



**JOUR 595 Critical Thinking:
The Art and Science of Not Getting Fooled
3 Units**

Fall 2021 – Thursdays – 2-4:30 p.m.

Section: 21691D

Location: Online

Instructor: Allissa V. Richardson, Ph. D.

Office: Online

Office Hours: Wednesdays, 11 a.m.-12 p.m.;

by appointment

Contact Info: allissar@usc.edu

Course Description

It is vital that journalists – and students of journalism in particular – reflect critically on the broader, embedded forms of power within society and are able to interrogate journalism’s own ideological structures and commitments. If journalists fail to recognize how the news media engages in “agenda setting” practices (McCombs and Shaw 1972), and if they remain unaware of how media organizations and their own professional ideologies frame what is newsworthy in the first place, then journalists are likely to reproduce misunderstandings of the world around them. That is to say, journalists may end up promoting a worldview that simply reinforces the assumptions of those with power and influence.

In this context, it is important to understand that news itself is a “product.” It is an outcome of human creation, and in a more specific, economic sense, it is a commodity that is subject to market forces and exchange. The production of journalism in the public interest, or “journalism that matters,” can only happen if journalists are aware of the production and reproduction of power within the societies and communities they write about, *and* if they think critically about the role of power *on and within* journalism.

Interrogating the formation of journalism’s power structure empowers journalists to consider which voices are allowed through the news gates to comment on the issues at hand, and how this process fashions a bandwidth of permissible ideas. This class will help students understand how certain ideas come to be understood as “legitimate,” therefore, and how the promotion of these ideas often relies primarily on citing authority figures as news sources, which reproduces the values of institutional power. In considering these questions, we will begin to develop specific methods of honing critical thinking skills, which allow journalists to better evaluate evidence and make sound judgments.

At a time when “truth” can appear relative depending on your zip code, we will attempt to bridge the gap of fact and perception rooted in politics, race, class and geography too. Among the additional questions we will consider: Where, as journalists, should we point the microphone? Who among journalism’s “subjects” gets to tell the story? Why, in a media-saturated world, do vast, compelling narratives so often go overlooked? How do journalists overcome the limitations and pressures of their profession to tell comprehensive narrative stories from underreported places? And where in this maze do simple facts – honest witness reported on the ground – fit in?

Student Learning Outcomes

Critical Thinking aims to equip students with the critical theories necessary for good journalism and to help students better understand the place of journalism within society. By understanding the crucial role of journalism in society—and the ability of individuals, governments and corporations to manipulate the process—students will learn to make discerning decisions about the flood of information that swamps them daily. They will learn how not to be fooled so easily by the misuse of numbers, misleading (or absent) context, or deceptive wording. They will conduct original research, write (or produce) media analyses, and participate in detailed arguments about how key issues are framed and covered. They will analyze the ways reporters too often get trapped by biases, despite their best efforts and instincts. Students will develop further critical analysis skills through their immersion into the content, process, motivations and impact of leading narrative journalists, many of whom have crossed boundaries out of their own comfort zones, or immersed themselves into their own communities and histories, to tell deeply reported stories.

In **Part One**, we consider (1) how power structures within journalism create certain perceived and acceptable “truths,” (2) how these perceptions can be manipulated by media elites, and (3) how ideas and groups are represented and portrayed by competing ideologies. Additionally, we will consider how concepts like balance and objectivity are increasingly challenged in terms of race and economic power.

Key Concepts: theories of media and power; media manipulation; media ownership, independence and conglomerates, and how they shape perceptions

In **Part Two**, students will consider case studies of dominant and competing narratives – from the Great Migration to the Iraq War; from origins of the U.S. to the debate over climate change – to better understand ideology, discourse and representation. By examining how these stories were told in the larger society, and how some journalists challenge the prevailing narratives, we will understand the history and development of critical and social justice journalism in the public interest.

Key concepts: comparative case studies; history of social justice journalism; objectivity and false balance.

In **Part Three**, we will consider (1) how to evaluate sources; (2) how not to be fooled by numbers; (3) how to recognize racial, gender and class bias in mass media; and (4) in your own assumptions, how to examine the lines between free speech and hate speech.

Key concepts: credibility in sources; examining numbers; and recognizing bias.

In **Part Four**, we will talk to working narrative journalists who tell on-the-ground stories through an alternative lens, thus bringing originality and new perspectives that challenge embedded assumptions.

Key concepts: mobile journalism; covering local communities; covering immigration, race, sports, the arts, and Native issues.

By the end of this course, you will be able to:

- Understand the role and assumptions of U.S. media.
- Describe and evaluate key debates within journalism.
- Compare and contrast the different practices of journalism within the U.S.
- Research and write an academic research paper on the societal role of journalists using theories reviewed in the course.

Description and Assessment of Assignments

Students will be graded via standard letter grade, except where they request otherwise. Class assignments and other information will be posted on Blackboard (Bb).

Online Discussions—Reading Responses (15%)

Every unit will contain a relevant reading and video viewing. You will be expected to participate in an online discussion about the materials for each unit. To earn full credit, you must leave a 500-word comment in the thread on Blackboard (Bb), then comment on two other classmates' posts.

Discussion 1—Journalism, propaganda, and media ownership

Discussion 2—Journalism, power, and discourse

Discussion 3—The rise of media representation

Discussion 4—False balance and the veneer of objectivity

Discussion 5—The problem with official reports

Exam—Theories of Power (20%)

Students will demonstrate their knowledge of several theories of power in an exam. The test will feature short-answer and multiple-choice questions. The exam will be posted to Bb during our regularly scheduled class time (2 P.M. PT). Students will have the entire period to complete the test. The portal will close at the end of our class, at 4:30 P.M. PT. No make-up exams will be administered.

Due Date: Thurs., Sept. 23 @ 2 P.M. PT - 4:30 P.M. PT | Please take your exam on Blackboard (Bb).

Midterm Presentation—Group Case Study (25%)

Students will work in pairs to prepare a 10- to 15-minute presentation on an issue of news coverage or media portrayal, which reflects one of the major theories of power. For example, students might compare mainstream coverage of the Black Lives Matter movement to that of the ethnic press. They might analyze how a particular marginalized group is portrayed routinely in the news. The idea is to examine how all of the theories of power, discourse and representation that we have explored in Weeks 1-8 play out, actually, in the practice of journalism.

Due Date: Thurs., Oct. 21 @ 2 P.M. PT | Please upload your presentation to Blackboard (Bb).

Final Essay/News Article—Media and Power (30%)

Students will prepare a 1,500-word essay or news article in which they explore an aspect of journalism, media and power that they chose.

Due Date: Thurs., Dec. 9 @ 2 P.M. PT | Upload your assignment to Blackboard (Bb) using [this link](#).

Grading

a. Breakdown of Grade

Assignment	Points	% of Grade
Class participation - Weekly upload of Cornell Notes (10)	10	10%
Online discussions (5)	15	15%
Theories of Power exam	20	20%
MIDTERM-Group presentation	25	25%
FINAL—Media analysis essay or news article	30	30%
TOTAL	100	100%

b. 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

c. Grading Standards

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.

d. Grading Timeline

Assignments will be returned to students within one week of submission, except in extraordinary circumstances.

Course Notes and Policies

Zoom Classroom Etiquette

- a. This class will be conducted online, using the Zoom platform. Please make sure to leave on your camera, to ensure optimal class participation. If you need to leave off your camera for a personal reason — such as illness, a loud or distracting background, etc. — please just send a private note to me in the Zoom chat.
- b. Please mute your microphone when you are not speaking, so we do not hear any feedback from you.
- c. Avoid multi-tasking during class. Please minimize or close all other windows on your computer, so that you are not distracted from our conversations.
- d. Please refrain from using your cellphone in class, unless it is an emergency.
- e. Keep all comments in the chat respectful. Avoid profanity, name-calling and other such behaviors.
- f. This is an antiracist classroom that will strive to be a safe space. Please avoid using micro-aggressions and other demeaning language that will interfere with your classmates’ learning. If you mistakenly offend someone, please apologize to them immediately.
- g. Raise your hand in the class by putting a note in the chat or by using Zoom’s built-in emoji. Do not talk over your classmates.

Assignment Submission Policy

- a. All assignments must be submitted through Blackboard to receive credit. The submission portals on Blackboard close after the designated deadlines, so be sure to make note of when each assignment is due. Late work will not be accepted without a doctor’s note.
- b. Since all deadlines are listed within this syllabus, late assignments will not be accepted, unless a student has a documented medical emergency. This includes journals.

Required Readings and Supplementary Materials

- a. See weekly reading assignments below.
- b. All USC students have access to the AP stylebook via the USC library. (https://libproxy.usc.edu/login?url=http://www.apstylebook.com/usc_edu/.) Students will be graded on adherence to AP style in assignments, including when writing about race and ethnicity. The updated AP style guidelines include capitalizing Black and deleting the hyphen in terms such as Asian American.

The following style guides will be available on Bb:

NLGJA Stylebook on LGBTQ Terminology: <https://www.nlgja.org/stylebook/>

Native American Journalists Association: <https://najanewsroom.com/reporting-guides/>

National Association of Black Journalists: <https://www.nabj.org/page/styleguide>

Asian American Journalists Association: <https://aaja.org/2020/11/30/covering-asia-and-asian-americans/>

The Diversity Style Guide: <https://www.diversitystyleguide.com>

The NAHJ Cultural Competence Handbook: <https://nahj.org/wp-content/uploads/2020/08/NAHJ-Cultural-Competence-Handbook.pdf>

Transjournalist Style Guide: <https://transjournalists.org/style-guide/>

SPJ Diversity Toolbox: <https://www.spj.org/diversity.asp>

- c. Annenberg also has its own style guide that students can access through the app Amy the Stylebot on the Annenberg Media Center's Slack workspace. Annenberg's style guide is being developed with input from students, and whether or not students use our guide, they can provide valuable input here: <http://bit.ly/annenbergediting>.
- d. In addition, Annenberg Media's Guide for Equitable Reporting Strategies and Newsroom Style (<https://bit.ly/AnnMediaEquitableReportingGuide>) created by students, has detailed guidelines on thoughtful language and best practices for creating journalism respectful and reflective of a diverse world. Along with other useful resources, it can be found on Blackboard and is incorporated into Amy the Stylebot (mentioned above).
- e. 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.
- f. Annenberg is committed to every student's success. There are multiple resources available to assist students with issues that limit their ability to participate fully in class. Please reach out to a professor and/or advisor for help connecting with these resources. They include the Annenberg Student Success Fund, 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, and other scholarships and awards.

Laptop Policy

- a. 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.

News Consumption and Knowledge of Current Events

- a. As journalists, you should keep up with what is happening on campus, in the Los Angeles area, in the United States and around the world. USC provides subscriptions for students, staff and faculty to The New York Times and the Los Angeles Times, as well as the Wall Street Journal.
- b. Through the USC library, you have access to many regional news outlets and a variety of publications that cover specific communities. You should be familiar with publications covering the many communities of Los Angeles such as The Los Angeles Sentinel, The Los Angeles Blade, The Los Angeles Wave, La Opinión, L.A. Taco, The Eastsider, The Armenian Weekly, High Country News, the Asian Journal and others. You should keep up with the Daily Trojan and uscannenbergmedia.com, including USC student-led verticals Dímelo and Black., listen to NPR and news radio, watch local and national television news, read news email newsletters and push alerts and follow news organizations social networks, including Twitter, Instagram and TikTok. You're encouraged to sign up for Nieman Lab's newsletter, which publishes brief, readable articles on important issues in the media. Following the news will sharpen your judgment and provide good (and bad) examples of the state of mainstream journalism.

Add/Drop Dates for Session 001 (15 weeks: 8/23/21 – 12/3/21)

Link: <https://classes.usc.edu/term-20213/calendar/>

Friday, September 10: Last day to register and add classes for Session 001

Friday, September 10: Last day to change enrollment option to Pass/No Pass or Audit for Session 001

Friday, September 10: Last day to purchase or waive tuition refund insurance for fall

Tuesday, September 14: Last day to add or drop a Monday-only class without a mark of "W" and receive a refund or change to Pass/No Pass or Audit for Session 001

Friday, October 8: Last day to drop a course without a mark of "W" on the transcript for Session 001.

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 (or the 20 percent mark of the session) to avoid tuition charges.]

Friday, October 8: Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]

Friday, November 12: Last day to drop a class with a mark of "W" for Session 001

Course Schedule: A Weekly Breakdown

Important note to students: Be advised that this syllabus is subject to change.

	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
<p>Week 1 Date: Aug. 26</p>	<p>Thinking critically about propaganda, news production, and power</p>	<p>READ Nicholas Lemann's Can Journalism Be Saved? in <i>New York Review of Books</i> + Michael Schudson's The Sociology of News Production in <i>Media, Culture and Society</i> + Andrew Mullen's Rebooting the Herman-Chomsky Propaganda Model in the 21st Century in <i>Digital Journalism</i></p>	<p>PARTICIPATE in Discussion 1 <u>Due 9/2 @ 2 P.M. PT</u></p>
<p>Week 2 Date: Sept. 2</p>	<p>Fake news, post-truth and the battle to end disinformation</p>	<p>READ Edson C. Tandoc, Jr. et al.'s Defining "Fake News" in <i>Digital Journalism</i> + Farhad Manjoo's How the internet is loosening our grip on the truth in <i>The New York Times</i> + WATCH <i>The New York Times'</i> The Seven Commandments of Fake News</p>	

<p>Week 3 Date: Sept. 9</p>	<p>Social movements and the effects of the digital public sphere on news</p>	<p>READ Nancy Fraser's Rethinking the public sphere: A contribution to the critique of actually existing democracy in <i>Social Text</i> + Sarah J. Jackson, Moya Bailey & Brooke Foucault Welles' Introduction: Making Race and Gender Politics on Twitter in <i>Hashtag Activism</i> + Jane Hu's The Second Act of Social-Media Activism in <i>The New Yorker</i></p>	<p>PARTICIPATE in Discussion 2 <u>Due 9/16 @ 2 P.M. PT</u></p>
<p>Week 4 Date: Sept. 16</p>	<p>The rise of cancel culture and its influence on journalism</p>	<p>READ Meredith Clark's Drag them: A brief etymology of so-called "cancel culture" in <i>Communication and the Public</i> + Ligaya Mishan's The long and tortured history of cancel culture in <i>The New York Times Style Magazine</i> + A letter on justice and open debate in <i>Harper's Magazine</i> + WATCH CBSN Originals' Speaking Frankly: Cancel Culture</p>	<p>PREPARE for next week's exam <u>Due 9/23@ 2 P.M. PT</u></p>

<p>Week 5 Date: Sept. 23</p>	<p>THEORIES OF POWER EXAM</p>	<p>NO READINGS</p>	<p>SUBMIT Take the “theories of power” exam on Bb at 2 P.M. PT today. The portal will close at 4:30 P.M. PT today.</p>
<p>Week 6 Date: Sept. 30</p>	<p>The role of citizen journalists in news production</p>	<p>READ Allissa Richardson’s Bearing witness while Black: Theorizing African American mobile journalism after Ferguson in <i>Digital Journalism</i> + Hanaa’ Tameez’s Allissa Richardson thinks it’s time to shatter a few myths about citizen journalism in NiemanLab + Leah Sottile’s The first responders in <i>Columbia Journalism Review</i></p>	<p>PARTICIPATE in Discussion 3 Due 10/7 @ 2 P.M. PT</p>
<p>Week 7 Date: Oct. 7</p>	<p>Covering systemic inequality; Avoiding the “protest paradigm”</p>	<p>READ Tina Vasquez’s Is movement journalism what’s needed during this reckoning over race and inequality? in <i>Nieman Reports</i> + WATCH Vox’s Protests aren’t what they look like on TV + Wesley Lowery’s A reckoning over objectivity in <i>The New York Times</i></p>	<p>PARTICIPATE in Discussion 4 Due 10/21 @ 2 P.M. PT</p> <p>PREPARE for group presentation. See Bb for full instructions and grading rubric. Due 10/21 @ 2 P.M. PT</p>

<p>Week 8 Date: Oct. 14</p>	<p>NO CLASS</p>	<p>NO CLASS</p>	<p>[Fall Recess: Thursday, October 14, and Friday, October 15]</p>
<p>Week 9 Date: Oct. 21</p>	<p>GROUP PRESENTATIONS</p>	<p>NO READINGS</p>	<p>SUBMIT Upload your group's presentation to Bb Today by 2 P.M. PT. You must present it in class today for full credit.</p>
<p>Week 10 Date: Oct. 28</p>	<p>Confronting fear and authority while newsgathering</p>	<p>READ Julian Borger's There were no weapons of mass destruction in Iraq in <i>The Guardian</i> + Danny Hayes' & Matt Guardino's Whose views made the news? in <i>Political Communication</i></p>	
<p>Week 11 Date: Nov. 4</p>	<p>Exploring the line between free speech, censorship, and hate speech</p>	<p>READ Jessie Daniels' How tech and media enabled a white supremacist coup in <i>Points by Data & Society</i> + Silvio Waisbord's Mob censorship: Online harassment of US journalists in times of digital hate and populism in <i>Digital Journalism</i> + WATCH Social media and hate speech: Who gets to decide? in <i>The Atlantic</i></p>	<p>PARTICIPATE in Discussion 5 Due 11/11 @ 2 P.M. PT</p>

<p>Week 12 Date: Nov. 11</p>	<p>How to detect “bad” data, junk science, and “alternative facts”</p>	<p>READ David Roberts’ Donald Trump and the rise of tribal epistemology in <i>Vox</i> + Susan Okie’s The [crack] epidemic that wasn’t in <i>The New York Times</i></p>	
<p>Week 13 Date: Nov. 18</p>	<p>Guest Speaker: Michelle Garcia Telling new stories about the Latinx Community</p>	<p>READ Michelle Garcia’s Myths of Mexico in <i>Columbia Journalism Review</i> + Garcia’s The Latino vote and its legacy in <i>Texas Observer</i></p>	<p>PREPARE an outline of your final paper/ news article. See Bb for full instructions and grading rubric. <u>Due 12/9 @ 2 P.M. PT</u></p>
<p>Week 14 Date: Nov. 25</p>	<p>NO CLASS</p>	<p>NO CLASS</p>	<p>[Thanksgiving Recess: Wednesday, November 24, to Sunday, November 28]</p>
<p>Week 15 Date: Dec. 2</p>	<p>Guest speaker: Joel Anderson Telling new stories about sports</p>	<p>LISTEN Joel Alexander’s podcasts: Why have sports leagues stayed silent about the Capitol riots? in <i>Slate</i> + How sports changed the national response to COVID in <i>Slate</i></p>	<p>PREPARE a draft of your final paper/news article. See Bb for full instructions and grading rubric. <u>Due 12/9 @ 2 P.M. PT</u></p>
<p>FINAL EXAM PERIOD Date: Dec. 9, 2-4 p.m.</p>	<p>FINAL PROJECT Summative experience</p>	<p>NO READINGS</p>	<p>SUBMIT Upload your final project to Bb <u>by 2 P.M. PT today.</u> The portal will close at 4:30 PM today.</p>

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. 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 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.

b. 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.

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://annenberg.usc.edu/current-students/resources/annenberg-scholarships-and-awards>

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.

Guide to Further Reading

- Alexander, J., Breese, E. and Luengo, M. (eds.) (2016) *The Crisis of Journalism Reconsidered: Democratic Culture, Professional Codes, Digital Futures*. Cambridge University Press.
- Allan, S. (2010, 3rd ed.) *News Culture*. Open University Press.
- Annany, M. (2018) *Networked Press Freedom: Creating Infrastructures for a Public Right to Hear*. MIT Press.
- Anderson, C. W., Bell, E., and Shirky, C. (2012) *Post-Industrial Journalism: Adapting to the Present*, Tow Center for Digital Journalism.
- Anderson, C.W., Downie, L. and Schudson, M. (2016) *The News Media: What Everyone Needs to Know*[®]. Oxford University Press.
- Banet-Weiser, S. (2018) *Empowered: Popular Feminism and Popular Misogyny*. Duke University Press.
- Baym, G. (2010) *From Cronkite to Colbert: The Evolution of Broadcast News*. Paradigm Publishers.
- Bennett, WL, Lawrence RG and Livingston S (2006) None Dare Call It Torture: Indexing and the Limits of Press Independence in the Abu Ghraib Scandal. *Journal of Communication* 56: 467–485.
- Boczkowski, P. and Mitchelstein, E. (2013) *The News Gap: When the information preferences of the media and the public diverge*. MIT Press.
- Burgess, J. (1990) The Production and Consumption of Environmental Meanings in the Mass Media: A Research Agenda for the 1990s. *Transactions of the Institute of British Geographers* 15(2): 139-161.
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About Your Instructor

Allissa V. Richardson, Ph.D. is Assistant Professor of Journalism at the University of Southern California's Annenberg School for Communication and Journalism. She has taught mobile journalism throughout Africa, Europe and the US. Richardson is a Nieman Foundation Visiting Journalism Fellow at Harvard University, a two-time Apple Distinguished Educator, and the 2012 Journalism Educator of the Year for the National Association of Black Journalists. She has published original research in *Journal of Communication*, *The Black Scholar*, *Digital Journalism*, *Journalism Studies* and *Teaching Media Quarterly*. Her forthcoming book, *Bearing Witness While Black: African Americans, Smartphones and the New Protest #Journalism*, will be published by Oxford University Press in May 2020. Richardson holds a Bachelor of Science degree in biology from Xavier University of Louisiana; a Master's degree in Magazine Publishing from Northwestern University's Medill School, and a Doctor of Philosophy degree from the University of Maryland College Park's Philip Merrill College of Journalism.