



COMM 449:
Perspectives on the Networked Press
[4 units]

Spring 2023 – Monday – 12:30-3:20pm

Section: 20663R

Location: ANN-209

Instructor: Prof Mike Ananny, PhD

Office: ANN-310B

Office Hours: Wednesdays, 2:30-4pm (or by appointment)

Contact Info: ananny@usc.edu

Course Description

The work of journalism—production, consumption, circulation, critique, and funding of news—is not housed within any single set of organizations, professions, or values (and it never really was). Today, news emerges from actors who, together, constitute what might be called the “networked press.” But we’re only beginning to understand the shape, function, and study of this type of press.

Intended for upper year undergraduates and graduate students in Communication and Journalism, this course discusses how and why news emerges from networked institutions and sociotechnical systems. It situates contemporary debates about the press in history; reviews professional traditions and organizational routines of news production; discusses how and why presses and publics intersect; and helps students learn how to critique existing, experimental, and imagined forms of networked journalism.

This class is a chance for students to do three things: (1) read foundational and emerging literature on how and why the networked press functions; (2) experiment with connecting this literature to contemporary examples of the networked press (technologies, organizations, journalism practices); (3) craft critiques and extensions of the networked press grounded in examples and theories.

Each week we will examine systems, institutions, events, or organizations relevant to the networked press, and practice developing conceptually grounded interpretations and critiques of how and why the networked press works as it seems to.

Student Learning Outcomes

- Trace and critically evaluate historical ideals that have guided journalism, paying special attention to what those ideals assume about diversity, participation, and power.
- Evaluate historical and contemporary sociotechnical systems in light of societal ideals of journalism, news, and the press.
- Experiment with proposing, communicating, and prototyping sociotechnical interventions into the networked press as a way to ask research questions, disrupt existing systems, evaluate sociotechnical dynamics.
- More fluently communicate the structure and significance of the network press.

Recommended Preparation: COMM 206 / COMM 309 / COMM 310

Course Notes

- All course readings are provided on the class’s Blackboard site.
- There are no texts to purchase.
- Any lecture slides will be posted on Blackboard *after* that class’s meeting (not before).
- No Zoom recordings are made of the classes and the professor will not provide a summary of the class; if students miss a class they should contact a fellow student for notes.
- Unless the class is conducted on Zoom that week (e.g., if the instructor is ill or there is a remote guest speaker), there is no option to participate in an in-person class remotely via Zoom. If any class is conducted on Zoom, it will be conducted entirely on Zoom (i.e., no class will be ‘hybrid’).
- All assignments are to be emailed to the professor (ananny@usc.edu) as PDFs.
- Unless the professor gives the student an extension, in email, *before* an assignment’s mandatory due date, all late assignments will be graded down 20% for every day (including weekends) that the assignment is late past the mandatory due date. Unless the professor has made an arrangement with the student, no assignment will be accepted 4 days after the mandatory due date.

Description and Assessment of Assignments

- All assignments are to be emailed to the professor (ananny@usc.edu) as PDFs.
- Unless the professor gives the student an extension, in email, before an assignment's mandatory due date, all late assignments will be penalized 20% for every day (including weekends) that the assignment is past the mandatory due date. Unless an arrangement is made, no assignment will be accepted 4 days (including weekends) after the mandatory due date.
- Some components have "strongly suggested" due dates and "mandatory" due dates. This is to do two things: (a) signal to students the best time for them to submit an assignment for it and feedback to be helpful to the arc of the course, (b) give students some no-penalty flexibility if this date conflicts with some other deadline they're managing. However, per the previous paragraph, an assignment that misses the "mandatory" due date is late and the late policy will apply.

COMPONENT	PROMPT / DESCRIPTION
REFLECTION ESSAY #1 Length: <i>Approximately 1500 words</i> Strongly Suggested Due Date: January 30, 11:59pm, email a PDF Mandatory Due Date: February 6, 11:59pm, email a PDF Percentage of Final Grade: 15%	In Schudson's essay "Six or Seven Things News Can Do For Democracy" (assigned the first week of class) he describes six functions of journalism and how they relate to democratic ideals. In your essay, do 3 things (you can use these as headings if you like): <ol style="list-style-type: none"> (1) for <i>each</i> of Schudson's "six things" give an example of how that function appears in your own experiences of news (e.g., your news habits, how you interpret news, how you talk with others about news, how news drives your actions, etc.). If you cannot think of a way that a function appears in your experiences, write about why you think that is so. (2) propose a 7th function that Schudson does not discuss but that you think <i>should</i> have been on the list. Specifically, in proposing this 7th function: (a) say what it is (be precise), (b) give an example that illustrates it, (c) say why it matters, and (d) speculate on what would have to change for you for this 7th function to be part of your experiences of news (e.g., is it a change to your behavior, an app that doesn't exist but should, a way that news could be produced or distributed differently, etc). (3) meaningfully use at least one other reading from the first week of class – i.e., don't just say the name of the author or reading, but <i>use</i> it to enrich your answer
REFLECTION ESSAY #2 Length: <i>Approximately 1500 words</i> Strongly Suggested Due Date: March 20, 11:59pm, email a PDF Mandatory Due Date: March 27, 11:59pm, email a PDF Percentage of Final Grade: 15%	Each week of the course addresses some aspect of the networked press (e.g., platforms, funding, witnessing, timing, locality, etc.). In this essay you will essentially do a mini version of what the final project calls for; specifically, focusing on any weekly theme of the course you will write about: <ul style="list-style-type: none"> • why that theme matters to the networked press – e.g., thinking about the readings from week 1, what ideals of the press does that theme address / challenge / extend / contradict / reinforce? • where you see that theme playing out in some aspect of the networked press – e.g., in a sociotechnical system like an app, a community of users, a policy, a controversial event, etc. Be deeply descriptive and tell us—specifically—how that theme shows up in some system / group / controversy / practice. • an intervention you would make into that system / group / controversy / practice – and why. E.g., what would make witnessing / platforms / funding / timing / locality (or some other theme) "better" and why? Be specific. <p>Your essay must meaningfully use at least 3 readings from the weekly theme you pick.</p> <p>If you pick a weekly theme that falls after the due date, you will need to read ahead.</p>

<p>BUILDING THE INVENTORY OF EXAMPLES</p> <p>Mandatory Due Date 1: 4 entries due February 27, 11:59pm, into Google doc</p> <p>Mandatory Due Date 2: 4 entries due April 17, 11:59pm, into Google doc</p> <p>Percentage of Final Grade: 10%</p>	<p>The networked press is constantly changing, and it is impossible for any one person to follow all of its developments. So, as a class, we will build an inventory of examples of the networked press, with each person contributing at least 8 examples to a shared inventory, with 2 due mandatory dates:</p> <p><i>Phase 1:</i> every student must submit at least 4 entries by February 27, 11:59pm <i>Phase 2:</i> every student must submit at least 4 entries by April 10, 11:59pm</p> <p>As you will see in the Google doc, each entry must include required information and each entry is only complete when all the information is provided.</p> <p>This inventory is meant to be a helpful place to get ideas for your reflection essay #2, your project proposal, and your final project.</p> <p>To help you find examples, I strongly recommend subscribing to at least a few of these (free) newsletters that regularly discuss the networked press:</p> <ul style="list-style-type: none"> • <i>Harvard's Nieman Lab:</i> https://www.niemanlab.org/ • <i>Columbia Journalism Review:</i> https://www.cjr.org/ • <i>American Press Institute:</i> https://www.americanpressinstitute.org/ • <i>The Poynter Report:</i> https://www.poynter.org/subscribe-to-the-poynter-report/ • <i>Pew Center Daily Briefing of Media News:</i> https://www.pewresearch.org/about/follow-us/ <p>Notes: (1) not every entry in these newsletters will be relevant to the <i>networked</i> press (they cover many different aspects of journalism) so your job is to pick examples that illustrate relationships between journalism and technology; (2) your entries do not HAVE TO come from one of these newsletters and you are free to add examples from anywhere.</p>
<p>PROJECT PROPOSAL</p> <p>Length: Approximately 750 words</p> <p>Suggested Due Date: April 3, 11:59pm, via email</p> <p>Mandatory Due Date: April 10, 11:59pm, via email</p> <p>Percentage of Final Grade: 10%</p>	<p>Building on your two reflection essays and the entries made in the inventory of examples, you will propose a final project. Specifically, your proposal will include a discussion of the:</p> <ul style="list-style-type: none"> • guiding question or claim that your final project will examine • stakes in that question or claim (i.e., why it matters to the networked press and ideals of journalism) • intervention your project will make – e.g., what new knowledge you will create, what new design you will propose, what new behavior you will encourage / discourage, etc. • class readings you will use (at least 5) • timeline to get you to the final project presentation date & writeup submission <p>Note: I will not strictly hold you to this proposal (it's okay if it changes between April 3 and your final submission) but you must include all of these components and you cannot say that any of these proposal pieces will be figured out "later". Tell me what you're thinking now so I can give helpful feedback.</p>
<p>FINAL PROJECT: PRESENTATION</p> <p>Length: Approximately 12 minutes</p> <p>Mandatory Due Date: In class April 24</p> <p>Percentage of Final Grade: 15%</p>	<p>I will say more about the exact expectations and format of this presentation, but the general aim is to tell the story of your final project as it stands at this stage, understanding that the final writeup is due Tuesday May 9th.</p>

FINAL PROJECT: WRITEUP Length: Approximately 3000 words Mandatory Due Date: Tuesday, May 9, 11:59pm, via email	<p>The general aim is to tell the fully story of your final project, extending beyond your presentation on April 24 and showing how you executed the proposal.</p> <p>You can think of the final project as essentially an extension of your two reflection essays – a longer and more in-depth supported intervention into the networked press. You may use parts of your reflection essays and proposal as starting points.</p> <p>Some questions that you might use to scope and structure your paper include:</p> <ul style="list-style-type: none"> • what is the guiding question or claim that your final project examine? Be succinct, direct. • what are the stakes in that question or claim -- i.e., why it matters to the networked press and ideals of journalism? • what is the intervention your project will make – e.g., what new knowledge you will create, what new design you will propose, what new behavior you will encourage / discourage, etc.? Be specific, offer details, and give us a sense of why your intervention aligns with your question / claim and the stakes. I.e., why is your intervention the "right" thing to try or do?
WEEKLY PARTICIPATION Percentage of Final Grade: 10%	<p>Actively contribute to the class in a way that builds understanding, references assigned materials, and creates a mutually respectful learning culture.</p> <p>Note: participating actively and thoughtfully requires doing the assigned reading <i>before</i> the class meeting. You will score much higher on this component if your contributions meaningfully engage and build on the assigned materials, offering arguments and grounded perspectives rather than spontaneous opinions.</p>

Grading

a. Grading Breakdown

Assessment Tool (assignments)	Points	% of Grade
Reflection Essay #1	15	15
Reflection Essay #2	15	15
Building the Inventory of Examples	10	10
Project Proposal	10	10
Final Project (Presentation)	15	15
Final Project (Writeup)	25	25
Weekly Participation	10	10
TOTAL	100	100%

b. Course Grading Scale

Letter grades and corresponding point value ranges.

Letter grade and corresponding numerical point range		
95% to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 94%: A- (A minus)	77% to 79%: C+ (C plus)	64% to 66%: D

87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C- (C minus)	0% to 59%: F

c. Grading Standards

Letter Grade	Description
A	Excellent: demonstrates extraordinarily high achievement; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded.
B	Good: moderately broad knowledge and understanding of subject matter; explicitly or implicitly demonstrates good, if not thorough understanding; only minor substantive shortcomings.
C	Satisfactory/Fair: reasonable knowledge and understanding of subject matter; most expectations are met; despite any shortcomings, demonstrates basic level of understanding.
D	Marginal: minimal knowledge and understanding of subject matter; more than one significant shortcoming; deficiencies indicate only the most rudimentary level of understanding.
F	Failing: unacceptably low level of knowledge and understanding of subject matter; deficiencies indicate lack of understanding.

d. Grading Timeline

All assignments will be graded approximately 10 working days after they are submitted.

Assignment Rubrics

See “description and assessment of assignments” for the prompts and criteria for each grade component.

Assignment Submission Policy

- All assignments are to be emailed to the professor (ananny@usc.edu) as PDFs.
- Unless the professor gives an extension, in email, *before* an assignment’s mandatory due date, all late assignments will be graded down 20% for every day (including weekends) that the assignment is late past the mandatory due date. Unless the professor has made an arrangement with the student, no assignment will be accepted 4 days after the mandatory due date.

Required Readings and Supplementary Materials

- All course readings are provided in the class’s Blackboard site. There are no texts to purchase.

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 Dates for Session 001

(15 weeks: 1/9/2023 – 4/28/2023; Final Exam Period: 5/3-10/2023)

Link: <https://classes.usc.edu/term-20231/calendar/>

Last day to add: Friday, January 27, 2023

Last day to drop without a mark of "W" and receive a refund: Friday, January 27, 2023

Last day to change enrollment option to Pass/No Pass or Audit: Saturday, January 28, 2023 [All major and minor courses must be taken for a letter grade.]

Last day to add/drop a Monday-only class without a mark of “W” and receive a refund or change to Audit: Tuesday, January 31, 2023

Last day to withdraw without a “W” on transcript or change pass/no pass to letter grade: Friday, February 24, 2023 [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 001 (or the 20 percent mark of the session in which the course is offered) to avoid tuition charges.]

Last day to drop with a mark of "W": Friday, April 7, 2023

Course Schedule: A Weekly Breakdown (subject to change)

WK	DATE	TOPIC	GOAL & MATERIALS	DUE
1	Jan 9	Introduction: <i>Foundations of Journalism, News, the Press</i>	<p>Goal: Examine core ideals that often guide the journalism, news, and the press; conceptualize the “networked press” as an object of study & site of power; review the course and its expectations, start to build community with other students.</p> <p>Materials:</p> <ul style="list-style-type: none"> Lepore, J. (2019). Does journalism have a future? <i>The New Yorker</i>. https://www.newyorker.com/magazine/2019/01/28/does-journalism-have-a-future Schudson, M. (2008). Six or seven things news can do for democracy. In <i>Why democracies need an unlovable press</i> (pp. 11-26). Polity Press. Schudson, M. (2022). Journalism’s Multiple Gods. In S. Allan (Ed.), <i>The Routledge Companion to News and Journalism</i> (pp. 93-101). Routledge. Vos, T. P. (2022). Social Roles of Journalism. In S. Allan (Ed.), <i>The Routledge Companion to News and Journalism</i> (pp. 73-81). Routledge. Zelizer, B. (2017). Twelve metaphors for journalism. In <i>What journalism could be</i> (pp. 11-32). Polity. 	N/A
2	Jan 16	MLK Jr Day – NO CLASS MEETING		
3	Jan 23	Defining Digital Communication Technologies	<p>Goal: Create a working definition of “digital technology” as: design techniques (affordances & constraints), infrastructure, platforms, algorithms, contestation, controversy, and political power.</p> <p>Materials:</p> <ul style="list-style-type: none"> Davis, J. L. (2020). Introduction. In <i>How Artifacts Afford: The Power and Politics of Everyday Things</i> (pp. 1-23). MIT Press. Winner, L. (1986). Technologies as forms of life. In <i>The whale and the reactor</i> (pp. 3-18). Chicago University Press. Postman, N. (1998). <i>Five Things We Need to Know About Technological Change</i>. https://web.cs.ucdavis.edu/~rogaway/classes/188/materials/postman.pdf Shapin, S. (2007). What else is new? <i>The New Yorker</i>. https://www.newyorker.com/magazine/2007/05/14/what-else-is-new Turner, F. (2019). Machine politics: The rise of the internet and a new age of authoritarianism. <i>Harper's Magazine</i>, 338, 25-33. https://harpers.org/archive/2019/01/machine-politics-facebook-political-polarization/ 	N/A

4	Jan 30	<p>Designing for The Networked Press: <i>Imagining & Prototyping an Intervention – focusing on Crosstown</i></p> <p>GUEST: Prof Gabe Kahn</p>	<p>Goal: Thinking about journalism, news, and the press through the lenses of product design, design thinking, and innovation, critically trace what news <i>products</i> are, how they are like/unlike other forms of journalism, and how do they both challenge and fulfill public ideals of journalism.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Why does product design matter for journalism? <ul style="list-style-type: none"> ○ “Yes, Product Thinking Can Save Journalism. Six Reasons Why News Media Need Product Thinkers” ○ Cools, H., Van Gorp, B., & Opgenhaffen, M. (2022). New Organizations, Different Journalistic Roles, and Innovative Projects: How Second-generation Newsroom Innovation Labs are Changing the News Ecosystem. <i>Journalism Practice</i>, 1-16. • What is “design thinking”? <ul style="list-style-type: none"> ○ Dekker, T. d. (2020). Design thinking is a way of thinking. In <i>Design Thinking</i> (pp. 16-45). London, UK: Routledge. • Is the “feeling” of a design more powerful than a sophisticated algorithm? <ul style="list-style-type: none"> ○ Narayanan, A. (2022). TikTok’s Secret Sauce. <i>Knight First Amendment Institute at Columbia University</i>. https://knightcolumbia.org/blog/tiktoks-secret-sauce • SKIM a few stories/examples of innovation at different news organizations: <ul style="list-style-type: none"> ○ <i>New York Times</i>: <ul style="list-style-type: none"> ▪ “Research and Development at the New York Times” ▪ “What does The New York Times look for in coming up with a new product? These five things” ▪ “The New York Times’ redesign aims to match the quality of its products to its journalism” ○ Vox: “How Vox Media’s new Storytelling Studio thinks of stories as products” ○ <i>The Guardian</i>: “What The Guardian has learned trying to build a more intelligent story format — one that knows what you know” ○ <i>Huffington Post</i>: “The Huffington Post’s new product head wants to help readers take action on the stories they read” ○ <i>Local media</i>: “Product teams have taken national news organizations by storm. What’s happening locally?” ○ The Markup’s “Blacklight” product • Background on Crosstown: <ul style="list-style-type: none"> ○ “How data drives a hyperlocal news strategy in Los Angeles” ○ “A Newsletter for Every Neighborhood” 	<p>Reflection Essay #1 – strongly suggested due date</p>
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5	Feb 6	The Platform Press: <i>Social Media meet Journalism</i>	<p>Goal: By examining different examples, controversies, and case studies of moments when social media platforms meet journalistic practices, cultures, and ideals, build a critical understanding of how <i>journalistic</i> choices are often intertwined with technological actions.</p> <p>Materials:</p> <ul style="list-style-type: none"> • van Dijck, J., Poell, T., & de Waal, M. (2018). The platform society as a contested concept. In <i>The Platform Society</i> (pp. 7-30). Oxford University Press. → <i>what is a platform and how do the societies they create align or conflict with the societies journalism aims to create?</i> • Bélair-Gagnon, V., & Holton, A. E. (2022). Newsroom Cultures at Risk? Journalism's Reliance on Web Metrics and Analytics. In S. Allan (Ed.), <i>The Routledge Companion to News and Journalism</i> (pp. 102-110). Routledge. • Mellado, C. (2022). Digital Journalistic Cultures on Social Media. In S. Allan (Ed.), <i>The Routledge Companion to News and Journalism</i> (pp. 487-496). Routledge. • Newman, N. (2022). How publishers are learning to create and distribute news on TikTok. <i>Reuters Institute for the Study of Journalism</i>. https://reutersinstitute.politics.ox.ac.uk/how-publishers-are-learning-create-and-distribute-news-tiktok → <i>what aspects of TikTok publishing align or conflict with ideals of journalism (e.g., Schudson's "6 Things" or Zelizer's "12 Metaphors")?</i> • Gillmor, D. (2023). Journalists (And Others) Should Leave Twitter. Here's How They Can Get Started. <i>TechDirt</i>. https://www.techdirt.com/2023/01/04/journalists-and-others-should-leave-twitter-heres-how-they-can-get-started/ → <i>given Gillmor's argument and proposal, what criteria do you think journalists should use when deciding whether to use a platform?</i> 	Reflection Essay #1 – mandatory due date
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6	Feb 13	Funding the Networked Press	<p>Goal: Trace how news revenue emerges from multiple sources (e.g., subscriptions, advertising, paywalls, surveillance, state funding, platform partnerships, micro-payments, crowdfunding, and more), and reflect on the power and limitations of these different approaches for different ideals of the networked press.</p> <p>Materials:</p> <ul style="list-style-type: none">• <i>Foundations:</i><ul style="list-style-type: none">○ McManus, J. (2019). Commodification of News. In T. P. Vos, F. Hanusch, D. Dimitrakopoulou, M. Geertsema-Sligh, & A. Sehl (Eds.), <i>The International Encyclopedia of Journalism Studies</i>. Wiley.○ Pickard, V. (2019). The violence of the market. <i>Journalism</i>, 20(1), 154-158. doi:10.1177/1464884918808955• <i>In addition to the two “foundations” pieces, read any 3 articles (your choice) on revenue sources and come ready to talk about their pros / cons:</i><ul style="list-style-type: none">○ <u>ATTENTION</u>: Myllylahti, M. (2019). Paying Attention to Attention: A Conceptual Framework for Studying News Reader Revenue Models Related to Platforms. <i>Digital Journalism</i>, 1-9. doi:10.1080/21670811.2019.1691926○ <u>ADVERTISING</u>: Siegert, G. (2019). Advertising-Supported Journalism. In T. P. Vos, F. Hanusch, D. Dimitrakopoulou, M. Geertsema-Sligh, & A. Sehl (Eds.), <i>The International Encyclopedia of Journalism Studies</i>. Wiley.○ <u>SURVEILLANCE</u>: Libert, T., & Pickard, V. (2015). Think you’re reading the news for free? New research shows you’re likely paying with your privacy. <i>The Conversation</i>. https://theconversation.com/think-youre-reading-the-news-for-free-new-research-shows-youre-likely-paying-with-your-privacy-49694○ <u>PAYWALLS</u>: Myllylahti, M. (2019). Paywalls. In T. P. Vos, F. Hanusch, D. Dimitrakopoulou, M. Geertsema-Sligh, & A. Sehl (Eds.), <i>The International Encyclopedia of Journalism Studies</i>. Wiley.○ <u>PHILANTHROPY</u>: Scott, M., Bunce, M., & Wright, K. (2019). Foundation Funding and the Boundaries of Journalism. <i>Journalism Studies</i>, 1-19. doi:10.1080/1461670X.2018.1556321○ <u>CROWDFUNDING</u>: Aitamurto, T. (2019). Crowdfunding for Journalism. In T. P. Vos, F. Hanusch, D. Dimitrakopoulou, M. Geertsema-Sligh, & A. Sehl (Eds.), <i>The International Encyclopedia of Journalism Studies</i>. Wiley.○ <u>NONPROFIT STATUS</u>: Konieczna, M. (2019). Nonprofit News: An Exploration of a Changing Field. In T. P. Vos, F. Hanusch, D. Dimitrakopoulou, M. Geertsema-Sligh, & A. Sehl (Eds.), <i>The International Encyclopedia of Journalism Studies</i>. Wiley.○ <u>SOCIAL MEDIA PLATFORMS</u>: Russell, F. M. (2019). Third-Party Platforms. In T. P. Vos & F. Hanusch (Eds.), <i>The International Encyclopedia of Journalism Studies</i>. London, UK: Wiley.○ <u>GOVERNMENTS</u>: Murschetz, P. C. (2019). State-Supported Journalism. In T. P. Vos, F. Hanusch, D. Dimitrakopoulou, M. Geertsema-Sligh, & A. Sehl (Eds.), <i>The International Encyclopedia of Journalism Studies</i>. Wiley.	N/A
7	Feb 20	Presidents Day – NO CLASS MEETING		

8	Feb 27	Whistleblowing Through/On a “Secure” Networked Press: <i>Security, outrage, and public accountability</i>	<p>Goal: Understand contemporary whistleblowing as a phenomenon that depends on individuals, reporters, document processing technologies, organizational partnerships, social media cultures, security tools.</p> <p>Materials:</p> <ul style="list-style-type: none"> Assmann, K. (2022). Whistleblowers and their Faith in Journalism. <i>Journalism Practice</i>, 1-20. doi:10.1080/17512786.2022.2161067 Di Salvo, P. (2021). Securing Whistleblowing in the Digital Age: SecureDrop and the Changing Journalistic Practices for Source Protection. <i>Digital Journalism</i>, 9(4), 443-460. doi:10.1080/21670811.2021.1889384 Bogost, I. (2022). Whistleblowing Is Broken. <i>The Atlantic</i>. https://www.theatlantic.com/technology/archive/2022/08/zatko-twitter-tech-industry-whistleblowers/671227/ McGregor, S. E. (2021). <i>Information Security Essentials: A Guide for Reporters, Editors, and Newsroom Leaders</i>. Columbia University Press. → Chapter 5 “Fundamentals for Field Reporting” only Hendrix, J. (2022). Facebook Whistleblower Frances Haugen and WSJ Reporter Jeff Horwitz Reflect One Year On. <i>Tech Policy Press</i>. https://techpolicy.press/facebook-whistleblower-frances-haugen-and-wsj-reporter-jeff-horwitz-reflect-one-year-on/ → Read or watch 	Building the Inventory of Examples – Phase 1 Mandatory Due Date
9	Mar 6	Digital Black Witnessing GUEST: Prof Allissa Richardson	<p>Goal: Critically examine “witnessing”—as a technological phenomenon and historically situated social justice activity—through the lens of Black Journalistic Witnessing, news archives, and digital infrastructures.</p> <p>Materials:</p> <ul style="list-style-type: none"> Gregory, S. (2015). Ubiquitous witnesses: who creates the evidence and the live(d) experience of human rights violations? <i>Information, Communication & Society</i>, 18(11), 1378-1392. doi:10.1080/1369118X.2015.1070891 Richardson, A. V. (2022). Witnessing George Floyd. In S. Allan (Ed.), <i>The Routledge Companion to News and Journalism</i> (pp. 161-169). Routledge. Richardson, A. V. (2021). Trends in mobile journalism: A field review. <i>Social Sciences Research Council - Just Tech</i>. https://www.ssrc.org/publications/trends-in-mobile-journalism-bearing-witness-building-movements-and-crafting-counternarratives/ Zelizer, B. (2017). "Eyewitnessing" as a journalistic key word: Report, role, technology, and aura. In <i>What journalism could be</i> (pp. 39-60). Polity. Examine: <ul style="list-style-type: none"> Charlotta Bass Journalism & Justice Lab → come with observations, questions, extensions to contribute to the conversation with Prof Richardson USC Shoah Foundation Visual Archive → experiment with searching the archive, think about what stories can be told through its witnesses and materials, consider how digital journalism can be supported with such archives of witnessing. 	N/A
10	Mar 13	Spring Recess – NO CLASS MEETING		

11	Mar 20	Defining “Local” Journalism: News technologies making place & space	<p>Goal: Explore the meanings of journalistic “space”, “place”, and “locality” by critically examining place-based technologies (newsrooms, drones, maps, algorithmic news).</p> <p>Materials:</p> <ul style="list-style-type: none"> • Weber, M. S., & Mathews, N. (2022). Explicating Local: An Audience-Based Framing of Local Community and Local News. <i>Digital Journalism</i>, 1-20. doi:10.1080/21670811.2022.2142629 → <i>What does “local” mean?</i> • Bengani, P. (2021). Part One: The Metric Media network runs more than 1,200 local news sites. Here are some of the non-profits funding them. <i>Tow Center for Digital Journalism</i>. https://www.cjr.org/tow_center_reports/metric-media-lobbyists-funding.php → <i>How is “local” exploited or used inauthentically?</i> • Harvard, J. (2022). Drone journalism. In S. Allan (Ed.), <i>The Routledge Companion to News and Journalism</i> (pp. 217-226). Routledge. → <i>How do drones make news spaces?</i> • <i>Examples of Space-Place in Contemporary Journalism:</i> <ul style="list-style-type: none"> ○ “How We Reconstructed the Neighborhood Destroyed by the Tulsa Race Massacre” (New York Times) ○ “Right-wing 'zombie' papers attack Illinois Democrats ahead of elections” (NPR) 	Reflection Essay #2 – strongly suggested due date
12	Mar 27	Timing the News: <i>Speed, rhythms, liveness, slowness, remembering, anticipating, planning, interrupting</i>	<p>Goal: Understand how the networked press both <i>makes</i> and <i>follows</i> different types of time, how these types of time emerge from both editorial and technological forces, and which types of time align with which journalistic ideals.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Foundations: <ul style="list-style-type: none"> ○ Ananny, M. (2016). Networked news time: How slow—or fast—do publics need news to be? <i>Digital Journalism</i>, 4(4), 414-431. doi:10.1080/21670811.2015.1124728 ○ Sonnevend, J. (2016). Event. In B. Peters (Ed.), <i>Digital Keywords</i> (pp. 109-117). Princeton University Press. • Different types of news time – in addition to the “foundations” readings, pick any 3 of these: <ul style="list-style-type: none"> ○ Designing Live News: “Product Design at the Pace of News: A Q&A with The New York Times Live design team.” ○ Calling Elections: “Explainer: How can the AP call races right as polls close?” ○ Guiding Audiences during Breaking News: On the Media’s “Breaking News Consumers Handbook” → <i>this is almost 10 years old, think about what parts of this guide work or don’t work today?</i> ○ Designing News App Alerts: Brown, P. D. (2017). Pushed beyond breaking: US newsrooms use mobile alerts to define their brand. <i>Tow Center for Digital Journalism</i>. https://www.cjr.org/tow_center_reports/push-mobile-alerts-brand-breaking-news.php → <i>read executive summary, skim other parts</i> ○ Using Journalism to Make Predictions: Diakopoulos, N. (2022). Predictive journalism: On the role of computational prospection in news media. <i>Tow Center for Digital Journalism</i>, Columbia University. https://www.cjr.org/tow_center_reports/predictive-journalism-on-the-role-of-computational-prospection-in-news-media.php → <i>read executive summary, skim other parts</i> 	Reflection Essay #2– mandatory due date

13	Apr 3	AI & the Networked Press: <i>Machine learning, synthetic media, and automated journalism</i>	<p>Goal: Understand how journalism has always been intertwined with data & computational tools, how those tools both enable and constrain journalism, and how rapidly emerging machine learning systems for creating “synthetic media” prompt hard questions about how news is made and how its construction can be defensible.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Coddington, M. (2014). Clarifying journalism's quantitative turn. <i>Digital Journalism</i>, 3(3), 331-348. doi:10.1080/21670811.2014.976400 • Peiser, J. (2019). The Rise of the Robot Reporter. <i>New York Times</i>. https://www.nytimes.com/2019/02/05/business/media/artificial-intelligence-journalism-robots.html • Vales, A. (2019). An introduction to synthetic media and journalism. <i>Wall Street Journal Digital Experience + Strategy</i>. https://medium.com/the-wall-street-journal/an-introduction-to-synthetic-media-and-journalism-cbbd70d915cd • Zeller, T. (2023, January 7, 2023). Interview: Talking Truth and Fiction With ChatGPT. <i>Undark</i>. https://undark.org/2023/01/07/interview-a-conversation-on-truth-and-fiction-with-chatgpt/ • Partnership on AI. (2022). Synthetic Media Code of Conduct - Draft for Public Comment. https://docs.google.com/document/d/1P9TNlhQztsSbbm-2QVg6_Fak5BE7TsZWAcFDdEc6Ow/edit → returning to the earlier discussions of ideals of journalism (e.g., Schudson’s 6 Things and Zelizer’s 12 Metaphors, what changes would you propose to this code of conduct?) 	Project Proposal – Suggested Due Date
14	Apr 10	Avoidance: <i>opting out, non-use, absence, exhaustion, silence, quitting the networked press</i>	<p>Goal: Understand the phenomenon of “news avoidance”, trace its connections to digital technologies and ideals of the press, experiment with designing interventions that either <i>encourage</i> or <i>counter</i> news avoidance.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Edmonds, R. (2022). A fresh Reuters Institute report detects an epidemic of news avoidance. Poynter. https://www.poynter.org/ethics-trust/2022/reuters-institute-report-news-avoidance-too-many-subscriptions/ • Edgerly, S. (2017). Seeking Out and Avoiding the News Media: Young Adults’ Proposed Strategies for Obtaining Current Events Information. <i>Mass Communication and Society</i>, 20(3), 358-377. doi:10.1080/15205436.2016.1262424 • Toff, B., & Nielsen, R. K. (2022). How News Feels: Anticipated Anxiety as a Factor in News Avoidance and a Barrier to Political Engagement. <i>Political Communication</i>, 39(6), 697-714. doi:10.1080/10584609.2022.2123073 • Ananny, M. (2017). The whitespace press: Designing meaningful absences into networked news. In P. J. Boczkowski & C. W. Anderson (Eds.), <i>Remaking the news</i> (pp. 129-146). MIT Press. • Mannell, K., & Meese, J. (2022). Doomscrolling is literally bad for your health. Here are 4 tips to help you stop. <i>The Conversation</i>. https://www.theconversation.com/doomscrolling-is-literally-bad-for-your-health-here-are-4-tips-to-help-you-stop-190059 	Project Proposal – Mandatory Due Date

15	Apr 17	Part One: The Networked Press and Climate Coverage Part Two: Project Workshop Time	Goal: using the image of the networked press developed so far, critically examine what kind of networked press can <i>best</i> cover the climate crisis. The final hour of class will be a working session / presentation Q & A / peer check-ins. Materials: <ul style="list-style-type: none">Lester, L. (2022). Journalism and environmental futures. In S. Allan (Ed.), <i>The Routledge Companion to News and Journalism</i> (pp. 299-306). Routledge.Rahimi, T. (2022). How journalists can better sound the alarm on climate change. <i>Center for Journalism Ethics, University of Wisconsin-Madison</i>. https://ethics.journalism.wisc.edu/2022/07/20/how-journalists-can-better-sound-the-alarm-on-climate-change%E2%99%BC/Tour the “Oxford Climate Journalism Network” website and—reflecting on what you’ve learned this semester—think about how this initiative understands the “networked press”, and how it might do so differently.	Building the Inventory of Examples – Phase 2 Mandatory Due Date
16	Apr 24	IN-CLASS FINAL PRESENTATIONS		
Final Project Due Tuesday, May 9, 11:59pm (Pacific)				

Policies and Procedures

Additional Policies

- No Zoom recordings are made of the classes and the professor will not provide a summary of the class; if students miss a class they should contact a fellow student for notes.
- Unless the class is conducted on Zoom that week (e.g., if the instructor is ill or there is a remote guest speaker), there is no option to participate in an in-person class remotely via Zoom. If any class is conducted on Zoom, it will be conducted entirely on Zoom (i.e., no class will be 'hybrid').

Communication

- You can email me if you have a question/concern or you want to make a time to meet outside of my office hours. I'll answer your email in about 24-36 hours, but I usually don't answer email on weekends and after 7pm. If it's urgent or an emergency, please mark the subject line 'urgent'.
- If you have a longer question that's best addressed in a conversation, ***please visit my office hours*** (see first page of syllabus). More involved questions about course content or personal matters are often best answered individually.
- ***Make friends with your fellow students.*** They're often a good point of contact if you missed a class or want to compare assignment approaches.

Statement on Academic Conduct and Support Systems

Academic Conduct

The USC Student Handbook (https://policy.usc.edu/wp-content/uploads/2022/09/USC_StudentCode_August2022.pdf)

Academic Integrity

USC's Unifying Value of integrity is a foundational principle that inspires the community to match its values to its actions. Academic integrity is ultimately the sole guarantor of the legitimacy of one's education, and therefore, is vitally important not just for oneself, but for the entire USC community. The value of all USC degrees is negatively impacted by violations of academic integrity. In the classroom, general principles of academic integrity include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles.

Academic Integrity violations (academic dishonesty) include, but are not limited to:

Plagiarism and Cheating

- The submission of material authored by another person but represented as the student's own work, whether that material is paraphrased or copied in verbatim or near-verbatim form.
- Re-using any portion of one's own work (essay, term paper, project, or other assignment) previously submitted without citation of such and without permission of the instructor(s) involved.
- Improper acknowledgment of sources in essays or papers, including drafts. Also, all students involved in collaborative work (as permitted by the instructor) are expected to proofread the work and are responsible for all particulars of the final draft.
- Acquisition of academic work, such as term papers, solutions, or other assignments, from any source and the subsequent presentation of those materials as the student's own work, or providing academic work, such as term papers, solutions, or assignments that another student submits as their own work.

The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing

papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school's policy.

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.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

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

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

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

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.

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

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

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 740-0411

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

Diversity, Equity and Inclusion - (213) 740-2101

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

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) 442-1200 – 24/7 on call

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323) 442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

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.

Annenberg Student Emergency Aid Fund

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

Awards are distributed to students experiencing unforeseen circumstances and emergencies impacting their ability to pay tuition or cover everyday living expenses. These awards are not intended to cover full-tuition expenses, but rather serve as bridge funding to guarantee students' continued enrollment at USC until other resources, such as scholarships or loans, become available. Students are encouraged to provide as much information in their application, as well as contact their academic advisor directly with questions about additional resources available to them.

About Your Instructor

Mike Ananny is an Associate Professor of Communication and Journalism and Affiliated Faculty of Science, Technology, and Society at the University of Southern California's Annenberg School for Communication and Journalism. He studies the public significance of networked news infrastructures and the politics of algorithmic systems. He is the author of numerous articles and the book *Networked Press Freedom* (MIT Press, 2018), co-editor (with Laura Forlano and Molly Wright Steenson) of the volume *Bauhaus Futures* (MIT Press, 2019), and is preparing a manuscript on the public power of silence and mediated absences (under contract with Yale University Press). He holds a PhD from Stanford University, a Masters from the MIT Media Laboratory, and a Bachelors of Science (Computer Science & Human Biology) from the University of Toronto.