

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

Spring 2021 – Monday & Wednesday

4 p.m. – 5.50 p.m.

Section: 21002D

Location: Online

Instructor: Bill Celis

Office: ASC 326-B

Office Hours: Mondays and Wednesdays, by Zoom or telephone. 1-3 p.m. or by appointment

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Course Description

Knowledge of American history is key for journalists for one simple reason: the past informs the present and gives context to our work. In this multi-layered course that speaks to both history and the evolution of media, we will revisit historical events and social justice campaigns in the last century and examine how journalists covered them. We will also learn about some of the giants of the profession, the advances by women and journalists of color, as well as some of the villains. And we will explore the media's impact on the country by reading, viewing and listening to the actual work of previous generations of journalists. We'll also review the advances in technology that made newsgathering easier and more accessible to the public. By peeling back the layers of events in the last century and reviewing the caliber of journalism, we will be reminded once more of the immense power – and responsibility – we hold in our hands as journalists.

As we travel through the last 100 years by way of readings, documentaries and photographic archives, we will visit a nation often in tumult. From the suffrage movement of the 19th and early 20th centuries, to the golden age of magazines and their impact of social issues, the rise of investigative journalism, the impact of the Civil Rights movement, the profession has documented the nation's sometimes painful growth and evolution – even as the profession itself changed with new technologies to adequately cover the unrest and maturing of a nation. You will also discover in your research and in class discussions the importance of sources for news coverage.

Among the questions we will consider in this course: Who made news, who covered it, and why were certain communities, events and movements covered? Why were others not the object of media coverage? Who packaged the news and what impact did that have on the way information was relayed? Who is quoted in news stories and who is not? We will explore these and other questions in our quest to produce stronger journalism across multiple platforms in the 21st century. Understanding the triumphs and failures of the profession over the last century will make you a better journalist and a more educated consumer of news.

Overall Learning Objectives and Assessment

When you complete this course – a required class in the undergraduate journalism major – you will:

- Understand the role and influence of a journalist, both historically and in contemporary times, and how that role has changed over the last century and continues to change.
- Comprehend the role journalists played in social justice movements, including suffrage, immigration, civil rights, LGBTQ and other seminal moments and movements in U.S. history.
- Understand the role of journalism and its practitioners in the U.S. and overseas, through the lens of foreign correspondents.
- Recognize the important role that diversity – both in sources and in newsrooms – plays in the creation of accurate and inclusive coverage of multicultural America and beyond.
- Assess the role of technology – from radio to television to digital platforms – in the gathering and dissemination of the news.
- Define emerging trends in journalism, from evolving revenue sources to the impact of citizen journalists to the growing mistrust of the media by the American public.

Description of Assignments

There are four essay exams, including the final, administered roughly at the end of each month in the semester. The exams will gauge your understanding of the content through a combination of short essay questions and will be given during class. We will review material in the class preceding each exam. Academic accommodations will be provided for students who require extra time and who produce the required paperwork. **There are no make-up exams. Exceptions: illness, with a doctor's note, and family emergencies.**

The exams will be graded on a 100-point basis. Essay responses will be graded for accuracy and depth and for grammar, spelling and punctuation. Each grammar, spelling and punctuation error will result in the loss of one point. Incomplete responses on the essay questions will result in up to a 10-point deduction.

Attendance

You are granted up to three absences in this class. Absences beyond the three class meetings will require a note from your doctor, if the absence is the result of illness, or other evidence to document your absence, whether it is for purposes of an athletic event [if you're an athlete] or if there is an emergency in your family [a death or series accident.] No exceptions. Attendance will be taken every class meeting via Blackboard. Students will receive a code at the start of class to mark their presence in Blackboard. If you miss more than 25 percent of the class – or a quarter of the classes – you will not receive the 10 percent for class participation. Losing this percentage could affect your final grade by a full letter, depending on your performance on the exams and research papers.

Required Email News Services:

Please subscribe to the two websites; they are free. Both cover the state of the media and will prove helpful in assessing news coverage for your two research papers and will expose you to broad issues affecting the news industry.

Ground News: reviews the disparate coverage of media, depending on political orientation in its Blindspot feature.
https://web.ground.news/?utm_source=blindspot&utm_medium=Aug11

Journal-isms: reports on news affecting women and people of color in the news industry.
<https://www.journal-isms.com/>

Grading: Breakdown of Grade

Assignment	% of Grade
First exam	20%
Second exam	20%
Third exam	20%
Final exam	40%
TOTAL	100%

Grading Scale

95% to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 94%: A-	77% to 79%: C+	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C-	0% to 59%: F

Grading Standards

Journalism

All assignments will be edited on a professional basis and you will be judged first on the accuracy, fairness and objectivity of your stories. You will then be evaluated for broadcast style, editing, production value, originality and the ability to meet deadlines.

“A” stories are accurate, clear, comprehensive stories that are well written and require only minor copyediting (i.e., they would be aired or published). Video work must also be shot and edited creatively, be well paced and include good sound bites and natural sound that add flavor, color or emotion to the story.

“B” stories require more than minor editing and have a few style or spelling errors or one significant error of omission. For video, there may be minor flaws in the composition of some shots or in the editing. Good use of available sound bites is required.

“C” stories need considerable editing or rewriting and/or have many spelling, style or omission errors. Camera work and editing techniques in video stories are mediocre or unimaginative, but passable. Sound bites add little or no color - only information that could be better told in the reporter’s narration.

“D” stories require excessive rewriting, have numerous errors and should not have been submitted. Camera work is unsatisfactory or fails to show important elements.

“F” stories have failed to meet the major criteria of the assignment, are late, have numerous errors or both. Your copy should not contain any errors in spelling, style, grammar and facts. Any misspelled or mispronounced proper noun will result in an automatic “F” on that assignment. Any factual error will also result in an automatic “F” on the

assignment. Accuracy is the first law of journalism. The following are some other circumstances that would warrant a grade of “F” and potential USC/Annenberg disciplinary action:

- Fabricating a story or making up quotes or information.
- Plagiarizing a script/article, part of a script/article or information from any source.
- Staging video or telling interview subjects what to say.
- Using video shot by someone else and presenting it as original work.
- Shooting video in one location and presenting it as another location.
- Using the camcorder to intentionally intimidate, provoke or incite a person or a group of people to elicit more “dramatic” video.
- Promising, paying or giving someone something in exchange for doing an interview either on or off camera.
- Missing a deadline.

Assignment Submission Policy

The exams will be administered via Blackboard and Zoom and will be submitted to the instructor at celis@usc.edu. The instructor and the course’s two teaching assistants will return your work in two weeks.

Required Readings and Supplementary Materials

Required readings are listed in the syllabus. Other readings will be posted on the J201 Blackboard site.

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 Digital Lounge](#) for more information. To connect to USC’s Secure Wireless network, please visit USC’s [Information Technology Services](#) website.

Add/Drop Deadlines for Spring 2021 Semester

Jan. 15	Spring semester classes begin for Session 060
Jan. 11-15	Late registration and change of program for Session 060
Jan. 18	Martin Luther King Day, university holiday
Feb. 5	Last day to register and add classes for Session 060
Feb. 5	Last day to drop a class without a mark of “W,” except for Monday-only classes, and receive a refund for Session 060
Feb. 5	Last day to change enrollment option to Audit for Session 060
Feb. 5	Deadline for purchasing or showing proof of health insurance
Feb. 5	Last day to purchase or waive tuition refund insurance
Feb. 9	Last day to drop a Monday-only class without a mark of “W” and receive a refund or change to Pass/No Pass or Audit for Session 060
Feb. 15	Presidents’ Day, university holiday
March 5	Last day to drop a course without a mark of “W” on the transcript Mark of “W” will still appear on student record and STARS report and tuition charges still apply. *Please drop any course by the end of week three for session 060 (or the

20 percent mark of the session in which the course is offered) to avoid tuition charges.

April 30

Last day to change between letter grade or Pass/No pass in a letter graded course for Session 060

Course Schedule: A Weekly Breakdown

1900-1920

Important note to students: 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.

Week 1 January 18

Martin Luther King holiday. University holiday. No class.

Week 1, January 20

JOURNALISM TODAY AND THE PUBLIC'S GROWING DISTRUST: What has it been, and why should we study its history? As a framework for the course, we view and discuss the short videos listed below and discuss the role of the journalist in historical and contemporary contexts. We also look at contemporary practices and how they have led to high levels of public distrust of mainstream media.

Reading: "What Are Journalists For?" Columbia Journalism Review.

https://archives.cjr.org/cover_story/what_is_journalism_for.php

Viewing: Andie Tucher: The Revolutionary War & journalism. Retrieved Dec. 2, 2018, from

<https://www.youtube.com/watch?v=uLrBF6eXAT8>

Viewing: On The Media. (2014, August 1, 2014). "The future history of the newspaper industry." Retrieved Dec. 2, 2018, from <http://www.onthemedial.org/story/future-history-of-newspaper-industry/>

Reading: "Trust and Accuracy," Pew Charitable Trusts <http://www.journalism.org/2016/07/07/trust-and-accuracy/>

Video: BBC: "Low level of trust in media by American public."

<https://www.youtube.com/watch?v=S25qKEGWvHQ>

Week 2 January 25

IMMIGRATION & THE U.S. EXPERIENCE: In the 1920s, the U.S. Congress passed draconian immigration laws that effectively shut down immigration from Europe. We look at the national mood at the time, the coverage of the era, and how newcomers were greeted, and how they reacted. How does media coverage today compare? How well does it provide context and analysis for contemporary Americans?

Readings: Introduction to "How The Other Half Lives," by Jacob Riis, pgs. 1-3. Posted on Blackboard.

Readings: Angel Island near San Francisco served as the West Coast's "Ellis Island." Read a brief history of Angel Island and its role in the immigration history in the West.

<http://www.angelisland.org/immigr02.html>;

How strong is contemporary media coverage of immigrants? Read a report by the Southern Poverty Law Center. <http://www.splcenter.org>

Viewing: "New York" documentary segment highlighting Ellis Island, and the impact of immigration on the U.S.

Viewing: Early scenes of New York City's Lower East Side tenements where immigrants lived; photos by Jacob Riis.

Week 2 January 27

THE TRIANGLE FIRE & THE EARLY LABOR MOVEMENT: The Triangle Shirt Co. fire and the birth of the modern American labor movement. The March 25, 1911, fire in New York City spurred passage of the minimum wage, workplace safety regulations and other labor-related laws still in use today.

Viewing: "New York" documentary. 1999 Steeplechase Films. Segment about the Triangle fire.

Viewing: Slideshow of archival photos of the 1914 Ludlow massacre in Colorado; twenty miners, their wives and children were killed by the National Guard in a standoff between mining company and their employees. Ludlow's impact on labor laws is as great as the Triangle disaster.

Audio: We also listen to David Von Drehle, author of "Triangle: The Fire That Changed America," NPR interview.

Website Readings: "The Triangle Shirtwaist Company Fire," <http://www.ilr.cornell.edu/trianglefire/texts/> Selected readings to be announced.

Week 3 February 1

SUSAN B. ANTHONY & THE CAMPAIGN FOR SUFFRAGE: Beginning in 1848 with a meeting of women in Seneca Falls, N.Y., women lobbied for equal rights, equal pay and the right to vote. We look at the successes and failures of the suffrage movement, the exclusion of African American women and how the media covered Susan B. Anthony, Elizabeth Cady Stanton and the changing role of women in society. How well do news outlets cover women in contemporary times?

Viewing: "Not For Ourselves Alone," part two of documentary. Overview of Suffrage campaign to own property, keep wages and secure the vote.

Readings: contemporary criticism of news coverage of women. Stories on comparable pay, among other gender issues, will be posted to Blackboard site.

Week 3 February 3

THE ROLE OF WOMEN IN THE MEDIA & THEIR IMPACT: Nelly Bly, Ida B. Wells and Willa Cather, among others, represent a small, but growing number of women at the nation's newspapers and magazines. Hired to staff the growing number of "women's" pages at newspapers and the increasing numbers of magazines devoted to women, we look at the journalism produced by these pioneers and their impact on the profession.

Viewing: "Around the World in 72 Days". PBS documentary about the life and career of Nellie Bly.

Readings: Women as reporters, columnists, foreign correspondents and war correspondents. Reading about the leading women journalists of contemporary times in the Washington Press Club Foundation's oral history project: <http://wpcf.org/oralhistory/ohhome.html>

Week 4 February 8

PHOTOGRAPHY'S IMPACT ON U.S. SOCIAL MOVEMENTS: How the development and use of photography by journalists and activists changed U.S. social legislation and the American media. Photos of children working in dangerous factory conditions helped, for example, prod Congressional passage of laws banning child labor. Photos also saved National Geographic magazine from bankruptcy.

Viewing: "American Photography: A Century of Images." 1999 Twin Cities Public Television.

Viewing: Slide show of Lewis Hines' photography of children at work. His photos are largely considered the single most effective tool in raising public awareness of the number of children across the U.S. working in dangerous jobs in mines, factories, canneries and other industrial worksites.

Readings: Visit the website of the American Museum of Photography. www.photographymuseum.com. This particular cyberspace museum includes a narrative on the history of photography, in addition to early examples of photojournalism.

Week 4 February 10

THE MUCKRACKERS & THE GOLDEN AGE OF MAGAZINES: A look at the muckraker, the forerunner of the modern investigative journalist. Lincoln Steffans and “Shame of Minneapolis: The Rescue and Redemption of a City Sold Out”; Ida M. Tarbell’s “The Oil War of 1872”; and Ray Stannard Baker, “The Right to Work.” All three pieces were published in 1903 by *McClure’s* magazine.

Viewing: Slideshow of magazine covers during the 1920s, considered the golden age of periodicals.

Podcast: “The Love Triangle, Murder and Missing Head That Sparked a Tabloid War” (*On The Media*, 9m27s): <http://www.onthemedial.org/2011/jul/22/love-triangle-murder-and-missing-head-sparked-tabloid-war/>

Podcast: “Yellow Fever” (*On The Media*, 4m52s): <http://www.onthemedial.org/2009/apr/03/yellow-fever/>

Week 5 February 15

President’s Day. University holiday. No class.

Week 5, February 17

THE RISE AND FALL OF OBJECTIVITY IN JOURNALISM: We examine one of the cornerstones of best practices in journalism: objectivity. The even-handedness brought to journalism under the umbrella of objectivity first appeared in the 1920s as readers – mass media was still largely print then – demanded more balance and accuracy [two other cornerstones in best practices] from their newspapers and magazines. For much of the 20th century, news media embraced, or tried to, the essence of objectivity. Now, in the early decades of the 21st century, critics wonder whether objectivity in news coverage still exists – and some wonder whether it ever existed.

Readings: The History of Objectivity And Why It Matters

“The History of Objectivity,” Time magazine <http://time.com/5443351/journalism-objectivity-history/>

“Objectivity’s Lost Meaning.” <https://www.americanpressinstitute.org/journalism-essentials/bias-objectivity/lost-meaning-objectivity/>

“Why Journalists Should Not Abandon Objectivity,” Neiman Reports, Harvard University. <https://niemanreports.org/articles/an-argument-why-journalists-should-not-abandon-objectivity/>

Readings: Pressures undermining contemporary media objectivity

“Objectivity in Real Time,” *The New York Times*.

<https://www.nytimes.com/2016/08/08/business/balance-fairness-and-a-proudly-provocative-presidential-candidate.html>

“Social Media’s Impact on Objectivity.” <https://annenbergl.usc.edu/communication/digital-social-media-ms/dsm-today/digital-era-affecting-journalistic-objectivity>

1930s-1940s

Week 6 February 22

Exam in class

Week 6 February 24

THE NEW DEAL & THE RISE OF RADIO: We examine Franklin D. Roosevelt's legislative package designed to lift the U.S. out of the Great Depression, and the contributions Eleanor Roosevelt made to her husband's campaign, redefining the role of the First Lady along the way. We also discuss the performance of the press, and the impact of radio on a suffering nation.

View: "FDR," the documentary.

Audio: We listen to a sampling of Roosevelt's "Fireside Chats" in which he addresses the nation's economic and social issues

Readings: Franklin and Eleanor Roosevelt Institute, www.feri.org. Please go to the archives and selected the research icon; you will find selected speeches and his famous "fireside chats" given by FDR. Speeches to be announced. <http://www.mhric.org/fdr/fdr.html>. Please read speeches 1-4, 7, 11-12, 19, 28. Also, read "My Day," Eleanor Roosevelt's popular newspaper column published from 1935 to 1962. Web site: <http://www.pbs.org/wgbh/amex/eleanor/sfeature/myday.html>
Please select five columns of your choice from across a range of topics.

Week 7 March 1

WORLD WAR II & THE JAPANESE-AMERICAN EXPERIENCE: America's isolationism, American nativism and World War II

Readings: A sampling of readings from newspapers and magazines of the era and the controversy surrounding President Roosevelt's executive order that resulted in the World War II internment camps. Readings posted on Blackboard site.

Website: Japanese American National Museum. <http://www.janm.org/>

Week 7 March 3

THE RISE OF THE FOREIGN CORRESPONDENT AND FOREIGN NEWS COVERAGE: Who do you assume foreign correspondents to be reporting for and on? What does studying the equipment foreign correspondents historically carried tell us about the kind of journalism they practiced? How do U.S. press freedoms differ from those of the countries in which American journalists work, and how does the foreign press navigate its freedoms, which tend to be more limited. Thinking broadly about these issues, and the challenges of distance and time, what does foreign news look like, and mean, to global audiences?

Guest Speaker: to be announced.

Readings: Shafer, Jack. (2009, December 29, 2009). "The romance and reality of foreign reporting: A Q&A with John Maxwell Hamilton." Slate. 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

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

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/>

Week 8 March 8

THE COLD WAR & AMERICAN NATIONALISM: The Rosenbergs and the U.S. House Committee on un-American Activities and Joseph McCarthy.

Audio: NPR interview with Sam Roberts, The New York Times senior correspondent and author of “The Brother: The Untold Story of Atomic Spy David Greenglass and How He Sent His Sister, Ethel Rosenberg, to the Electric Chair.”

Readings: Read “Washington Merry-Go-Round”, “Silent Press” and “Edward R. Murrow Defends an Air Force Lieutenant”; additional readings on contemporary U.S. nationalism movements. Posted on Blackboard site.

1960s-1990s

Week 8 March 10

PRESIDENTIAL POLITICS & TELEVISION’S RISE TO PROMINENCE: We view one of the debates between John F. Kennedy and Richard M. Nixon, the first televised presidential debate. The event changes presidential politics and the way the media behave; newspapers are eclipsed by the power of television.

Viewing: Television coverage of JFK’s assassination and its impact.

Website: History Channel. We will view this first debate in class. Web address is:

<http://www.mbcnet.org/debateweb/html/greatdebate/index.htm>

Podcast: “JFK and TV” (On The Media, 10m41s): <http://www.onthemedial.org/story/jfkandtv/>

Week 9 March 15

THE ENACTMENT AND REPEAL OF THE U.S. FAIRNESS DOCTRINE: Television and radio stations holding licenses from the Federal Communications Commission were required for decades to broadcast balanced coverage on controversial topics and to provide air time for opposing views. President Reagan favored the repeal of the doctrine, and in 2011 the final pieces of the federal policy were repealed under the Obama administration. Since its partial revocation in the 1980s, the Fairness Doctrine has been widely and often debated for what it did – force more balanced broadcast coverage – and what it else it did: give rise to conservative talk radio. We look at the pros and cons of the law and how, despite its repeal, it still influences the practice of journalism.

Readings: “A History of the Fairness Doctrine.” *The Washington Post*

https://www.washingtonpost.com/blogs/ezra-klein/post/everything-you-need-to-know-about-the-fairness-doctrine-in-one-post/2011/08/23/gIQAN8CXZJ_blog.html?utm_term=.49373c882b38

“The Controversy Over The Fairness Doctrine.” <https://www.factcheck.org/2009/03/the-fairness-doctrine/>

“Upholding Balance and Fairness”. <https://triblive.com/opinion/featuredcommentary/11019573-74/journalists-journalism-questions>

Week 9 March 17

Second exam in class.

Week 10 March 22

Part 1: CIVIL RIGHTS & THE GREAT SOCIETY LEGISLATION and NEWS COVERAGE OF RACE: 1960-1969: The Civil Rights movement and President Lyndon B. Johnson’s ambitious education, housing and employment package to assist poor Americans.

Viewing: “Crisis in the Classroom: Little Rock and Boston,” ABC News-History Channel documentary about the integration of schools.

Reading: A sampling of print coverage from the era. Posted on Blackboard site.

Week 10 March 24

Part 2: CIVIL RIGHTS & THE GREAT SOCIETY LEGISLATION and HOW JOURNALISM COVERS RACE: 1960-1969: The Civil Rights movement and President Lyndon B. Johnson's ambitious education, housing and employment package to assist poor Americans. The 1960s are considered by media historians as the "golden age" of domestic reporting on issues of race, class and ethnicity and working class Americans of all colors. Journalists were prodded in large part by the Civil Rights movement. We look at one of the era's biggest stories – desegregating public schools -- and the reporting produced during the era.

Viewing: "Crisis in the Classroom: Little Rock and Boston," ABC News-History Channel documentary about the integration of schools.

Reading: Read and view news coverage from the era. Posted on Blackboard site.

Week 11 March 29

COVERING RACE, ETHNICITY AND CLASS: *Bias in the Media?* What conditions in journalism employment and coverage have women, people of color, and members of LGBTQ groups faced in the last decades of the 20th century and early 21st 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 the goal changed over time, and what efforts are still needed today and for the future?

Readings: Kristof, Nicholas. (2014, August 27, 2014). "Is everyone a little bit racist?" The New York Times. Retrieved October 10, 2018, from <http://www.nytimes.com/2014/08/28/opinion/nicholas-kristof-is-everyone-a-little-bit-racist.html>

Kristof, Nicholas. (2014, August 30, 2014). "When whites just don't get it: After Ferguson, race deserves more attention, not less." The New York Times. Retrieved November 18, 2018, from <http://www.nytimes.com/2014/08/31/opinion/sunday/nicholas-kristof-after-ferguson-race-deserves-more-attention-not-less.html>

Madden, Vicki. (2014, September 21, 2014). "Why poor students struggle." The New York Times. Retrieved November 15, 2018 from <http://www.nytimes.com/2014/09/22/opinion/why-poor-students-struggle.html>

Women in the News Media <http://www.niemanlab.org/2014/09/from-nieman-reports-where-are-the-women-in-leadership-at-news-organizations/>
<http://www.niemanlab.org/2014/09/ensuring-women-have-a-seat-at-the-leadership-table/>

Week 11 March 31

STONEWALL, the LGBTQ MOVEMENT AND MEDIA COVERAGE: In the summer of 1969, patrons at the Stonewall bar in New York's Greenwich Village pushed back against years of police harassment and violence in a riot that launched the campaign for equal rights for the lesbian, gay, bisexual, transgender and queer or questioning community. The LGBTQ community has campaigned for acceptance in a variety of areas, including domestic partners legislation, anti-discrimination employment protections and health care. We examine the movement and the media coverage, historically uneven, though improving as it continues to evolve.

Viewing: CBS News short documentary on Stonewall and its impact on gay Americans.
<https://www.cbsnews.com/news/stonewall-inn-riots-50th-anniversary-interview-lgbtq-elders-uprising/>

Reading: History of Stonewall Riots <https://www.history.com/topics/gay-rights/the-stonewall-riots>

Reading: How Stonewall Inspired Contemporary Pride Week
<https://www.cnn.com/2019/06/28/us/1969-stonewall-riots-history/index.html>

Reading: LGBTG news coverage still evolving 50 years after Stonewall

<https://apnews.com/a9b897b30e854b14aacc015ab5b414b5>

Reading: Assorted readings of news coverage on domestic partnership legislation, healthcare and employment posted on Blackboard.

Week 12, April 5

VIETNAM, THE PENTAGON PAPERS, WATERGATE & FREEDOM OF THE PRESS: 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 gather news, an editor's right to publish news, and a public's right to hear news? We review journalistic freedoms and key cases that impacted a journalist's liberties.

Viewing: *CBS Reports* documentary about the inflated government statements about American military progress in Southeast Asia.

Reading: Please read all entries – some include audio -- under the Pentagon papers found at the George Washington University National Security Archive website:

<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB48/>

Podcast: "The re-birth of the First Amendment" (On The Media, 10m25s):

<http://www.onthemedial.org/story/re-birth-first-amendment/>

Podcast: "Free to forget" (On The Media, 7m21s): <http://www.onthemedial.org/story/free-forget/> Think about what this ruling means for *journalism* as you listen

Readings: *The New York Times v. Sullivan* <https://www.oyez.org/cases/1963/39>

The New York Times and the Pentagon Papers

<https://www.nytimes.com/2018/01/20/reader-center/history-of-pentagon-papers.html>

2000 TO THE PRESENT AND BEYOND

Week 12 April 7

University Wellness Day. No class.

Week 13 April 12

THE FUTURE OF JOURNALISM: *The Evolving Business Model*: Since the mid-1990s, the financial underpinning for media – newspapers, magazines, broadcast, in that order – has diminished and moved into digital advertising. The transition, of course, has triggered major disruptions, leading to layoffs and radical restructuring of finances. But the transition now appears to moving to more stable ground. The New York Times, for example, reported \$1 billion from digital advertising and subscriptions. How stable is this ground?

Reading: The Expanding News Desert <https://www.usnewsdeserts.com/reports/expanding-news-desert/>

Reading: The Loss of Local News Coverage <https://www.poynter.org/business-work/2018/about-1300-u-s-communities-have-totally-lost-news-coverage-unc-news-desert-study-finds/>

Reading: The limits of Innovation <http://www.niemanlab.org/2018/11/journalism-has-a-focus-problem-how-to-combat-shiny-things-syndrome/>

Week 14 April 19

Third exam in class.

Week 14, April 21

THE FUTURE OF JOURNALISM: *Social Media and the Impact on Journalism*: For more than a decade, social media platforms have revolutionized the reporting and dissemination of the news. From Twitter to Facebook Live, to YouTube and Instagram, the flow of news now moves at warp speed. Are we better informed as a result? What are the advantages? The disadvantages? How does social media change the present and future of journalism?

Reading: "The Reconstruction of American Journalism," *Columbia Journalism Review*.
https://archives.cjr.org/reconstruction/the_reconstruction_of_american.php

Reading: "The Public's View of Journalists and Their Use of Social Media," Shorenstein Center, Harvard University. <https://journalistsresource.org/studies/society/news-media/audience-perception-journalists-use-social-media>

Week 15 April 26

THE RISE OF CITIZEN JOURNALISTS AND THEIR IMPACT ON NEWS: Social media platforms have made it possible for everyday Americans to act as journalists, but they blur the lines with their activism and point of view. Many laud the democratization of the media; there are more voices from young people, women, LGBTQ, people of color on Twitter, Instagram and Facebook, the blurring of traditional journalistic lines has sometimes compromised the flow of accurate information. We look at the role of the citizen journalist, including those who populate the #BlackLivesMatter and the #MeToo platforms to name two, and how traditional news organizations are harnessing their power to supplement traditional news sites.

Reading: "The challenge with citizen journalists". *Columbia Journalism Review*
https://www.cjr.org/analysis/philando_castile_minnesota_facebook_live.php

Video: "What is a citizen journalist?" <https://study.com/academy/lesson/what-is-journalism-definition-examples.html> citizen-

Video: "Citizen Journalism and the Arab Spring." C-Span panel. <https://www.c-span.org/video/?c4520104/citizen-journalism>

Week 15 April 28

Final exam review

Last Day of Classes: Friday, April 30.

Study Days: Saturday, May 1 – Tuesday, May 4.

FINAL EXAM PERIOD: Wednesday, May 5, 4.30 p.m. – 6.30 p.m.

Policies and Procedures

Additional Policies

There are no make-up exams, except for a family emergency or illness. Your instructors will expect documentation.

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 or public relations class.

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism

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 Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, 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.

Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical

disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Please report incidents to your instructor or to your teaching assistant.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

uscsa.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Annenberg Student Success Fund

<https://annenbergsuccessfund.usc.edu/current-students/resources/additional-funding-resources>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Breaking Bread Program [undergraduate students only]

<https://undergrad.usc.edu/faculty/bread/>

The Breaking Bread Program is designed to provide individual undergraduate students with an opportunity to meet and have scholarly discussions with faculty members outside of the normal classroom setting. Through this program, students and faculty enjoy good company and great conversation by literally "breaking bread" over a meal together and USC will pick up the tab! Your meal event can take place anywhere outside of the normal classroom setting. Your venue can be a restaurant or eatery on or off-campus.

About Your Instructor

Bill Celis is an associate professor in the School of Journalism. On the faculty since 2000, Celis has taught in the undergraduate and graduate journalism programs and previously served as the undergraduate program coordinator, associate director and associate dean at the Annenberg School. He served as a national correspondent for *The New York Times* and as a reporter and columnist at *The Wall Street Journal*, where he covered a variety of beats, including education, real estate, the banking and savings and loans industries and technology. At USC, he's won three prizes for his teaching: a 2007 award from the Annenberg Graduate Student Association, the 2011 USC Provost's Prize for Teaching with Technology and the 2018 Barry Bingham Fellowship for his work in diversity from the national American Society of News Editors. He also led a schoolwide diversity initiative in 2010-2011 at Annenberg that won the school the 2012 Equity and Diversity Award from the national Association of Educators of Journalism and Mass Communication. He is the author of "*Battle Rock: A One-Room School in America's Vanishing West*," and is completing a second book about the 1973 U.S. Supreme Court case, *San Antonio v. Rodriguez*, that addresses access to public education by communities of color. His work as a journalism professor has appeared in *The New York Times*, the *Washington Post*, the *Boston Globe* and *Newsweek*, among other general interest publications, and in academic journals at Brown University and Columbia University. He earned a graduate journalism degree from Columbia University and a bachelor's degree in journalism and English from Howard Payne University in his native Texas.

About Your Teaching Assistants

Melvin Dilanchian is a graduate student in the Public Relations and Advertising (M.A.) program at University of Southern California, Annenberg School for Communication and Journalism. He specializes in Corporate and Business Communication and is interested in the overlap of branding, technology, and business and communication strategies. While continuing his second year as a Teaching Assistant, he will also work with USC Annenberg's Marketing and Communication Department. Occasionally, he enjoys reporting stories about fellow Trojans for *USC Annenberg Media*. Most recently, he interned for WPP. In the past, he has interned for communication agencies, as well as, non-profits promoting genocide education and ethnic/indigenous studies in U.S. public school curricula. He also has experience with law firms, the USC Office of Undergraduate Admission, and with the Office of Congressman Adam Schiff, D-CA. Melvin earned his Bachelor of Arts degree in English, magna cum laude, from University of Southern California and was a Visiting Student at University of Oxford.

Jonathan Horwitz is a graduate student in the Journalism (M.S.) program at Annenberg. He specializes in long-form narrative and is most interested in reporting on California's food, water, and energy nexus; the American West; and U.S.-Mexico relations. Before enrolling at Annenberg, Jonathan worked as a financial consultant at a boutique firm in Mexico City, Mexico where he was a Fulbright-García Robles Binational Business Grantee in 2019-2020. Prior, he co-founded and served as editor-in-chief of the USC-UNESCO Journal for Global Humanities, Science, and Ethical Inquiry at the Levan Institute of Humanities and Ethics. In addition, he researched water scarcity and U.S.-Mexico relations as a Junior Fellow at the Pacific Council on International Policy and spent a summer as a public relations intern at Jupiter Intelligence, a Silicon Valley start-up working on mitigating climate risk with novel technologies. In 2019, Jonathan was a visiting graduate student of business at el Instituto Tecnológico Autónomo de México (ITAM), a private university in Mexico City. He earned his bachelor's degree in political economy from USC Dornsife. Outside of class, Jonathan is an avid backpacker and a hopeless Angels fan.