



JOUR 201: History of News in Modern America

4 Units

Spring 2016 –

Mondays & Wednesdays 3:30-4:50pm

Section: 21008D

Location: ANN-L105A

Instructor: Mike Ananny, PhD

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I. Course Description

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

II. Overall Learning Objectives and Assessment

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

III. Description of Assignments

- **500-word Analytical Memoir (30 points):** The year is 2064. You are 50 years older than you are today and have been asked to write a 500-word essay reflecting on *changes* you observed in the news industry during your career. What changes in the journalism profession and news industry did you witness over the course of your career, what skills did you need to be successful, and what controversies remained unchanged from 2014? Make sure the memo is reflective and analytical, not simply a biographical story of what you did during your career. Due at the beginning of class on **Wednesday, January 20**.

- **Examinations (220 points total):**
 - **Midterm Exam [110 points].** In-class on **Wednesday, March 2nd**. 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: **Friday, May 6th 2-4pm** (see the official university schedule at <http://classes.usc.edu/term-20161/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 25**. More information will be given on this assignment as the semester progresses.
- **Pop Quizzes (75 points total):** Three (3) times during the semester, I'll give a pop quiz at the beginning of class. They will be multiple-choice / true-false format, will not be announced beforehand, will be *closed-book and closed-notes*, and should take about 5-10 minutes to complete. They will *only cover the required readings for that day*. They'll be easy and straight-forward, a quick check that you've done the readings and are prepared to participate in that day's class discussion. **Each quiz will be graded out of 25 points for a maximum point total of 75.**
- **Reflections (100 points total):** Twice during the semester, you'll submit short (approximately 600-750 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 10th
 - **Reflection #2:** March 28th

IV. Grading

a. Breakdown of Grade

Assignment	Due	Points	Grade %
Analytical Memoir	January 20	30	6
Midterm Exam	March 2 (in class)	110	22
Final Exam	May 6, 2-4pm	110	22
Archive Project	April 25	75	15
Pop Quizzes (4 x 25 points each, lowest quiz dropped)	not announced	75	15
Reflections (2 x 50 points each)	February 10 March 28	100	20
TOTAL		500	100%

b. Grading Scale

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

c. Grading Standards

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

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

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

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

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

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

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

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

V. Assignment Submission Policy

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

Late Policy: Unless there is a valid medical/family/personal reason and arrangements have been made with the instructor before an assignment’s due date, late assignments will be deducted one partial letter grade per 24 hours late. *E.g.*, an assignment handed in 24 hours late has a maximum possible grade of A-minus, 48 hours late, B-plus, etc. No assignment will be accepted more than 72 hours past the due date, unless discussed with the instructor before the original due date.

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

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

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

VI. Required Readings and Supplementary Materials

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

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

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

You should at least skim headlines, get a sense of the topics being covered, and think about how these contemporary topics relate to class themes. The two lists are leading sources of news *about* the news industry—regularly read by practicing journalists and news industry analysts—and the podcast is one of the best popular discussions of contemporary and historical issues in news media. Following these should get you in the habit not only of reading news, but thinking about where news comes from.

VII. Laptop Policy

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

Your phone **MUST** be switched off during class. Even in a large class, it's very easy for me to tell when you're looking at your phone. The first time I see you using it or hearing it I will ask you to turn it off; the second time I will ask you to leave the class. You may use your laptops in class but **only** to take notes or do class-related business. I do "cold-call" students and, even in a large class, it's very easy for me to tell whether you're using your laptop to take notes or not. If you are not focusing on class and getting distracted by your technology, please excuse yourself and come back when you're able to give the class your attention. I have these policies because research shows that using phones or laptops for anything other than class work (Facebook, Instagram, YouTube, etc.) **harms your learning and that of those around you. If I think laptops are distracting, I may ban them entirely at any time.**

VIII. Course Schedule: A Weekly Breakdown

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

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

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

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

Week #1: Monday, January 11

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?**
 - *Future Journalism Project*. (2012, September 18, 2012). Andie Tucher: The Revolutionary War & journalism. Retrieved July 24, 2014, from <https://www.youtube.com/watch?v=uLrBF6eXAT8>
 - *On The Media*. (2014, August 1, 2014). The future history of the newspaper industry. *On The Media*. Retrieved August 14, 2014, from <http://www.onthemedial.org/story/future-history-of-newspaper-industry/>
 - *PBS*. (2012, November 16, 2012). The impact of Twitter on journalism. *Off Book*. Retrieved July 24, 2014, from <http://video.pbs.org/video/2305475240/>
 - *KRON* (1981) <https://www.youtube.com/watch?v=5WCTn4FljUQ>
- **What is "good work" in journalism?**
 - Gardner, Howard, Csikszentmihalyi, Mihaly, & Damon, William. (2002). Sources of strength in journalism. *Good work: When excellence and ethics meet* (pp. 153-178). New York, NY: Basic Books.
 - Donsbach, W. (2010). Journalists and their professional identities. In S. Allan (Ed.), *The Routledge companion to news and journalism* (pp. 38-48). London, UK: Routledge.
- **What does it mean to be a "reflective practitioner" as a journalist?**
 - Niblock, Sarah. (2007). From 'knowing how' to 'being able': Negotiating the meanings of reflective practice and reflexive research in journalism studies. *Journalism Practice*, 1(1), 20-32.
 - Schön, Don. (1983). *The reflective practitioner: How professionals think in action*. New York, NY: Basic Books.
- **What do you imagine that your own professional history will be? What kind of reflective practitioner do you aim to be?**
 - Nussbaum, Martha. (2002). Martha Nussbaum. In J. L. Harmon (Ed.), *Take my advice: Letters to the next generation from people who know a thing or two* (pp. 176-177). New York, NY: Simon & Schuster.

Week #1: Wednesday, January 13

DEFINING JOURNALISM & NEWS, AND THEIR HISTORIES

Reading / Listening Due	Thought Questions	Assignment Due
<p>1. Schudson, M. (2003). Where news came from. <i>The sociology of news</i> (pp. 64-89). New York, NY: W.W. Norton & Co.</p> <p>2. Russial, J., Laufer, P., & Wasko, J. (2015). Journalism in Crisis? <i>Javnost - The Public</i>, 22(4), 299-312. doi: 10.1080/13183222.2015.1091618</p> <p>RECOMMENDED:</p> <p>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.</p> <p>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.</p> <p>Hampton, M. (2010). The fourth estate ideal in journalism history. In S. Allan (Ed.), <i>The Routledge companion to news and journalism</i> (pp. 4-12). London, UK: Routledge.</p> <p>Schudson, M. (2000). Good citizens and bad history: Today's political ideals in historical perspective. <i>The Communication Review</i>, 4(1), 1-19. doi: 10.1080/10714420009359458</p> <p>Tucher, Andie. (2011). Teaching journalism history to journalists. <i>Journalism Practice</i>, 5(5), 551-565. doi: 10.1080/17512786.2011.601905</p>	<p>Why do you think we need news? What's the difference between 'news' and 'information'? What's the difference between a 'community' and a 'public'? What special role do journalists have in creating the news?</p>	<p>None.</p>

Week #2: Monday, January 18
MLK Jr Day: No class

Week #2: Wednesday, January 20

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

Reading / Listening Due	Thought Questions	Assignment Due
<p>1. Fellow, A.R. (2013). Chapter Three: The press and the founding of a nation. <i>American media history</i> (3rd ed., pp. 65-82). Boston, MA: Wadsworth. → skip the 'profile' boxes</p> <p>2. <u>Podcast: "Founding Propagandists" (On The Media, 12m06s): http://www.onthemedial.org/2006/jun/02/founding-propagandists/</u></p> <p>RECOMMENDED: Stephens, M. (2007). News and revolution: A junction of all the people. <i>A history of news</i> (pp. 162-182). Oxford, UK: Oxford University Press. Schudson, M. (2015). Walter Lippmann's Ghost: An Interview with Michael Schudson. <i>Mass Communication and Society</i>. doi: 10.1080/15205436.2015.1112919</p>	<p>What role did the founders see the press playing in government? What kind of freedoms did the press have, and what reasons were given for limiting those freedoms?</p>	<p>500-word analytical memoir. Come to class with a <i>printed copy</i> and upload to Blackboard.</p>

Week #3: Monday, January 25

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

Reading / Listening Due	Thought Questions	Assignment Due
<p>1. Fellow, A.R. (2013). Chapter Four: A press for the masses. <i>American media history</i> (3rd ed., pp. 85-109). Boston, MA: Wadsworth.</p> <p>2. Schudson, M. (1978). The ideal of objectivity. <i>Discovering the news: A social history of American newspapers</i> (pp. 3-11). New York, NY: Basic Books.</p> <p>3. <u>Podcast: "Going viral, antebellum style" (On The Media, 5m25s): http://www.onthemedial.org/story/going-viral-antebellum-style/</u></p> <p>RECOMMENDED: Brewin, M.W. (2013). A short history of the history of objectivity. <i>The Communication Review</i>, 16(4), 211-229. Cunningham, B. (2003, July 8, 2003). Re-thinking objectivity. <i>Columbia Journalism Review</i>. Retrieved July 7, 2013, from http://www.alternet.org/story/16348/rethinking_objective_journalism Mencken, H.L. (2011). Reflections on journalism. In B. Brennen & H. Hardt (Eds.), <i>The American journalism history reader</i> (pp. 147-149). New York, NY: Routledge. Ornebring, H. (2007). A necessary profession for the modern age?: Nineteenth century news, journalism and the public sphere. In R. Butsch (Ed.), <i>Media and public spheres</i> (pp. 71-82). Basingstoke, UK: Palgrave Macmillan. 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.</p>	<p>What was the penny press and how was it different from presses that came before it? What does 'objectivity' mean, and what are some reasons it became so central to journalism? How does objectivity both strengthen and limit the press?</p>	<p>None.</p>

<p>Stephens, Mitchell. (2014). "Much as one may try to disappear from the work": The argument against objectivity. <i>Beyond news: The future of journalism</i> (pp. 115-138). New York, NY: Columbia University Press.</p> <p>Thornton, B. (2000). The Moon Hoax: Debates about ethics in 1835 New York newspapers. <i>Journal of Mass Media Ethics</i>, 15(2), 89-100.</p>		
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<p>Week #3: Wednesday, January 27</p> <p>JOURNALISM AND THE U.S. CIVIL WAR: NEW PRACTICES, INTERESTS, AND INFRASTRUCTURES</p>		
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Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> 1. Fellow, A.R. (2013). Chapter Five: A divided nation. <i>American media history</i> (3rd ed., pp. 113-143). Boston, MA: Wadsworth. → <u>skip the 'American Media Profile' boxes</u> 2. McGruder, Kevin. (2014, March 13, 2014). The black press during the civil war. <i>The New York Times</i>. Retrieved July 24, 2014, from http://opinionator.blogs.nytimes.com/2014/03/13/the-black-press-during-the-civil-war/ 3. <u>Podcast: "Black, White and Red All Over" (On The Media, 6m33s):</u> http://www.onthemedial.org/2006/nov/24/black-white-red-all-over/ <p>RECOMMENDED:</p> <p>Crofts, D. W. (2011, May 21, 2011). Communication breakdown. <i>New York Times</i>. Retrieved January 2, 2016, from http://opinionator.blogs.nytimes.com/2011/05/21/communication-breakdown/</p> <p>Dubois, W. E. B. (1899). <i>The Philadelphia negro: A social study</i>. New York NY: Schocken Books.</p> <p>Fahri, Paul. (2012, March 2, 2012). How the Civil War gave birth to modern journalism in the nation's capital. <i>The Washington Post</i>. Retrieved July 22, 2014, from http://www.washingtonpost.com/lifestyle/style/how-the-civil-war-gave-birth-to-modern-journalism-in-the-nations-capital/2012/02/24/gIQAImFpmR_story.html</p> <p>Roberts, Gene, & Klibanoff, Hank. (2011). "A fighting press". In B. Brennen & H. Hardt (Eds.), <i>The American journalism history reader</i> (pp. 467-478). New York, NY: Routledge.</p> <p>Starr, P. (2004). Wiring the news. <i>The creation of the media: Political origins of modern communications</i> (pp. 177-189). New York, NY: Basic Books.</p> <p>Washburn, P. (2012). The African American newspaper. In E. King & J. L. Chapman (Eds.), <i>Key readings in journalism</i> (pp. 55-63).</p>	<p>What roles did newspapers play at the beginning of the U.S. civil war and during the war? How do you think they relate to the idea of journalistic objectivity? What are some reasons that black presses emerged, and who was central to their founding? How did news writing change through the telegraph? What kind of censorship existed during the civil war?</p>	<p>None.</p>

Week #4: Monday, February 1

CRAFTING A CAREER HISTORY: TALKING JOURNALISM WITH GUEST PROFESSIONALS
Panelists: Melissa Pamer (KTLA), Arezou Rezvani (NPR News), Christopher Keller (KPCC)

Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none">Gardner, Howard, Csikszentmihalyi, Mihaly, & Damon, William. (2002). Sources of strength in journalism. <i>Good work: When excellence and ethics meet</i> (pp. 153-178). New York, NY: Basic Books.Gardner, H. (2015, December 2, 2015). Is There a Future for the Professions? An Interim Verdict. The Good Project. Retrieved December 3, 2015, from http://www.thegoodproject.org/is-there-a-future-for-the-professions-an-interim-verdict/ <p>RECOMMENDED: Nussbaum, Martha. (2002). Martha Nussbaum. In J. L. Harmon (Ed.), <i>Take my advice: Letters to the next generation from people who know a thing or two</i> (pp. 176-177). New York, NY: Simon & Schuster. Ornebring, H. (2010). Reassessing journalism as a profession. In S. Allan (Ed.), <i>The Routledge companion to news and journalism</i> (pp. 568-577). London, UK: Routledge.</p>	What does it mean to craft a personal professional history? How do journalists describe and explain their career choices? What career moves reflect personal choices and which emerge from broader, social forces?	None.

Week #4: Wednesday, February 3

MUCKRAKING, THE YELLOW PRESS, AND TABLOID JOURNALISM

Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none">Fellow, A.R. (2013). Chapter Six: The yellow press and the Times. <i>American media history</i> (3rd ed., pp. 145-173). Boston, MA: Wadsworth. → skip the 'American Media Profile' boxesPodcast: "The Love Triangle, Murder and Missing Head That Sparked a Tabloid War" (<i>On The Media</i>, 9m27s): http://www.onthemedial.org/2011/jul/22/love-triangle-murder-and-missing-head-sparked-tabloid-war/Podcast: "Yellow Fever" (<i>On The Media</i>, 4m52s): http://www.onthemedial.org/2009/apr/03/yellow-fever/ <p>RECOMMENDED: Örnebring, H., & Jönsson, A.M. (2007). Tabloid journalism and the public sphere: a historical perspective on tabloid journalism. <i>Journalism Studies</i>, 5(3), 283-295. Podcast: "Pulp Non-Fiction" (<i>On The Media</i>, 8m40s): http://www.onthemedial.org/2010/jan/22/pulp-non-fiction/</p>	What kind of journalism did Pulitzer, Hearst, and Ochs advocate for? How did their visions of journalism differ from earlier kinds of reporting? What is 'yellow journalism' and how was it perceived? What connections to 'yellow journalism' do you think exist today?	None.

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

Reading / Listening Due	Thought Questions	Assignment Due
<p>1. Schudson, M. (2003). News in the marketplace. <i>The sociology of news</i> (pp. 109-126). New York, NY: W.W. Norton & Co.</p> <p>2. McManus, John H. (2009). The commercialization of news. In T. Hanitzsch & K. Wahl-Jorgensen (Eds.), <i>The handbook of journalism studies</i> (pp. 218-233). London, UK: Routledge.</p> <p>3. <u>Podcast: "How Will Journalism Keep the Lights On?" (On The Media, 12m11s): http://www.onthemedial.org/2013/aug/30/how-will-journalism-keep-lights/</u></p> <p>RECOMMENDED:</p> <p>Arrese, Á. (2015). From gratis to paywalls: A brief history of a retro-innovation in the press's business. <i>Journalism Studies</i>. doi: 10.1080/1461670X.2015.1027788</p> <p>Carvajal, M., Garcia-Aviles, J.A. , & Gonzalez, J.L. (2012). Crowdfunding and non-profit media: The emergence of new models for public interest journalism. <i>Journalism Practice</i>. doi: 10.1080/17512786.2012.667267</p> <p>Chomsky, Daniel. (2006). 'An interested reader': Measuring ownership control at the New York Times. <i>Critical Studies in Mass Communication</i>, 23(1), 1-18.</p> <p>Goyanes, M. (2014). An empirical study of factors that influence the willingness to pay for online news. <i>Journalism Practice</i>. doi: 10.1080/17512786.2014.882056</p> <p>Hamilton, J.T. (2006). Economic theories of news. <i>All the news that's fit to sell</i> (pp. 7-36). Princeton, NJ: Princeton University Press.</p> <p>Jian, Lian, & Shin, Jieun. (2014). Motivations behind donors' contributions to crowd-funded journalism. <i>Mass Communication and Society</i>. doi: 10.1080/15205436.2014.911328</p> <p>Myllylahti, M. (2013). Newspaper paywalls--the hype and the reality: A study of how paid news content impacts on media corporation revenues. <i>Digital Journalism</i>. doi: 10.1080/21670811.2013.813214</p> <p>Pickard, V., & Williams, A.T. (2013). Salvation or folly? The promises and perils of digital paywalls. <i>Digital Journalism</i>. doi: 10.1080/21670811.2013.865967</p> <p>Turow, J. (2011). Financing the newspaper business. <i>Media today: An introduction to mass communication</i> (pp. 276-280). London, UK: Routledge.</p> <p>Wemple, E. (2013, September 5, 2013). Washington Post Magazine struggles with advertising relationship. <i>The Washington Post</i>. Retrieved September 5, 2013, from http://www.washingtonpost.com/blogs/erik-wemple/wp/2013/09/05/washington-post-magazine-struggles-with-advertising-relationship/</p>	<p>How have newspapers historically earned revenue? What role did advertising play in the penny presses? Why did advertising agencies arise? Why did advertising expand beyond local markets? How do brands offer risks and advantages for newspapers? What responsibility, if any, do you think newspapers have when carrying advertising?</p>	<p>None.</p>

Week #5: Wednesday, February 10th
A BRIEF HISTORY OF PUBLIC RELATIONS
 (Visitor: Daren Brabham, USC)

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

Week #6: Monday, February 15
Presidents’ Day: No class

Week #6: Wednesday, February 17
MID-20TH CENTURY BROADCAST JOURNALISM: TELEVISION, RADIO, NEWSPAPERS & RITUALS OF MASS MEDIA

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

<p>Menand, L. (2012, July 9, 2012). Seeing it now: Walter Cronkite and the legend of CBS News. <i>The New Yorker</i>. Retrieved September 20, 2014, from http://www.newyorker.com/magazine/2012/07/09/seeing-it-now</p> <p>Muller, J. (2000). <i>Now this: Radio, television...and the real world</i>. New York, NY: Putnam.</p> <p>Socolow, Michael J. (2010). 'We should make money on our news': The problem of profitability in network broadcast journalism history. <i>Journalism</i>, 11(6), 675–691.</p>		
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Week #7: Monday, February 22

DATA-DRIVEN JOURNALISM: HISTORICAL FOUNDATIONS AND ONGOING DEBATES

Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> 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>, 54(10), 66-71. 2. Coddington, M. (2014). Clarifying journalism's quantitative turn. <i>Digital Journalism</i>. doi: 10.1080/21670811.2014.976400 3. Houston, B. (2015, November 12, 2015). Fifty years of journalism and data: A brief history. <i>Global Investigative Journalism Network</i>. Retrieved November 23, 2015, from http://gijn.org/2015/11/12/fifty-years-of-journalism-and-data-a-brief-history/ 4. Klein, S. (2015, March 17, 2015). Antebellum data journalism: Or, how big data busted Abe Lincoln. <i>ProPublica</i>. Retrieved November 20, 2015, from https://www.propublica.org/nerds/item/antebellum-data-journalism-busted-abe-lincoln <p><u>RECOMMENDED:</u></p> <p>Anderson, C. W. (2014). Between the unique and the pattern: Historical tensions in our understanding of quantitative journalism. <i>Digital Journalism</i>. doi: 10.1080/21670811.2014.976407</p> <p>Anderson, C. W. (2015). Drawing boundary lines between journalism and sociology, 1895-2000. In M. Carlson & S. C. Lewis (Eds.), <i>Boundaries of journalism: Professionalism, practices, and participation</i> (pp. 201-217). New York, NY: Routledge.</p> <p>Boumans, J. W., & Trilling, D. (2015). Taking Stock of the Toolkit. <i>Digital Journalism</i>, 1-16. doi: 10.1080/21670811.2015.1096598</p> <p>Flew, T., Spurgeon, C., Daniel, A., & Swift, A. (2012). The promise of computational journalism. <i>Journalism Practice</i>, 6(2), 157-171.</p> <p>Garvey, E. G. (2013). "facts and FACTS": Abolitionists' database innovations. In L. Gitleman (Ed.), <i>"Raw data" is an oxymoron</i> (pp. 89-102). Cambridge, MA: MIT Press.</p> <p>Karlsson, M., & Sjøvaag, H. (2015). Content Analysis and Online News. <i>Digital Journalism</i>, 1-16. doi: 10.1080/21670811.2015.1096619</p> <p>Petre, C. (2015, May 7, 2015). The traffic factories: Metrics at Chartbeat, Gawker Media, and The New York Times. <i>Tow Center for Digital Journalism</i>. Retrieved May 10, 2015, from http://towcenter.org/research/traffic-factories/</p> <p>Widholm, A. (2015). Tracing online news in motion. <i>Digital Journalism</i>, 1-17. doi:</p>	<p>How have each era's journalists defined "data"? How has such data appeared in reporting, what assumptions have been made about audiences' data literacies, and what kinds of topics and projects reoccur? What does a history of data journalism reveal about the dominant epistemologies of journalism in any given era? Where does data come from, and how are these origins described by journalists? What's the difference between showing data and telling a story? How much of journalism's work should a news audience be invited—or expected—to do?</p>	<p>None.</p>

10.1080/21670811.2015.1096611

Examples of data-based press work:

- Pulitzer Prize and Philip Meyer awards for data-based journalism: <http://www.pulitzer.org/citation/2013-Public-Service> and <https://www.ire.org/awards/philip-meyer-awards/>
- Data-based maps as journalistic products: <http://tinyurl.com/gsnrscv>
- History of data-based journalism at *The Guardian*: <http://www.theguardian.com/news/datablog/video/2013/apr/04/history-of-data-journalism-video>
- Polls and polling as data-based news work: <http://www.onthemediamedia.org/story/polling-democracy-uneasy-relationship/> and <http://www.cbc.ca/archives/entry/computers-predict-election-results>
- ProPublica's "Free the Files" <https://www.propublica.org/series/free-the-files> and "Debt by Degrees" <https://www.propublica.org/nerds/item/the-stories-of-everyday-lives-hidden-in-reams-of-data>
- *The Guardian's* MP Expense Claims project: <http://www.theguardian.com/news/datablog/2009/jun/18/mps-expenses-houseofcommons>

Week #7: Wednesday, February 24

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

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

Week #8: Monday, February 29
DIVERSITY IN NEWS & JOURNALISM

Reading / Listening Due	Thought Questions	Assignment Due
<p>Freedman, S. G. (2015, November 30, 2015). The man who transformed how The New York Times covers the gay community. <i>Columbia Journalism Review</i>. Retrieved November 30, 2015, from http://www.cjr.org/the_profile/jeff_schmalz_sam_freedman_new_york_times.php</p> <p>Griffin, A. (2014, September 11, 2014). Where are the women? Why we need more female newsroom leaders. <i>Nieman Reports</i>. Retrieved January 3, 2016, from http://niemanreports.org/articles/where-are-the-women/</p> <p>Kristof, Nicholas. (2014, August 27, 2014). Is everyone a little bit racist? <i>The New York Times</i>. Retrieved September 22, 2014, from http://www.nytimes.com/2014/08/28/opinion/nicholas-kristof-is-everyone-a-little-bit-racist.html</p> <p>Kristof, Nicholas. (2014, August 30, 2014). When whites just don't get it: After Ferguson, race deserves more attention, not less. <i>The New York Times</i>. Retrieved September 22, 2014, from http://www.nytimes.com/2014/08/31/opinion/sunday/nicholas-kristof-after-ferguson-race-deserves-more-attention-not-less.html</p> <p>Madden, Vicki. (2014, September 21, 2014). Why poor students struggle. <i>The New York Times</i>. Retrieved September 22, 2014, from http://www.nytimes.com/2014/09/22/opinion/why-poor-students-struggle.html</p> <p>RECOMMENDED: Video: "Jon Stewart Goes After Fox in Powerful Ferguson Monologue" <i>The Daily Show</i>. https://www.youtube.com/watch?v=RqTED8UjKr8 (10m29s)</p> <p>Awad, Isabel. (2008). Cultural diversity in the news media: a democratic or a commercial need? <i>Javnost - The Public</i>, 15(4), 55-72.</p> <p>Awad, Isabel. (2011). Latinas/os and the mainstream press: The exclusions of professional diversity. <i>Journalism</i>, 12(5), 515-532.</p> <p>Benson, R. (2005). American journalism and the politics of diversity. <i>Media, Culture & Society</i>, 27(1), 5-20.</p> <p>Chambers, D., & Steiner, L. (2010). The changing status of women journalists. In S. Allan (Ed.), <i>The Routledge companion to news and journalism</i> (pp. 49-59). London, UK: Routledge.</p> <p>Evans, Lisa, Cherny, Lynn, & Matias, J. Nathan. (2012, September 7, 2012). Women's representation in media: The best data on the subject to date. <i>The Guardian</i>. Retrieved August 2, 2014, from http://www.theguardian.com/news/datablog/2012/sep/07/gender-media-best-data-available & see http://opengendertracking.org/</p> <p>Glasser, Theodore L. (1992). Professionalism and the derision of diversity: The case of the education of journalists. <i>Journal of Communication</i>, 42, 131-140.</p> <p>Lutes, Jean Marie. (2006). <i>Front-page girls: Women journalists in American culture and fiction, 1880-1930</i>. Ithaca, NY: Cornell University Press.</p> <p>Park, Robert E. (2011). The immigrant press and assimilation. In B. Brennen & H. Hardt (Eds.), <i>The American journalism history reader</i> (pp. 150-174). New</p>	<p>What conditions in journalism employment and coverage have women, people of color, and members of LGBTQ groups faced in the 20th century? How have the news media addressed these conditions, and what visions of diversity and progress have these efforts represented? What is the "goal" of diversity in news organizations, how has this goal changed over time, and what efforts are still needed today and going forward?</p>	<p>None.</p>

<p>York, NY: Routledge.</p> <p>Poindexter, P. (2007). Finding women in the newsroom and in the news. In P. Poindexter, S. Meraz & A. S. Weiss (Eds.), <i>Women, men and news: Divided and disconnected in the news media landscape</i> (pp. 72-94). New York, NY: Routledge.</p> <p>Roberts, Gene, & Klibanoff, Hank. (2011). "A fighting press". In B. Brennen & H. Hardt (Eds.), <i>The American journalism history reader</i> (pp. 467-478). New York, NY: Routledge.</p> <p>Ross, Ishbel. (2011). Front-page girl. In B. Brennen & H. Hardt (Eds.), <i>The American journalism history reader</i> (pp. 175-184). New York, NY: Routledge.</p> <p>Ross, Ishbel. (1936). <i>Ladies of the press</i>. New York, NY: Harper & Brothers.</p> <p>Voss, Kimberly, & Speere, Lance. (2014). Taking chances and making changes: The career paths and pitfalls of pioneering women in newspaper management. <i>Journalism & Mass Communication Quarterly</i>, 91(2), 272-288. doi: 10.1177/1077699014527453</p>		
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Week #8: Wednesday, March 2

MIDTERM EXAM: Only on material covered so far; open-book and open-notes [see description of exam above]

Week #9: Monday, March 7

AUDIENCE-PRESS RELATIONSHIPS: REPRESENTATION IN/THROUGH THE NEWS

Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> 1. Wahl-Jorgensen, K. (2007). A brief history of letters to the editor. <i>Journalists and the public: Newsroom culture, letters to the editor, and democracy</i> (pp. 29-46). Cresskill, NJ: Hampton Press. 2. Rosen, Jay. (2006, June 27, 2006). The people formerly known as the audience. <i>Press Think</i>. Retrieved March 11, 2009, from http://journalism.nyu.edu/pubzone/weblogs/pressthink/2006/06/27/pl_fmr_p.html 3. <u>Podcast: "Dear editor" (On The Media, 7m40s):</u> http://www.onthemedial.org/story/dear-editor/ 4. 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-9fb90d2f29f3#.gs0rs341v <p>RECOMMENDED:</p> <p>Ananny, Mike. (2014). Networked press freedom and social media: Tracing historical and contemporary forces in press-public relations. <i>Journal of Computer-Mediated Communication</i>, 19(4), 938-956. doi: 10.1111/jcc4.12076</p> <p>Boczkowski, P., & Mitchelstein, E. (2013). <i>The news gap: When the information preferences of the media and the public diverge</i>. Cambridge, MA: MIT Press.</p> <p>Braun, J., & Gillespie, T. (2011). Hosting the public discourse, hosting the public: When online news and social media converge. <i>Journalism Practice</i>, 5(4), 383-398.</p>	<p>How have journalists historically thought about their audiences? When have they let them into news-making? Which aspects of news making are audiences able to see and impact, and which are off limits? How do journalists think about audiences' comments and evaluations of news work? What do you think are the differences between 'audiences', 'crowds', and 'public forums'? What norms do individuals generally have to follow in order to appear within news publications?</p>	<p>None.</p>

<p>Butsch, Richard. (2008). <i>The citizen audience: Crowds, publics, and individuals</i>. New York, NY: Routledge.</p> <p>Domingo, David. (2011). Managing audience participation: Practices, workflows and strategies. In J. B. Singer, A. Hermida, D. Domingo, A. Heinonen, S. Paulussen, T. Quandt, Z. Reich & M. Vujnovic (Eds.), <i>Participatory journalism</i> (pp. 76-95). Malden, MA: Wiley-Blackwell.</p> <p>Ettema, J., & Whitney, C. (Eds.). (1994). <i>Audience-making: How the media create the audience</i>. London, UK.</p> <p>Heikkilä, Heikki, & Ahva, Laura. (2014). The relevance of journalism. <i>Journalism Practice</i>. doi: 10.1080/17512786.2014.928465</p> <p>Lecheler, S., & Kruikemeier, S. (2015). Re-evaluating journalistic routines in a digital age: A review of research on the use of online sources. <i>New Media & Society</i>. doi: 10.1177/1461444815600412</p> <p>Loosen, W., & Schmidt, J-H. (2012). (Re-)discovering the audience. <i>Information, Communication & Society</i>, 15(6), 867-887.</p> <p>Reich, Z. (2011). User comments: The transformation of participatory space. In J. B. Singer, A. Hermida, D. Domingo, A. Heinonen, S. Paulussen, T. Quandt, Z. Reich & M. Vujnovic (Eds.), <i>Participatory journalism</i> (pp. 96-117). Malden, MA: Wiley-Blackwell.</p>		
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Week #9: Wednesday, March 9

THE "ALTERNATIVE" PRESS & TELLING A COMMUNITY'S STORY:
(Guests: Daniela Gerson, *Los Angeles Times*; Erin Aubrey Kaplan, KCET)

Reading / Listening Due	Thought Questions	Assignment Due
<p>1. McMillian, John. (2011). "From underground to everywhere": Alternative media trends since the sixties <i>Smoking typewriters: The sixties underground press and the rise of alternative media in America</i> (pp. 172-185). Oxford, UK: Oxford University Press.</p> <p>2. Browse at least 2 of these sites and their stories, and note differences you see in how each understands "local":</p> <p>http://maps.latimes.com/neighborhoods/ http://www.kcet.org/ http://www.alhambrasource.org/ http://patch.com/</p> <p>RECOMMENDED: Atton, Chris, & Hamilton, James F. (2008). The historicization of alternative journalism. <i>Alternative journalism</i> (pp. 9-21). New York, NY: Sage. McMillian, John. (2011). <i>Smoking typewriters: The sixties underground press and the rise of alternative media in America</i>. Oxford, UK: Oxford University Press. Sloan, L. (2006, Fall 2006). Watching a community changed by immigration. Nieman Reports. Retrieved August 20, 2013, from http://www.nieman.harvard.edu/reports/article/100326/Watching-a-Community-Changed-by-Immigration.aspx</p>	<p>Why are low-income communities of color underserved by mainstream media outlets? Where do news organizations position their reporting resources and why? What's the difference between <i>reporting</i> on a community and <i>making</i> the community through reporting? What is the "alternative press" an alternative to – why does this distinction exist and why does it matter?</p>	<p>None.</p>

Week #10: Monday, March 14 & Wednesday, March 16

SPRING RECESS, NO CLASSES

Week #11: Monday, March 21

PHOTOJOURNALISM: VISUAL STORYTELLING WHERE FACTS MEET VALUES

Reading / Listening Due	Thought Questions	Assignment Due
<p>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.</p> <p>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.</p> <p>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 http://lens.blogs.nytimes.com/2015/02/17/world-press-photo-manipulation-ethics-of-digital-photojournalism/</p> <p>RECOMMENDED:</p> <p>Alper, M. (2013). War on Instagram: Framing conflict photojournalism with mobile photography apps. <i>New Media & Society</i>. doi: 10.1177/1461444813504265</p> <p>Berger, John. (2009). <i>Ways of seeing</i>. New York, NY: Penguin Books.</p> <p>Schwartz, D. (1999). Objective representation: Photographs as facts. In B. Brennen & H. Hardt (Eds.), <i>Picturing the past: Media, history, and photography</i>. Urbana-Champaign, IL: University of Illinois Press.</p> <p>Smith, R. (2014, October 5, 2014). It's Official: Als are now re-writing history. <i>Robert Elliott Smith</i>. Retrieved January 3, 2016, from http://www.robertelliottsmith.com/?p=530</p> <p>Sontag, Susan. (1973). <i>On photography</i>. New York, NY: Rosetta Books.</p>	<p>Compare photojournalism 'objectivity' to print or broadcast objectivity. How have tech innovations influenced photojournalism? What makes an image 'true' and how can audiences answer this question? How have camera phones and photo apps impacted photojournalism?</p>	<p>None.</p>

Week #11: Wednesday, March 23

FOREIGN CORRESPONDENCE & THE IDEA OF INTERNATIONAL NEWS

Reading / Listening Due	Thought Questions	Assignment Due
<p>1. Knightly, P. (2004). Preface. <i>The first casualty: The war correspondent as hero and myth-maker from the Crimea to Iraq</i> (3rd ed., pp. xi-xiii). Baltimore, MD: The Johns Hopkins University Press.</p> <p>2. Shafer, Jack. (2009, December 29, 2009). The romance and reality of foreign reporting: A Q&A with John Maxwell Hamilton. <i>Slate</i>. Retrieved June 2, 2014, from http://www.slate.com/articles/news_and_politics/press_box/2009/12/the_romance_and_reality_of_foreign_reporting.single.html</p> <p>3. Hicks, J. (2013, January 23, 2013). Tweeting the news: Andy Carvin test-pilots Twitter journalism. <i>The Verge</i>. Retrieved March 2, 2013, 2013, from http://www.theverge.com/2013/1/23/3890674/tweeting-the-news-andy-carvin-test-pilots-twitter-journalism</p> <p>RECOMMENDED:</p> <p>Anderson, B. (1983). <i>Imagined communities</i> (Revised edition ed.). London, UK: Verso.</p> <p>Arceneaux, Noah. (2014). The ecology of wireless newspapers: Publishing on</p>	<p>Who do you assume foreign correspondents to be reporting <u>for</u> and <u>on</u>? What does studying the equipment foreign correspondents historically carried tell us about the kind of journalism they practiced? Thinking broadly about the idea of <u>distance</u> and <u>time</u>, what limits, if any, do you think there should be on journalists immersing audiences in distance environments or reporting news as fast as possible?</p>	<p>None.</p>

<p>islands and ships, 1899-1913. <i>Journalism & Mass Communication Quarterly</i>. doi: 10.1177/1077699014538826 CUNY Journalism Press.</p> <p>Clausen, L. (2010). International news flow. In S. Allan (Ed.), <i>The Routledge companion to news and journalism</i> (pp. 127-136). London, UK: Routledge.</p> <p>Cozma, Raluca. (2010). From Murrow to mediocrity: Radio foreign news from World War II to the Iraq War. <i>Journalism Studies</i>, 11(5), 667-682.</p> <p>Hamilton, J.M. (2011). The correspondent's kit. <i>Journalism's roving eye: A history of American foreign reporting</i> (pp. 437-457). Baton Rouge, LA: Louisiana State University Press.</p> <p>O'Donovan, C. (2013, December 5, 2013). Where in the world is BuzzFeed? Building foreign news around themes rather than geography. Nieman Journalism Lab. Retrieved December 5, 2013, from http://www.niemanlab.org/2013/12/where-in-the-world-is-buzzfeed-building-foreign-news-around-themes-rather-than-geography/</p> <p>Heinrich, A. (2012). Foreign reporting in the sphere of network journalism. <i>Journalism Practice</i>, 6(5-6), 766-775.</p> <p>Katz, E. (1992). The end of journalism? Notes on watching the war <i>Journal of Communication</i>, 42(3), 5-13.</p>		
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Week #12: Monday, March 28 IN-CLASS ACTIVITY: WHAT ARE 'MEDIA FRAMES'? ANALYZING & COMPARING HISTORICAL NEWS STORIES		
Reading / Listening Due	Thought Questions	Assignment Due
<p>1. Bennett, W.L. (2012). News stories: Four information biases that matter. <i>News: The politics of illusion</i> (pp. 35-48). New York, NY: Pearson. → pages 35-48 only (until beginning of section 'Four information biases in the news: An in-depth look')</p> <p>2. Streeter, T. (2009). How to do a frame analysis of news media. <i>Sociology of News</i>. Retrieved August 10, 2013, from http://www.uvm.edu/~tstreete/Courses/sociology_of_news/page25/page25.html</p> <p>3. Browse the class 'LibGuide' site, especially the links <i>Historical Newspaper, Chicano/Latino Newspapers, Archives Online</i>: http://libguides.usc.edu/jour201</p> <p>4. Review these examples showing changes in news language over time:</p> <p style="padding-left: 20px;">a. Changes in the AP Style Guide over 30 years: http://bit.ly/1BhyKj6</p> <p style="padding-left: 20px;">b. <i>New York Times Labs' "Chronicle"</i>: http://chronicle.nytlabs.com/</p> <p>RECOMMENDED:</p> <p>Benton, Joshua. (2009, March 11, 2009). Introducing media cloud: A new tool to track how news gets covered. <i>Nieman Journalism Lab</i>. Retrieved August 3, 2014, from http://www.niemanlab.org/2009/03/introducing-media-cloud/</p> <p>Garvey, Ellen Gruber. (2013). "facts and FACTS": Abolitionists' database innovations. In L. Gitleman (Ed.), <i>"Raw data" is an oxymoron</i> (pp. 89-</p>	<p>What is a 'media frame' and how is it made? What function does it serve, and how is it like or unlike other kinds of bias? Try reading a sample news story and see if you can identify the frames it uses – what <u>other</u> frames might the reporter have used, who would s/he have had to interview, and how might it have changed the story's meanings?</p>	<p>Reflection #2.</p> <p>Attendance at this class is <u>critical</u> for students to successfully complete the archival project.</p>

102). Cambridge, MA: MIT Press. 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/		
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Week #12: Wednesday, March 30
PAST, PRESENT, AND FUTURE OF RADIO
(Guest: Shirley Jahad)

Reading / Listening Due	Thought Questions	Assignment Due
1. Brown, Robert J. (2004). Early history of broadcast news. <i>Manipulating the ether: The power of broadcast radio in thirties America</i> (pp. 131-138). New York, NY: McFarland. 2. Brown, Robert J. (2004). Radio covers domestic events and crises. <i>Manipulating the ether: The power of broadcast radio in thirties America</i> (pp. 139-152). New York, NY: McFarland. RECOMMENDED: Podcast: "Voice of America" (<i>On The Media</i> , 8m24s, http://www.onthemedial.org/2013/jul/19/voice-america/) Barnouw, Erik. (2011). Voices. In B. Brennen & H. Hardt (Eds.), <i>The American journalism history reader</i> (pp. 380-402). New York, NY: Routledge. Douglas, S.J. (2004). <i>Listening in: Radio and the American imagination</i> . Minneapolis, MN: University of Minnesota Press. Fellow, A.R. (2013). Chapter 9: Radio and its promises. <i>American media history</i> (3rd ed., pp. 248-270). Boston, MA: Wadsworth. → pages 248-270 only Razlogova, Elena. (2011). <i>The listener's voice: Early radio and the American public</i> . Philadelphia: University of Pennsylvania Press. Turow, J. (2011). The rise of radio. <i>Media today: An introduction to mass communication</i> (pp. 366-370). London, UK: Routledge. → pages 366-370 only (to start of section 'Radio in the 1920s, 1930s, and 1940s) Wu, Tim. (2010). Radio dreams. <i>The master switch: The rise and fall of information empires</i> (pp. 33-44). New York, NY: Knopf.	How does radio differ from newspapers as a broadcast medium? How do these differences appear in the technologies that make it possible, the legal codes that regulate its operation, and the practices of radio reporters versus print reporters? To what extent did radio emerge from historical "hacker" communities of amateur technologists and storytellers?	None.

Week #13: Monday, April 4
THE ORGANIZED PRESS: THE ROUTINES, HABITS, AND RITUALS OF JOURNALISM

Reading / Listening Due	Thought Questions	Assignment Due
1. 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') 2. Gans, H. (2012). Deciding what's news. In E. King & J. L. Chapman (Eds.), <i>Key readings in journalism</i> (pp. 95-104). 3. Podcast: "Yeah baby, yeah baby, yeah baby" (<i>On The Media</i> , 3m42s): http://www.onthemedial.org/story/yeah-baby-yeah-baby-yeah-baby/ RECOMMENDED: Ananny, M. (2013, August 6, 2013). Invisible hand or thoughtful design? Ownership and influence in the sale of The Washington Post. Nieman Journalism Lab. Retrieved August 13, 2013, from	What kind of patterns and routines do journalists seem to follow, and where have these come from? How are these patterns visible or invisible to audiences? How do they strengthen the news (e.g., setting audience expectations) and weaken its potential (e.g., limit what counts as news)? How would you agree or disagree with the idea that the press has historically been a fundamentally	None.

<p>http://www.niemanlab.org/2013/08/invisible-hand-or-thoughtful-design-ownership-and-influence-in-the-sale-of-the-washington-post/</p> <p>Boczkowski, P. (2010). <i>News at work: Imitation in an age of information abundance</i>. Chicago, IL: University of Chicago Press.</p> <p>Breed, W. (1955). Social control in the newsroom: A functional analysis. <i>Social Forces</i>, 33, 326-355.</p> <p>Darnton, Robert. (2011). Writing news and telling stories. In B. Brennen & H. Hardt (Eds.), <i>The American journalism history reader</i> (pp. 303-322). New York, NY: Routledge.</p> <p>Gans, H. (2012). Deciding what's news. In E. King & J. L. Chapman (Eds.), <i>Key readings in journalism</i> (pp. 95-104).</p> <p>Podcast: "Switcheroo: Act2, Forgive Us Our Press Passes" (<i>This American Life</i>, 23m30s, http://www.thisamericanlife.org/radio-archives/episode/468/switcheroo?act=2#play)</p> <p>Schudson, Michael. (1995). Question authority: A history of the news interview. <i>The power of news</i> (pp. 72-93). Cambridge, MA: Harvard University Press.</p> <p>Tarkov, A. (2012, July 3, 2012). Journatic worker takes 'This American Life' inside outsourced journalism. <i>Poynter</i>. Retrieved September 2, 2013, from http://www.poynter.org/latest-news/top-stories/179555/journatic-staffer-takes-this-american-life-inside-outsourced-journalism/</p> <p>Tuchman, G. (1978). <i>Making news: A study in the social construction of reality</i>. New York: Free Press.</p>	<p>'conservative' institution? What patterns and routines do you see in today's online news production, and where do they come from?</p>	
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<p style="text-align: center;"><i>Week #13: Wednesday, April 6</i></p> <p style="text-align: center;">THE INVESTIGATIVE PRESS: JOURNALISTS AS MORAL ACTORS</p>		
<p style="text-align: center;">Reading / Listening Due</p>	<p style="text-align: center;">Thought Questions</p>	<p style="text-align: center;">Assignment Due</p>
<p>1. Matheson, D. (2010). The watchdog's new bark: Changing forms of investigative reporting. In S. Allen (Ed.), <i>The Routledge companion to news and journalism</i> (pp. 82-92). London, UK: Routledge.</p> <p>2. Protes, D.L., Cook, F.L., Doppelt, J.C., Ettema, J.S., Gordon, M.T., Leff, D.R., & Miller, P. (1991). The quest for reform. <i>Journalism of outrage: Investigative reporting and agenda building in America</i> (pp. 3-23). New York, NY: The Guilford Press. pages 3-12 only</p> <p>RECOMMENDED: <u>Browse one of these sites</u> (you don't need to know all of the details, but come to class familiar with them as examples of investigative journalism):</p> <ul style="list-style-type: none"> • <i>Top Secret America</i>: http://projects.washingtonpost.com/top-secret-america/ • <i>Investigating Power</i>: http://www.investigatingpower.org/ • <i>Berkeley's Center for Investigative Reporting</i>: http://cironline.org/ <p>Ettema, J.S., & Glasser, T.L. (1998). Introduction. <i>Custodians of conscience</i> (pp. 1-15). New York, NY: Columbia University Press.</p> <p>Fellow, A.R. (2013). The media, Nixon and the crisis in credibility. <i>American media history</i> (3rd ed., pp. 351-363). Boston, MA: Wadsworth.</p> <p>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</p>	<p>What kind of moral assumptions do investigative reporters make? How do these assumptions historically translated into reporting practices? What kind of resources and support does investigative reporting require? Where do you see investigative reporting happening today, and how do you distinguish it from other types of journalism?</p>	<p>None.</p>

<p>Osnos, P. (2013, October 2, 2013). These journalists spent two years and \$750,000 covering one story. <i>The Atlantic</i>. Retrieved October 3, 2013, from http://www.theatlantic.com/national/archive/2013/10/these-journalists-spent-two-years-and-750-000-covering-one-story/280151/</p> <p>Podcast: "New Site Chronicles Greatest Investigative Reporting" (NPR's <i>All Things Considered</i>, 7m48s): http://www.npr.org/2012/04/25/151386977/new-site-chronicles-greatest-investigative-reporting</p> <p>Podcast: "Yellow Rain" (Radio Lab, 24m34s): http://www.radiolab.org/story/239549-yellow-rain/</p>		
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Week #14: Monday, April 11
TRACING JOURNALISM AND JOURNALISTS IN POPULAR CULTURE
 -- Guest lecture by Prof Joe Saltzman --

Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> Ehrlich, M. C., & Saltzman, J. (2015). Introduction <i>Heroes and scoundrels: The image of the journalist in popular culture</i>. Chicago, IL: University of Illinois Press. Browse the 'Image of the Journalist in Popular Culture' online database: http://ijpc.uscannenberg.org/page/introdatabase.htm Come to class prepared to talk about ONE example of an image of the journalist in contemporary culture. This might be a journalist appearing in a news story, a YouTube/Vimeo clip, a print magazine advertisement, a TV show, etc.. <p>RECOMMENDED: Fellow, A.R. (2013). Film as a social and political power. <i>American media history</i> (3rd ed., pp. 223-237). Boston, MA: Wadsworth. → pages 223-237 only Hartley, John. (2009). Journalism and popular culture. In K. Wahl-Jorgensen & T. Hanitzsch (Eds.), <i>The handbook of journalism studies</i> (pp. 310-324). New York: Routledge.</p>	<p>How have journalists been portrayed in popular culture – books, movies, TV, etc.? What assumptions do such portrayals make about who journalists are, what motivates them, and what connections they have to democracy? To what extent do these portrayals <i>reflect</i> or <i>create</i> the press?</p>	<p>None.</p>

Week #14: Wednesday, April 13
THE ONGOING HISTORY OF JOURNALISM EDUCATION

Reading / Listening Due	Thought Questions	Assignment Due
<ol style="list-style-type: none"> Boroff, David. (1965). What ails the journalism schools. <i>Harper's Magazine</i>, 231(October), 77-88. Joseph, B. (2009). Journalism education. In K. Wahl-Jorgensen & T. Hanitzsch (Eds.), <i>The handbook of journalism studies</i> (pp. 42-58). New York, NY: Routledge. Podcast: "This is a great time to enter journalism" (<i>On The Media</i>, 6m05s): http://www.onthemedialab.org/story/great-time-enter-journalism/ Ramaker, T., van der Stoep, J., & Deuze, M. (2015). Reflective Practices for Future Journalism: The Need, the Resistance and the Way Forward. <i>Javnost - The Public</i>, 22(4), 345-361. doi: 10.1080/13183222.2015.1091622 	<p>How and why did journalism schools arise? What do you think journalists should be taught, how should they be taught, and by whom should they be taught? Do you need a degree to practice journalism? How is educating journalists different from educating doctors, lawyers, or engineers? Thinking about Boroff's article "What ails the journalism schools,"</p>	<p>None.</p>

RECOMMENDED:

- Abbott, Andrew. (1988). The information professions. *The system of professions: An essay on the division of expert labor* (pp. 215-246). Chicago, IL: Chicago University Press.
- Anderson, C.W., Glaisyer, T., Smith, J., & Rothfeld, M. (2011, October, 2011). Shaping 21st century journalism. *New America Foundation*. Retrieved August 1, 2013, from http://www.knightfoundation.org/media/uploads/article_pdfs/Shaping_21st_Century_Journalism.pdf
- Carey, J.W. (2000). Some personal notes on US journalism education. *Journalism*, 1(1), 12-23.
- 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. *Journalism & Communication Monographs*. doi: 10.1177/1522637914541379
- 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. *Nieman Journalism Lab*. 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. *Informing the news: The 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>
- 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/>

how are today's critiques of journalism education like or unlike thinking from Boroff's 1965?

WHEN THE PRESS MEETS THE STATE [PART ONE]: PENTAGON PAPERS, WATERGATE, WIKILEAKS

Reading / Listening Due	Thought Questions	Assignment Due
<p>1. Defrank, T. (2014, August 9, 2014). Five days in August: What it was like to report Watergate. <i>The Atlantic</i>. Retrieved August 11, 2014, from http://www.theatlantic.com/politics/archive/2014/08/five-days-in-august-what-it-was-like-to-report-watergate/375810/</p> <p>2. Keller, B. (2011, January 26, 2011). Dealing with Assange and the WikiLeaks secrets. <i>New York Times Magazine</i>. Retrieved November 13, 2013, from http://www.nytimes.com/2011/01/30/magazine/30Wikileaks-t.html?pagewanted=all</p> <p>3. <u>Listen to at least three of these podcasts</u> (your choice, skim descriptions first):</p> <ul style="list-style-type: none"> • “The Manhattan Project” (<i>On The Media</i>, 7m40s, http://www.onthemedial.org/story/manhattan-project/) • “A Historic Case for Prosecuting Journalists Who Report Leaks” (<i>On The Media</i>, 6m45s, http://www.onthemedial.org/2013/aug/02/historic-case-prosecuting-journalists-who-report-leaks/) • “Keeping Secrets” (<i>On The Media</i>, 5m48s, http://www.onthemedial.org/2007/aug/10/keeping-secrets/) • “Ahem” (<i>On The Media</i>, 6m33s, http://www.onthemedial.org/2005/jun/03/ahem/) • “The Leak at Wikileaks” (<i>On The Media</i>, 3m22s, http://www.onthemedial.org/2011/sep/02/leak-wikileaks/) • “Wikileaks, The Law and The Press” (<i>On The Media</i>, 6m19s, http://www.onthemedial.org/2010/dec/10/wikileaks-the-law-and-the-press/) • “Bradley Manning: An Alternate History” (<i>On The Media</i>, 6m01s, http://www.onthemedial.org/2013/mar/15/bradley-manning-alternate-history/) <p>RECOMMENDED:</p> <p>Abramson, Jill. (2014, December 22, 2014). Jill Abramson on putting the public interest first. <i>Columbia Journalism Review</i>. Retrieved December 22, 2014, from http://www.cjr.org/reports/jill_abramson_on_the_public_in.php</p> <p>Auletta, K. (2013). Freedom of information: A British newspaper wants to take its aggressive investigations global, but money is running out. <i>The New Yorker</i>. Retrieved October 7 from http://www.newyorker.com/reporting/2013/10/07/131007fa_fact_auletta?currentPage=all</p> <p>Benkler, Y. (2011). A free irresponsible press: Wikileaks and the battle over the soul of the networked fourth estate. <i>Harvard Civil Rights-Civil Liberties Law Review</i>, 46, 311-397. http://benkler.org/Benkler_Wikileaks_current.pdf</p> <p>Coddington, M. (2012). Defending a paradigm by patrolling a boundary: Two</p>	<p>How do you define a “leaker” versus a “whistleblower”? Should journalists treat them differently? How are this week’s examples like or unlike investigative reporting? What guidelines should journalists follow when interacting with whistleblowers? When should the press re-present information provided to them by whistleblowers, when should the press keep that information secret, and when should it write stories <u>using</u> that information? What’s the difference between a whistleblower and an investigative reporter – and why does that difference matter?</p>	<p>None.</p>

<p>global newspapers' approach to WikiLeaks. <i>Journalism and Mass Communication Quarterly</i>, 89(3), 377-396.</p> <p>Downie, L., & Rafsky, S. (2013, October 10, 2013). The Obama administration and the press: Leak investigations and surveillance in post-9/11 America. Committee to Protect Journalists. Retrieved October 11, 2013, from http://cpj.org/reports/2013/10/obama-and-the-press-us-leaks-surveillance-post-911.php</p> <p>Farhi, P., & Nakashima, E. (2010, July 27, 2010). Is WikiLeaks the Pentagon Papers, Part 2? Parallels, and differences, exist. <i>The Washington Post</i>. Retrieved August 3, 2013, from http://www.washingtonpost.com/wp-dyn/content/article/2010/07/26/AR2010072605410_pf.html</p> <p>Friedersdorf, C. (2013, December 4, 2013). 82 years before Edward Snowden, there was Herbert O. Yardley. Retrieved December 4, 2013, from http://www.theatlantic.com/politics/archive/2013/12/82-years-before-edward-snowden-there-was-herbert-o-yardley/282019/</p> <p>Lynch, L. (2010). "We're going to crack the world open": Wikileaks and the future of investigative reporting. <i>Journalism Practice</i>, 4(3), 309-318.</p> <p>Lynch, L. (2013). WikiLeaks after megaleaks: The organization's impact on journalism and journalism studies. <i>Digital Journalism</i>, 1(3), 314-334. doi: 10.1080/21670811.2013.816544</p> <p>Maass, P. (2013, August 13, 2013). Q&A: Edward Snowden speaks to Peter Maass. <i>The New York Times</i>. Retrieved August 13, 2013, from http://www.nytimes.com/2013/08/18/magazine/snowden-maass-transcript.html</p> <p>MacAskill, E., & Dance, G. (2013, nd). NSA Files Decoded: What the revelations mean for you. <i>The Guardian</i>. Retrieved November 5, 2013, from http://www.theguardian.com/world/interactive/2013/nov/01/snowden-nsa-files-surveillance-revelations-decoded</p> <p>Slattery, K., & Doremus, M. (2012). Suppressing allied atrocity stories: The unwritten clause of the World War II censorship code. <i>Journalism and Mass Communication Quarterly</i>, 89(4), 624-642.</p> <p><u>Video</u>: "Edward Snowden: 'The US government will say I aided our enemies'" (<i>The Guardian</i>, 7m06s, http://www.theguardian.com/world/video/2013/jul/08/edward-snowden-video-interview)</p> <p><u>Video/Transcript</u>: "Spilling the NSA's Secrets: Guardian Editor Alan Rusbridger on the Inside Story of Snowden Leaks" (<i>Democracy Now!</i>, 45m23s, http://www.democracynow.org/2013/9/23/spilling_the_nsas_secrets_guardian_editor)</p>		
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<p><i>Week #15: Wednesday, April 20</i></p> <p>WHEN THE PRESS MEETS THE STATE [PART TWO]:</p> <p>GLEN GREENWALD, EDWARD SNOWDEN & NETWORKED WHISTLEBLOWING</p>		
Reading / Listening Due	Thought Questions	Assignment Due
<p>1. Greenwald, Glen. (2014). Ten days in Hong Kong. <i>No place to hide</i> (pp. 33-89). New York, NY: Metropolitan Books.</p> <p>2. <u>Podcast</u>: "Reporter Had to Decide if Snowden Leaks were 'The Real Thing'" (<i>Fresh Air</i>, 47m17s): http://www.npr.org/2013/09/11/221359323/reporter-had-to-decide-if-snowden-leaks-were-the-real-thing)</p>	<p>What kind of assumptions do Snowden and Greenwald make about "the public"? What journalistic skills did Greenwald need to have to communicate with Snowden? How are</p>	<p>None.</p>

<p>3. Podcast: “Edward Snowden: From 'geeky' dropout to NSA leaker.” (<i>Fresh Air</i>, 38m5s): http://www.npr.org/2014/04/16/303733011/edward-snowden-from-geeky-drop-out-to-nsa-leaker</p> <p>RECOMMENDED:</p> <p>Andrews, Suzanna, Burrough, Bryan, & Ellison, Sarah. (2014, May, 2014). The Snowden saga: A shadowland of secrets and light. <i>Vanity Fair</i>. Retrieved July 2, 2014, from http://www.vanityfair.com/politics/2014/05/edward-snowden-politics-interview</p> <p>Ball, James. (2014, June 5, 2014). Guardian launches SecureDrop system for whistleblowers to share files. <i>The Guardian</i>. Retrieved September 5, 2014, from http://www.theguardian.com/technology/2014/jun/05/guardian-launches-securedrop-whistleblowers-documents</p> <p>Bamford, James. (2014, August 13, 2014). Edward Snowden: The untold story. <i>Wired</i>. Retrieved August 13, 2014, from http://www.wired.com/2014/08/edward-snowden/</p> <p>Electronic Frontier Foundation. (nd). NSA spying on Americans. Retrieved August 3, 2014, from https://www.eff.org/nsa-spying</p> <p>Folkenflik, David. (2014, June 5, 2014). 'New York Times' editor: Losing Snowden scoop 'really painful'. NPR. Retrieved August 1, 2014, from http://www.npr.org/2014/06/05/319233332/new-york-times-editor-losing-snowden-scoop-really-painful</p> <p>The Guardian. (2014). <i>The NSA files</i>. Retrieved August 2, 2014, from http://www.theguardian.com/world/the-nsa-files</p> <p>Pen. (2013, November 12, 2013). Chilling effects: NSA surveillance drives U.S. writers to self-censor. <i>PEN American Center</i>. Retrieved August 12, 2014, from http://www.pen.org/sites/default/files/2014-08-01_Full%20Report_Chilling%20Effects%20w%20Color%20cover-UPDATED.pdf</p> <p>Sullivan, Margaret. (2014, December 20, 2014). When the government says, “shhh!”. <i>The New York Times</i>. Retrieved December 29, 2014, from http://www.nytimes.com/2014/12/21/public-editor/when-the-government-says-shhh.html</p> <p>Podcast: “Glenn Greenwald’s departure from The Guardian.” (<i>On the Media</i>, 6m06s, http://www.onthemediamedia.org/story/glenn-greenwalds-departure-guardian/)</p> <p>Video: “NSA whistleblower Edward Snowden: 'I don't want to live in a society that does these sort of things'” (Part One, <i>The Guardian</i>, 12m34s, http://www.theguardian.com/world/video/2013/jun/09/nsa-whistleblower-edward-snowden-interview-video)</p> <p>Video: “United States of Secrets” (<i>PBS Frontline</i>, Parts One and Two, http://www.pbs.org/wgbh/pages/frontline/united-states-of-secrets/)</p> <p>Video: “Snowden, Ellsberg, Timm” (<i>HOPE X conference</i>, 1hr23min, https://www.youtube.com/watch?v=FGgo7MSJVVA)</p>	<p>Snowden’s leaks of NSA data different from the Ellsberg’s leak of the Pentagon Papers or Manning’s leak to Wikileaks? What assumptions does each make about journalism? What questions would you like to ask Snowden and Greenwald about the reporting?</p>	
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LINKING THE PAST TO THE PRESENT: AN OVERVIEW OF NETWORKED NEWS DYNAMICS

Reading / Listening Due	Thought Questions	Assignment Due
<p>1. Mitchelstein, E., & Boczkowski, P. (2013). Tradition and transformation in online news production and consumption. In W. H. Dutton (Ed.), <i>The Oxford handbook of internet studies</i> (pp. 378-400). Oxford, UK: Oxford University Press.</p> <p>2. Somaiya, R. (2014, October 26, 2014). How Facebook is changing the way its users consume journalism. <i>The New York Times</i>. Retrieved December 27, 2014, from http://www.nytimes.com/2014/10/27/business/media/how-facebook-is-changing-the-way-its-users-consume-journalism.html</p> <p>3. Bell, E. (2014, November 23, 2014). What's the right relationship between technology companies and journalism? <i>The Guardian</i>. Retrieved January 2, 2015, from http://www.theguardian.com/media/media-blog/2014/nov/23/silicon-valley-companies-journalism-news</p> <p>RECOMMENDED:</p> <p>Deuze, M. (2010). Journalism and convergence culture. In S. Allan (Ed.), <i>The Routledge companion to news and journalism</i> (pp. 267-276). New York, NY: Routledge.</p> <p>Howard, A. (2014, May 30, 2014). The art and science of data-driven journalism. <i>Tow Center for Digital Journalism, Columbia Journalism School</i>. Retrieved August 4, 2014, from http://towcenter.org/wp-content/uploads/2014/05/Tow-Center-Data-Driven-Journalism.pdf</p> <p>Kovach, B., & Rosenstiel, T. (2010). Evidence and the journalism of verification. <i>Blur: How to know what's true in an age of information overload</i> (pp. 94-120). New York, NY: Bloomsbury.</p> <p>Kovach, B., & Rosenstiel, T. (2010). What we need from the 'next journalism'. <i>Blur: How to know what's true in an age of information overload</i> (pp. 170-197). New York, NY: Bloomsbury.</p> <p>LaFrance, A. (2014, July 28, 2014). In 1858, people said the telegraph was 'too fast for the truth'. <i>The Atlantic</i>. Retrieved August 3, 2014, from http://www.theatlantic.com/technology/archive/2014/07/in-1858-people-said-the-telegraph-was-too-fast-for-the-truth/375171/</p> <p>Nussbaum, E. (2009, January 11, 2009). The new journalism: Goosing the gray lady. <i>New York Magazine</i>. Retrieved August 2, 2013, from http://nymag.com/news/features/all-new/53344/</p> <p>Patterson, T.E. (2013). <i>Informing the news</i>. New York, NY: Vintage.</p> <p>Pariser, E. (2011). The user is the content. <i>The filter bubble</i> (pp. 47-76). New York, NY: Penguin Press.</p> <p>Riordan, Kellie. (2014). Accuracy, independence, and impartiality: How legacy media and digital natives approach standards in the digital age. <i>Reuters Institute for the Study of Journalism</i>. Retrieved September 5, 2014, from https://reutersinstitute.politics.ox.ac.uk/sites/default/files/Accuracy%20C%20independence%20C%20impartiality-%20Look%20at%20legacy%20and%20digital%20natives.pdf</p> <p>Rogers, Simon. (2013). <i>Facts are sacred</i>. London, UK: Faber & Faber.</p>	<p>What does 'convergence' mean for journalism? How has the idea of a 'gatekeeper' changed over time? What new roles for journalists are emerging – and what roles are still missing? How is the kind of 'public interest' that appears in this today's journalism different from earlier forms of the press? How does the "public interest" appear in the networked press? How should news organizations collaborate with—or separate themselves from—technology companies? What power do they have in such negotiations?</p>	<p>Comparative Timeline Project</p>

<p>Schudson, M. (2010). Political observatories, databases and news in the emerging ecology of public information. <i>Daedalus</i>, 139(2), 100-109.</p> <p>Shapiro, Ivor, Brin, Colette, Bédard-Brûlé, Isabelle, & Mychajlowycz, Kasia. (2013). Verification as strategic ritual: How journalists retrospectively describe processes for ensuring accuracy. <i>Journalism Practice</i>. doi: 10.1080/17512786.2013.765638</p> <p>Silverman, Craig (Ed.). (2014). <i>Verification handbook: A definitive guide to verifying content for emergency coverage</i>: European Journalism Centre.</p> <p>Singer, Jane B. (2010). Journalism in the network. In S. Allan (Ed.), <i>The Routledge companion to news and journalism</i> (pp. 277-286). New York, NY: Routledge.</p> <p>Tylor, J. (2014). An examination of how student journalists seek information and evaluate online sources during the newsgathering process. <i>New Media & Society</i>. doi: 10.1177/1461444814523079.</p> <p>Podcast: "The future history of the newspaper industry" (<i>On The Media</i>, 5m37s): http://www.onthemedialab.org/story/future-history-of-newspaper-industry/</p> <p>Podcast: "Tim Wu's The Master Switch" (<i>On The Media</i>, 7m49s): http://www.onthemedialab.org/2010/nov/12/tim-wus-the-master-switch/</p> <p>Podcast: "The State of the News Media: 2013 Pew Study" (<i>On The Media</i>, 6m58s): http://www.onthemedialab.org/2013/mar/22/state-news-media/</p> <p>Podcast: "Digital drama at the New York Times" (<i>On The Media</i>, 7m03s): http://www.onthemedialab.org/story/new-york-times-digital-drama/</p> <p>Podcast: "Coverage of the Boston Bombing, Undercover Reporting, and More" (<i>On The Media</i>): http://www.onthemedialab.org/story/287989-coverage-of-the-boston-bombing-undercover-reporting-and-more/ → only until 23m40s</p> <p>Podcast: "Yellow Rain" (Radio Lab, 24m34s): http://www.radiolab.org/story/239549-yellow-rain/</p>		
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Week #16: Wednesday, April 27
COURSE WRAP-UP:
TYING TOGETHER THEMES, IDENTIFYING WAYS TO CONTINUE LEARNING, FINAL EXAM REVIEW

FINAL EXAM: Friday, May 6, 2-4pm
As determined by the official university schedule: <http://classes.usc.edu/term-20161/finals/>

IX. Additional Policies and Procedures

A note on class communication: Email is the best way to communicate with me. I'll generally answer your email within about 24 hours, but I usually don't answer email on weekends or after 7pm on weekdays. If it's urgent (*e.g.*, an emergency that will prevent you from completing an assignment or taking an exam), please mark the subject line 'urgent'. If you have a longer question that would be best addressed in a conversation, please visit my office hours or email me to set up an appointment to talk. Also, please be sure to make friends with your fellow students – they're often your best first point of contact to find out what happened if you missed a class. I can't summarize whole classes either in person or via email so please be sure to have a few friends you can borrow notes from. Finally, a large class like this works best if everyone has done the reading ahead of time and you come to class with questions. I love it when students ask questions and try to make even large classes as conversational and interactive as possible – please always feel free to speak up!

Internships

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

Statement on Academic Conduct and Support Systems

a. Academic Conduct

Plagiarism

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

USC School of Journalism Policy on Academic Integrity

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

"Since its founding, the USC School of Journalism has maintained a commitment to the highest standards of ethical conduct and academic excellence. Any student found plagiarizing, fabricating, cheating on examinations, and/or purchasing papers or other assignments faces sanctions ranging from an 'F' on the assignment to dismissal from the School of Journalism. All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as journalism school administrators."

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

b. Support Systems

Equity and Diversity

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://dps.usc.edu/contact/report/>. This is important for the safety of the whole USC community. Another member of the university community - such as a friend, classmate, advisor, or faculty member - can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage <https://sarc.usc.edu/> describes reporting options and other resources.

Support with Scholarly Writing

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the

American Language Institute <http://ali.usc.edu/> which sponsors courses and workshops specifically for international graduate students.

The Office of Disability Services and Programs

http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations.

Students requesting test-related accommodations will need to share and discuss their DSP recommended accommodation letter/s with their faculty and/or appropriate departmental contact person at least three weeks before the date the accommodations will be needed. Additional time may be needed for final exams. Reasonable exceptions will be considered during the first three weeks of the semester as well as for temporary injuries and for students recently diagnosed. Please note that a reasonable period of time is still required for DSP to review documentation and to make a determination whether a requested accommodation will be appropriate.

Stress Management

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

Emergency Information

If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.

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 writing a book on press freedom in an age of networked journalism (under contract with MIT Press).

A 2013 graduate of Wesleyan University in Middletown, Connecticut, **Emma Daniels** is currently a first year graduate student pursuing her Master's Degree in Strategic Public Relations at USC Annenberg. From 2013-2015, Emma worked in the international development sector for the International Republican Institute (IRI) in Washington, DC. After spending her first year in the Latin American Division, supporting the implementation of democracy and governance programs in Guyana, Mexico, Panama and Peru, Emma became an Assistant Program Officer with the Women's Democracy Network. In that capacity, Emma worked towards women's political inclusion in countries around the world. With programming in 61 countries, Emma's responsibilities included managing multimillion dollar government grants, seeking out new resources and partners, designing and implementing in-country trainings and online leadership programs, maintaining relationships with funders and serving as a gender mainstreaming expert for the institute at large. In her spare time, Emma (a Boston native) is

taking advantage of the California weather by learning to surf, and endeavoring to find the best karaoke in Los Angeles.