the "alternative press" an alternative to – why does this distinction exist and why does it matter?		
Atton, (http://www.kcet.org/ http://www.alhambrasource.org/ http://patch.com/ IMENDED: Chris, & Hamilton, James F. (2008). The historicization of alternative journalism. Alternative journalism (pp. 9-21). New York, NY: Sage. Yemile, Elliott, Vittoria, Kamin, Jennie, & Park, Andrea. (2017). America's growing news deserts. Columbia Journalism Review. Retrieved from https://www.cjr.org/local_news/american-news-deserts-donuts-local.php Ian, John. (2011). Smoking typewriters: The sixties underground press and the rise of alternative media in America. Oxford, UK: Oxford University			

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

	Week #12: Tuesday, April 3 TRACING JOURNALISM AND JOURNALISTS IN POPULAR CULTURE			
	(Guest: Prof Joe Saltzman)			
	Reading / Listening Due	Thought Questions	Assignment Due	
1.	Ehrlich, M. C., & Saltzman, J. (2015). Introduction Heroes and	How have journalists been	None.	
	scoundrels: The image of the journalist in popular culture. Chicago, IL:	portrayed in popular culture		
	University of Illinois Press.	– books, movies, TV, etc.?		
		What assumptions do such		
2.	Browse the 'Image of the Journalist in Popular Culture' online	portrayals make about who		
	database: http://ijpc.uscannenberg.org/page/introdatabase.htm	journalists are, what		
		motivates them, and what		
3.	Come to class prepared to talk about ONE example of an image of the	connections they have to		
	journalist in contemporary culture. This might be a journalist	democracy? To what		
	appearing in a news story, a YouTube/Vimeo clip, a print magazine	extent do these portrayals		
	advertisement, a TV show, etc	reflect or create the press?		
2500	MATAIRE			
_	RECOMMENDED:			
reliow,	A.R. (2013). Film as a social and political power. <i>American media history</i>			
I I a set la co	(3rd ed., pp. 223-237). Boston, MA: Wadsworth. → pages 223-237 only			
Hartiey	r, 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.			

	Week #12: Thursday, April 5				
	THE ONGOING HISTORY OF JOURNALISM EDUCATION				
	Reading / Listening Due Thought Questions Assignment Due				
1.	Boroff, David. (1965). What ails the journalism schools. Harper's	How and why did	None.		
	Magazine, 231(October), 77-88.	journalism schools arise?			
		What do you think			
2.	Josephi, B. (2009). Journalism education. In K. Wahl-Jorgensen & T.	journalists should be			
	Hanitzsch (Eds.), The handbook of journalism studies (pp. 42-58). New	taught, how should they be			
	York, NY: Routledge.	taught, and by whom			
		should they be taught? Do			
3.	<u>Podcast:</u> "'This is a great time to enter journalism'" (On The Media,	you need a degree to			
	6m05s): http://www.onthemedia.org/story/great-time-enter-	practice journalism? How is			
	journalism/	educating journalists			
		different from educating			
RECOM	MENDED:	doctors, lawyers, or			
Abbott,	Andrew. (1988). The information professions. <i>The system of professions:</i>	engineers? Thinking about			
	An essay on the division of expert labor (pp. 215-246). Chicago, IL:	Boroff's article "What ails			
	Chicago University Press.	the journalism schools,"			
Anders	on, C.W., Glaisyer, T., Smith, J., & Rothfeld, M. (2011, October, 2011).	how are today's critiques of			
	Shaping 21st century journalism. New America Foundation. Retrieved	journalism education like or			
	August 1, 2013, from	unlike thinking from			
	http://www.knightfoundation.org/media/uploads/article_pdfs/Shapin	Boroff's 1965?			
	g 21st Century Journalism.pdf				

	I
Carey, J.W. (2000). Some personal notes on US journalism education.	
Journalism, 1(1), 12-23.	
Creech, B., & Mendelson, A. L. (2015). Imagining the Journalist of the Future:	
Technological Visions of Journalism Education and Newswork. <i>The</i>	
Communication Review, 18(2), 142-165.	
doi:10.1080/10714421.2015.1031998	
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.	
Folkerts, Jean. (2014). History of journalism education. <i>Journalism &</i>	
Communication Monographs. doi: 10.1177/1522637914541379	
Lynch, Dianne. (2015, February 19, 2015). Above and beyond: Looking at the	
future of journalism education. <i>Knight Foundation</i> . Retrieved from	
https://www.knightfoundation.org/media/uploads/publication_pdfs/K	
F-Above-and-Beyond-Report.pdf	
Ornebring, H. (2010). Reassessing journalism as a profession. In S. Allan (Ed.),	
The Routledge companion to news and journalism (pp. 568-577).	
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/	
Patterson, Thomas E. (2013). The education problem. <i>Informing the news: The</i>	
need for knowledge-based journalism (pp. 81-106). New York, NY:	
Vintage.	
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	
Ramaker, T., van der Stoep, J., & Deuze, M. (2015). Reflective Practices for Future	
Journalism: The Need, the Resistance and the Way Forward. Javnost - The	
Public, 22(4), 345-361. doi: 10.1080/13183222.2015.1091622	
Sinker, D. (2012, July 24, 2012). Why code in the newsroom? New York Times,	
ProPublicans answer. PBS Idea Lab. Retrieved August 1, 2013, from	
http://www.pbs.org/idealab/2012/07/why-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? Nieman Journalism Lab. 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/	

	Week #13: Tuesday, April 10			
	RACE & SPORTS JOURNALISM (Guest: Prof. Ben Carrington)			
	Reading / Listening Due Thought Questions Assign			
Anti-Racism and	. (2011). What I said was Racist – But I'm Not a Racist': I the White Sports/Media Complex. In J. Long & K. , Sport and Challenges to Racism (pp. 83-99). New York, acmillan.	How do critical questions about race, gender, class, and orientation play out in sports journalism? Who has historically and traditionally dominated sports	None.	

2.	Conway, Ryan. (2017). Does sports media have a diversity problem?	journalism? How is sports	
	Training Ground Guru. Retrieved from	journalism a site of social	
	http://www.trainingground.guru/articles/does-sports-media-have-a-	change?	
	diversity-problem		
3.	Zirin, David. (2017). Sports is a hub for protests against racism. ESPN		
	shouldn't silence Jemele Hill. Washington Post. Retrieved from		
	https://www.washingtonpost.com/news/posteverything/wp/2017/09/		
	15/sports-is-a-hub-for-protests-against-racism-espn-shouldnt-silence-		
	jemele-hill/		

Week #13: Thursday, April 12			
	PHOTOJOURNALISM: VISUAL STORYTELLING WHERI		
	Reading / Listening Due	Thought Questions	Assignment Due
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.	Compare photojournalism 'objectivity' to print or broadcast objectivity. How	Reflection #2
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.	have tech innovations influenced photojournalism? What makes an image 'true' and	
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	how can audiences answer this question? How have camera phones and photo apps impacted	
	http://lens.blogs.nytimes.com/2015/02/17/world-press-photo-manipulation-ethics-of-digital-photojournalism/	photojournalism?	
4.	Cole, T. (2016, January 14, 2016). Against neutrality. <i>New York Times</i> . Retrieved January 15, 2016, from http://www.nytimes.com/2016/01/17/magazine/against-neutrality.html		
DECOM	MENDED:		
Alper, N	M. (2013). War on Instagram: Framing conflict photojournalism with mobile photography apps. <i>New Media & Society</i> . doi: 10.1177/1461444813504265		
_	John. (2009). Ways of seeing. New York, NY: Penguin Books. tz, D. (1999). Objective representation: Photographs as facts. In B. Brennen & H. Hardt (Eds.), Picturing the past: Media, history, and photography. Urbana-Champaign, IL: University of Illinois Press.		
Sentille	s, Sarah. (2017). How should we respond to images of suffering? <i>The</i> New Yorker. Retrieved from https://www.newyorker.com/books/second-read/how-we-should-		
Smith, F	respond-to-photographs-of-suffering R. (2014). It's Official: Als are now re-writing history. <i>Robert Elliott Smith</i> . Retrieved January 3, 2016, from		
Sontag,	http://www.robertelliottsmith.com/?p=530 Susan. (1973). <i>On photography</i> . New York, NY: Rosetta Books.		

	Reading / Listening Due	Thought Questions	Assignment Due
1.	Shafer, Jack. (2009, December 29, 2009). The romance and reality of	Who do you assume foreign	None.
	foreign reporting: A Q&A with John Maxwell Hamilton. Slate.	correspondents to be	
	Retrieved June 2, 2014, from	reporting for and on? What	
	http://www.slate.com/articles/news and politics/press box/2009/12/	does studying the	
	the romance and reality of foreign reporting.single.html	equipment foreign	
		correspondents historically	
2.	Hicks, J. (2013, January 23, 2013). Tweeting the news: Andy Carvin test-	carried tell us about the	
	pilots Twitter journalism. <i>The Verge</i> . Retrieved March 2, 2013, 2013,	kind of journalism they	
	from http://www.theverge.com/2013/1/23/3890674/tweeting-the-	practiced? Thinking broadly	
	news-andy-carvin-test-pilots-twitter-journalism	about the idea of distance	
	O T (2015) O : I' I : I : I : I' I : I'	and time, what limits, if	
3.	Owen, T. (2016). Can journalism be virtual? <i>Columbia Journalism</i>	any, do you think there	
	Review. Retrieved from	should be on journalists	
	https://www.cjr.org/the feature/virtual reality facebook second life	immersing audiences in	
	<u>.php</u>	distance environments or	
4.	Podcast: "Facebook, politics and foreign influence" (10m21s), Spark:	reporting news as fast as	
4.	http://www.cbc.ca/radio/spark/368-deadly-devices-watching-rocks-	possible?	
	and-more-1.4358902/facebook-politics-and-foreign-influence-		
	1.4359986		
	1.1333300		
RECOM	MENDED:		
Ananny	, Mike. (2015). Creating proper distance through networked		
	infrastructure: Examining Google Glass for evidence of moral,		
	journalistic witnessing. In Matt Carlson & Seth C. Lewis (Eds.),		
	Boundaries of journalism: Professionalism, practices, and participation		
	(pp. 83-99). New York, NY: Routledge.		
Anderso	on, B. (1983). <i>Imagined communities</i> (Revised edition ed.). London, UK:		
	Verso.		
Arcenea	aux, Noah. (2014). The ecology of wireless newspapers: Publishing on		
	islands and ships, 1899-1913. Journalism & Mass Communication		
	Quarterly. doi: 10.1177/1077699014538826 CUNY Journalism Press.		
Clausen	, L. (2010). International news flow. In S. Allan (Ed.), <i>The Routledge</i>		
	companion to news and journalism (pp. 127-136). London, UK:		
_	Routledge.		
Cozma,	Raluca. (2010). From Murrow to mediocrity: Radio foreign news from		
11. "	World War II to the Iraq War. <i>Journalism Studies</i> , 11(5), 667-682.		
Hamilto	on, J.M. (2011). The correspondent's kit. <i>Journalism's roving eye: A</i>		
	history of American foreign reporting (pp. 437-457). Baton Rouge, LA:		
010	Louisiana State University Press.		
Opono	van, 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-		
المناصلة ال	building-foreign-news-around-themes-rather-than-geography/		
Heinrich	n, A. (2012). Foreign reporting in the sphere of network journalism.		
Vot- F	Journalism Practice, 6(5-6), 766-775.		
Katz, E.	(1992). The end of journalism? Notes on watching the war <i>Journal of</i>		
	Communication, 42(3), 5-13.		

	Reading / Listening Due	Thought Questions	Assignment Due
1.	Maas, P. (2015, February 18, 2015). Destroyed by the Espionage Act.	What does "journalistic	None.
	The Intercept. Retrieved February 22, 2015, from	security" mean as a matter	
	https://firstlook.org/theintercept/2015/02/18/destroyed-by-the-	of practice, technology,	
	espionage-act/	organization, and culture?	
		Who is protected and why?	
2.	Bamford, J. (2014, August 22). Edward Snowden: The Untold Story.	How are risks managed	
	WIRED. Retrieved December 11, 2017, from	among journalists and	
	https://www.wired.com/2014/08/edward-snowden/	sources? How are threats	
		to journalists understood?	
3.	CBS News. (2014, June 15). "All the President's Men" at 40. CBS News.		
	Retrieved December 11, 2017, from		
	https://www.cbsnews.com/news/all-the-presidents-men-at-40/		
4.	McGregor, S. E. (2014, July 16, 2014). "Digital Security for Journalists: A		
	21st Century Imperative", in Digital security and source protection for		
	journalists. Tow Center for Digital Journalism. Retrieved December 11,		
	2017, from https://susanemcg.gitbooks.io/digital-security-for-		
	journalists/content/digital security/README.html		
RECOM	MENDED:		
Lee, M.	(2014). Ed Snowden taught me to smuggle secrets past incredible		
	danger. Now I teach you. The Intercept. Retrieved February 22, 2015,		
	from https://firstlook.org/theintercept/2014/10/28/smuggling-		
	snowden-secrets/		
Podcast	:: "A Journalist of Consequence" (On the Media, January 17, 2018)		
	https://www.wbez.org/shows/on-the-media/a-journalist-of-		
	consequence/77605570-f59d-431b-b1f0-4c732dd6403b		

Week #15:Tuesday, April 24			
LINKING THE PAST TO THE PRESENT:			
	PUTTING IN CONTEXT THE EMERGING FORCES OF TH	IE NETWORKED PRESS	
	Reading / Listening Due	Thought Questions	Assignment Due
1.	Mitchelstein, E., & Boczkowski, P. (2013). Tradition and transformation	What does 'convergence'	Comparative
	in online news production and consumption. In W. H. Dutton (Ed.), The	mean for journalism? How	Timeline Project
	Oxford handbook of internet studies (pp. 378-400). Oxford, UK: Oxford	has the idea of a	
	University Press.	'gatekeeper' changed over	
		time? What new roles for	
2.	Bell, E. (2014, November 23, 2014). What's the right relationship	journalists are emerging –	
	between technology companies and journalism? The Guardian.	and what roles are still	
	Retrieved January 2, 2015, from	missing? How is the kind	
	http://www.theguardian.com/media/media-blog/2014/nov/23/silicon-	of 'public interest' that	
	valley-companies-journalism-news	appears in this today's	
		journalism different from	
3.	Viner, Katherine. (2017, November 16, 2017). A mission for journalism	earlier forms of the press?	
	in a time of crisis. The Guardian. Retrieved from	How does the "public	
	https://www.theguardian.com/news/2017/nov/16/a-mission-for-	interest" appear in the	
	journalism-in-a-time-of-crisis	networked press? How	
		should news organizations	
RECOMMENDED: collaborate with—or			
Podcast	t: Healy, Amber. (2017, July 27, 2017). How algorithmic thinking is	separate themselves	
	replacing news judgment: An interview with Matt Carlson. It's All	from—technology	

Journalism.	Retrieved from	http://itsall	<u>journalism</u>	.com/2	<u> 263-work-side-</u>
by-side-with-the-new-algorithmic-overlords/					

- Deuze, M. (2010). Journalism and convergence culture. In S. Allan (Ed.), *The Routledge companion to news and journalism* (pp. 267-276). New York, NY: Routledge.
- Howard, A. (2014, May 30, 2014). The art and science of data-driven journalism. *Tow Center for Digital Journalism, Columbia Journalism School*.

 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. Blur: How to know what's true in an age of information overload (pp. 94-120). New York, NY: Bloomsbury.
- Kovach, B., & Rosenstiel, T. (2010). What we need from the 'next journalism'. Blur: How to know what's true in an age of information overload (pp. 170-197). New York, NY: Bloomsbury.
- LaFrance, A. (2014, July 28, 2014). In 1858, people said the telegraph was 'too fast for the truth'. *The Atlantic*. 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/
- Patterson, T.E. (2013). Informing the news. New York, NY: Vintage.
- Pariser, E. (2011). The user is the content. *The filter bubble* (pp. 47-76). New York, NY: Penguin Press.
- Rogers, Simon. (2013). Facts are sacred. London, UK: Faber & Faber.
- Schudson, M. (2010). Political observatories, databases and news in the emerging ecology of public information. *Daedalus*, *139*(2), 100-109.
- Shapiro, Ivor, Brin, Colette, Bédard-Brûlé, Isabelle, & Mychajlowycz, Kasia. (2013). Verification as strategic ritual: How journalists retrospectively describe processes for ensuring accuracy. *Journalism Practice*. doi: 10.1080/17512786.2013.765638
- Silverman, Craig (Ed.). (2014). *Verification handbook: A definitive guide to verifying content for emergency coverage:* European Journalism Centre.
- Singer, Jane B. (2010). Journalism in the network. In S. Allan (Ed.), *The Routledge companion to news and journalism* (pp. 277-286). New York, NY: Routledge.
- Tylor, J. (2014). An examination of how student journalists seek information and evaluate online sources during the newsgathering process. *New Media & Society*. doi: 10.1177/1461444814523079.
- <u>Podcast:</u> "The future history of the newspaper industry" (*On The Media*, 5m37s): http://www.onthemedia.org/story/future-history-of-newspaper-industry/
- <u>Podcast:</u> "Tim Wu's The Master Switch" (*On The Media*, 7m49s):

 <u>http://www.onthemedia.org/2010/nov/12/tim-wus-the-master-switch/)</u>
- Podcast: "Coverage of the Boston Bombing, Undercover Reporting, and More"
 (On The Media): http://www.onthemedia.org/story/287989-coverage-of-the-boston-bombing-undercover-reporting-and-more/ → only until 23m40s
- <u>Podcast:</u> "Yellow Rain" (Radio Lab, 24m34s): http://www.radiolab.org/story/239549-yellow-rain/

companies? What power do they have in such negotiations?

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 by 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

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

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

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

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

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

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. 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

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

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

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

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.