

## **PROBLEMS & ETHICS IN JOURNALISM: JOU4700\*05A5**

**Mondays: 3 – 6 p.m.**

**Fall 2013: August 26 to Dec. 9, 2013**

**Turlington 2318**

**Professor:** Daniel Axelrod

**Office Hours:** By appointment

**Office:** Weimer 2040

**Cell:** 978-855-8935. If your matter is time sensitive, feel free to call (but please don't text me).

**Email:** deaxelrod8@gmail.com

### **SYLLABUS DISCLAIMER**

Sometimes, teachers say things that contradict the syllabus. To avoid confusion and ensure a clear, fair class, this syllabus is our ultimate authority. Simply put, if the syllabus contradicts something that I say in class, the syllabus wins *unless* I expressly and specifically state that I am intentionally revising it. In such cases, I will provide prompt, clear, and ample notification.

### **COURSE OVERVIEW**

This “Problems and Ethics in Journalism” class is broken into three parts. First, this course covers the underlying principles of how to be an ethical journalist and the history behind them; then it discusses media literacy (how to recognize the strengths, weaknesses and biases in news coverage); and — with a particular focus on the business of journalism — the class concludes by explaining the challenges media outlets and journalists face when it comes to producing high-quality news in an ethical manner (E.g. the influence of advertisers, corporate owners, public relations specialists, and governments).

1. First, we outline the basics of journalism ethics to ensure you have a solid foundation.
2. Next, we cover “media literacy.” That means we’re going to make sure that you become an educated news consumer. After this unit, you’ll be able to look a news story (regardless of the platform on which appears) and rip it apart. For example, you’ll develop a B.S. alarm that allows you to detect biased stories, critique pieces that are poorly sourced, and criticize stories in which the journalists didn’t verify the facts.
3. Finally, we cover how filters (E.g. owners, advertisers, public relations firms, governments, corporations) affect journalism. More specifically, this last unit also focuses on tensions between the journalistic goals of serving the public and making profits.

### **STUDENT LEARNING OUTCOMES**

Students will know the:

- Characteristics of high-quality journalism.
- Main reasons that journalists make ethics-related mistakes — that includes legitimate reasons and excuses (from the real tensions/pressures that reporters face to the shameless explanations some reporters provide).

- Roles of journalists, and their duties to the public.
- State of the industry and the uneasy tension between profits and public service journalism.
  - How the corporatization and consolidation of the media has affected journalism (how the current revenue model came to be and some of the history behind the business of the journalism industry).
  - How/why the current revenue model has been turned upside down (and what all of that has to do with journalism ethics).
- Rights and responsibilities of news consumers and the sources journalists interview.
- Ethics of journalism across platforms (telecommunications, print and online outlets), and how new technologies offer new challenges and questions regarding journalistic ethics.
- Central tenants of journalism ethics, including:
  - the SPJ Code of Ethics and vital concepts such as “independence.”
  - how to use an “objective method.”
  - “verification.”
  - “a skeptical way of knowing.”
  - how to practice “interpretive journalism.”

### **REQUIRED TEXTS**

- *The Elements of Journalism*, by Bill Kovach & Tom Rosenstiel (2007, paperback edition)
- *Blur: How to Know What’s True in the Age of Information Overload* by Bill Kovatch & Tom Rosenstiel (2011, paperback edition)
- *The Business of Media: Corporate Media and the Public Interest* by David Croteau & William Hoynes (2005, paperback second edition)

### **ABOUT ME**

I spent five years as a full-time newspaper reporter and two years in public relations before beginning a four-year appointment in August 2011 as a University of Florida Graduate School Fellow. At UF, I am pursuing a journalism Ph.D., studying how newspaper closures and layoffs affect communities, and teaching journalism classes. I hold a B.A. in history and communication studies from SUNY Cortland, and a journalism M.A. from Syracuse University. But I worked for newspapers from 2004-09, when I won 14 newspaper journalism awards from state press associations in NY, N.E. and Pennsylvania. In Pennsylvania, I was the president of the Society of Professional Journalist’s state chapter, and the last paper for which I worked was *The Times-Tribune*, a mid-sized daily in Scranton, PA. Besides my newspaper experience, from 2009-11, I served as a public relations specialist for Blue Cross of Northeastern Pennsylvania, an insurer with more than \$1.5 billion in annual revenue and over 550,000 subscribers. I also love teaching college journalism classes, which I’ve done in Pennsylvania and here at UF. I’ve taught media ethics; magazine/feature writing; sports journalism; writing and reporting for online media; and expository writing. In my spare time, I run a nonprofit company, Writers Unlimited Agency, Inc., which promotes the arts, education and creative writing. Besides staging readings and educational workshops on poetry, publishing and journalism, Writers Unlimited also operates a small alternative press.

### **COURSE CONFIGURATION/MY APPROACH**

1. **I do not cover everything in the books.** It would be a boring class if I just stood up and re-read/taught that which you've already read. Plus, there is a lot of information to cover, and I can only go over so much in the class.
2. **I trust you to do the readings and learn on your own.** This is an advanced-level course, and nearly everyone who takes it is a senior. Besides helping you to earn good grades on the tests, doing the readings ensures that you receive a lot of class participation points.
3. **The class primarily consists of the following activities:**
  - **Lectures:** Over the entire semester, I probably devote roughly 40-50% of our class time to lectures. For example, on a three-hour class day, I'll usually lecture for 45 to 60 minutes, then we'll take a break, and we'll spend the rest of the class discussing whatever outside reading I assigned or the latest movie we watched.
  - **Discussions/Movies:** These make up the other half of our class time. I assign a lot of outside readings (stuff that's not in the books, including academic journal articles, newspaper and magazine stories). We also watch several movies. Then, we discuss the readings and movies in class. The class discussions also cover current journalism ethics topics that pop up in the news.

#### **RECOMMENDED WEBSITE/EXTRA CREDIT OPPORTUNITY**

I will add up to three points of extra credit onto a student's lowest test grade if he or she brings up a good/media ethics-related story that appeared on either John Stewart's "The Daily Show" or the Poynter Institute's MediaWire AND it turns into a class discussion. (I'll decide whether the story is good, related to media ethics and worthy of class discussion). So, keep an eye out for stories related to media ethics. Bring up the topics during my lessons and try to relate them to my lessons. You can access MediaWire by visiting: <http://tinyurl.com/7mk72uq> or <http://www.poynter.org/category/latest-news/mediawire/>. "The Daily Show" airs at 11 p.m., Mon. -Thurs. on Comedy Central.

#### **CLASSROOM ETIQUETTE**

- Being polite and respectful to your classmates and me. Discussions may get heated, but everyone must keep cool, respect one another and be polite.
- Attendance: I don't mind lateness by a few minutes. I know roads fill with traffic. Things happen. But attendance is very important. If you have more than one cut, it will affect your grade (more on that in a moment).
  - If you need to be absent more than once, you should email or call me to ask permission for an "excused absence" (provided you have a legitimate, documentable reason). I reserve the right to decide what constitutes an excused absence.
  - Try not to miss more than one class. But more than one excused absence will result in a deduction of four points off for each missed (off the 25% of your grade that counts toward class participation and attendance).
  - If you have an excused absence (again, I will decide what constitutes an "excused absence"), I can share my slide deck with you. BUT do get a homework buddy, so that you can get any missed notes and find out what occurred in class.

- Computers. You are allowed to take notes with a laptop. But, unless I ask you to go online, please don't. Additionally, please don't check your email or use social media websites during class time. I will lower your overall grade if you break these rules.
  - **WARNING:** If I see you doing something that you shouldn't be doing (E.g. checking a social media website, twittering, looking at email):
    - I will point it out in front of the class and deduct four points off your next test (If you've already taken all the tests, I will deduct the points from your last test. That is a harsh penalty).
- Cell phones: Keep them off.
  - **WARNING:** If I hear your cell phone go off for a text or a call:
    - I get to answer the phone or send a text back to the person. You will lose four points off your next test if you don't allow me to do so.
    - The same goes for my cell phone. If my phone goes off, the first person to raise his or her hand gets to answer the call or respond to the text.
    - If I see you texting in class, I will point it out in front of everyone, and I will deduct four points off your next test. (If you've already taken all the tests, I will deduct the points from your last test. Again, that's a harsh penalty).

## **ASSESSMENT & GRADING**

### **Grading Scale**

A = 93-100

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-72

D+ = 67-69

D = 65-66

F = Less than 65

## **TOP DOG AWARDS**

At the end of the term, at least one of you will receive the prestigious "Top Dog Award," which I bestow upon the student with the highest grade point average for the course. I generally give this elite, highly coveted honor to first- and second-place finishers. I call the student(s) to the front of the room to be publicly lauded. Students receive rich prizes (you'll have to wait to see what they are), and (upon request) I their classmates to snap photos of them shaking my hand and receiving their awards. I also issue Top Dog Awards for the two highest scorers on each exam. Actual grades/test scores are not announced.

## **TEST SCHEDULE**

<b>Assignment</b>	<b>Grade %</b>
<b>September 30</b> –Test #1: Elements of Journalism	25%
<b>November 4</b> Test #2: “Blur”	25%
<b>December 9</b> –Test #3: <i>The Business of Media</i>	25%
<u>Miscellaneous</u> <ul style="list-style-type: none"> <li>• Class participation: this is easily the biggest part of this miscellaneous category. I’m measuring the quality (E.g. whether it’s evident that you did the readings and really thought about them) and the quantity of the things you say in class.</li> <li>• Attendance: Do you have more than one cut? If so, you’re grade in this category will be lowered. If you have an excessive amount of cuts (three or more) you can do serious damage to your final grade for the class.</li> <li>• Enthusiasm: It helps your grade if you volunteer for and participate in class activities.</li> <li>• Manners: It also reflects well on you if you’re polite in class (E.g. You’re courteous to classmates. You don’t use your cell phones or misuse computers during class. You’re fully engaged in and paying attention to lectures).</li> </ul>	25%
<u>Final</u> <ul style="list-style-type: none"> <li>• This is really more of a game than an actual test.</li> <li>• I break the class into teams, which compete against each other for prizes.</li> <li>• Consider it an “exit exam.” I</li> </ul>	Pass/Fail

<p>want to review all our topics one more time.</p> <ul style="list-style-type: none"> <li>• I always hold it on the last day of class, which I also use to give you a print out projecting/explaining your final course grade.</li> <li>• The final is pass/fail. Attendance is mandatory. If you don't take the final exam, you will fail for the year.</li> </ul>	
--	--

### ASSIGNMENTS

1. **Three tests:** Several weeks before each exam, I will give you study guides that very closely approximate the actual tests for each book. For more information, see the “More on Tests” section in this syllabus.
2. **Class Participation:** Attendance and class participation are important parts of your grade. But *class participation is, by far, the most important component of the miscellaneous category*. During class discussions, *you can significantly boost your valuable class participation grade by:*
  - **\*\*Paying attention during lectures and making smart comments/asking intelligent questions.**
  - **\*\*Commenting on the class readings.**
  - Bringing up journalism current events topics and ethics-related issues (again, check Poynter's MediaWire for ideas).
  - Mentioning things you saw on the Daily Show and relating them to the topics we're studying.
3. **In- and out-of-class readings and assignments:** *Make sure that you have a homework buddy*. I will frequently give readings and assignments that aren't listed in the syllabus or I'll switch the dates on the assignments. If you miss a class, it is your responsibility to chat with your homework buddy and get the information for these assignments, readings and any notes from the lectures. Missing class also means that you risk missing a quiz or other in-class assignment, and you won't be allowed to make those up. The assignments on this syllabus are only a guide, and they are subject to change.
4. I *do not* share my PowerPoint slides unless you have a letter from the Disability Resource Center or a legitimate, documentable reason (E.g. a death in the family) for needing them.
5. I strongly recommend that you create an email folder for my messages (I send a fair amount of them), so you can keep track of class updates and new reading assignments.

### MORE ON TESTS

You will take three exams that are based almost entirely on the books you read outside of class. They are essay exams with questions that ask for short-, medium-length and long answers. *Several weeks before you take each of the tests, I will give you study guides that are very similar to the exams*. I do, however, reserve the right to add to or otherwise change the questions that appear on the test. On test day:

- You will type your answers in a Microsoft Word Document, which I will retrieve from your computer with my memory stick..
- When you begin your test, your Word Document/paper must be blank. You *may not* use any kind of outline or notes. I will roam the room to ensure that you don't import an outside file. *And I reserve the right to give you a different test from the study materials I hand out.*
- Before you begin the exam, you will leave all hats, book bags, cell phones and other possessions on the floor near me in the front of the classroom. You will have nothing on your desk except a laptop.
- These will not be open book tests. You *may not* use any books, the class texts, the Internet, your phone or any form of assistance (electronic, paper, etc.).
- As mentioned, one reason that it's helpful to attend lectures is that I'll discuss concepts that may appear on the tests. But the best way to do well on the tests is to read the books and take a mock test using each study guide. (Make an outline/plan for your answers. But remember that you won't be able to use your outline during the test).
- Whenever possible, support your points with examples from the assigned books. If you want, you also may use examples from other class readings and my lectures. The best test answers will use plenty of examples and demonstrate that you read and understand the concepts in the books.
- These are NOT memorization tests. I want you to write essay answers that show you've learned the concepts in the books, you've rolled them around in your mind.
- IMPORTANT: On test days, I'll have you download a modestly priced piece of software called Examsoft. This software locks down your laptop so that you can only take a test on it (you won't be able to access the Internet or any other documents). Our use of this testing software is why I want you to spend as little as possible on textbooks (again, please buy used and/or other forms of inexpensive copies) because this modestly priced computer program costs about as much as one very small text book. You can easily remove the software from your computer when the semester is over.
- Depending on your performances on the first test, I may break you into study groups (with appointed study group captains) for the second and/or third tests.
- Also, depending upon demand from the class and time constraints (yours and mine), I might hold out-of-class study sessions for one or more of the tests.

### **PLAGIARISM, CHEATING & OTHER RULES**

This is, after all, an ethics class. So, it would be extra silly and ironic to cheat. You should know:

- **About the automatic "F":** If you plagiarize or cheat during any of the exams or other class assignments, you will automatically receive an "F" on the assignment and/or test and an "F" for 25% of your total grade (the miscellaneous category). Remember, each test counts for 25% of your final grade, so if you cheat, you've essentially wrecked your grade for the semester.
- **Only you can write it:** All assignments and tests must be a student's own work.
- **If you didn't write it, say it or think it, it must be properly attributed:** Students must always reference sources and use attribution for sources (such as the words "said" and "according to" and quotation marks when necessary).

- **If you're using the exact same words as your source, use quotation marks:** Students must use quotation marks and/or attribution when material is taken from a source verbatim. Students must attribute information to a source even if the student has paraphrased the sentence, idea or information.
- **Know when to cite your source:** Students must understand that a “source” is not just an interviewee. The word “source” refers to any idea, information or opinion from primary and secondary materials and interviews with individuals. Students must learn to follow proper journalistic style when it comes to citing sources. If you have any questions, I will help you learn how to cite sources.
- **Don't chance getting caught:** When students cheat and plagiarize, the risks of being caught plagiarizing far outweigh the potential benefits. Plagiarism, cheating or faking facts will result in punishments up to and including an “F” grade and a referral to the University of Florida's disciplinary office.
- **Know the University of Florida's plagiarism and honor code policies:**  
 UF's Guide to Avoiding Plagiarism: <http://tinyurl.com/8m3yam7>  
 Plagiarism and the UF Honor Code: <http://tinyurl.com/9c8l4tm>

## STUDENTS WITH DISABILITIES

If you need to request a classroom accommodation for a disability, you must first register with the Disability Resource Office. The DRC will provide you with documentation, and you must meet personally with me and bring a copy of the documentation so you can explain it. If you do have a disability that requires some kind of accommodation, *please* do not hesitate to request a DRC letter (*even if you don't believe you'll need it during the course of this class*).

## READINGS

### Course reserves website & outside readings

This class utilizes the UF Library Course Reserves website as a repository for your regular outside readings. Periodically, the University of Florida's course management and computer systems — including Sakai and the course reserves website — have technical issues. Sometimes, the UF Internet system crashes. So, please download the readings well in advance of our class discussions so you are able to access them when you need them. ***If you have trouble downloading or locating a reading on the course reserves website, please do not email me. Please direct all questions to UF library staff.*** They run the website and they are happy to help you with its glitches. If you download the readings from 8 a.m. to 5 p.m., Monday through Friday, a library access support staff member is available for assistance. Thanks!

Course Reserves/Access Support, Library West  
 George A. Smathers Libraries  
 352-273-2523  
 Course Reserves Website Staff Email: [eres@uflib.ufl.edu](mailto:eres@uflib.ufl.edu)

## SUGGESTED READING SCHEDULE



This is a suggested reading schedule for your primary course readings (the books). This reading schedule is based on simple math (the number of pages in each book divided by the number of weeks you have to read each one).

<p><b>September 30</b>          –Test #1: Elements of Journalism          50 pages per week for five weeks (250 pages)</p>
<p><b>November 4</b>          –Test #2: “Blur”          42 pages per week for five weeks (210 pages)</p>
<p><b>December 9</b>          –Test #3: <i>The Business of Media</i>          52 pages per week for five weeks (258 pages)</p>

- Outside readings. In addition to the class texts, you will find more than dozen outside readings (in the form of PDFs) posted to the UF Library Course Reserves. You are responsible for reading, absorbing and being prepared to discuss these readings. To access them:
  1. Visit the UF library’s main webpage: <http://www.uflib.ufl.edu/> and click on the gray box (with white lettering) that says “Course Reserves” on the left side of the homepage.
  2. That course reserves link will direct you to another subpage in which you must enter your Gatorlink ID and password.
  3. If you’re using a UF computer, you’re all set. You should be able to click on, download, and, for that matter, print any reading. If you are using your own computer, you must have already downloaded UF’s Virtual Private Network (VPN) software in order to securely access the course reserves.
  4. As mentioned, if you have trouble accessing the course reserves, you really must call or visit the main library (as soon as possible) to troubleshoot the problem. Again, you may reach the Smathers Library Reserves Staff from 8 a.m. to 5 p.m., Monday through Friday at 352-273-2520. If you need technical assistance with the VPN, you may call UF staff at 352-392-4357.
  5. IMPORTANT: If you don’t leave yourself enough time to troubleshoot the problem with the UF staff and you need to access a reading, most of the readings also can be found through simple Google searches (either in PDF form on their original websites).

## **MOVIE LIST**

Movies we will probably watch depending on how much time we have:

- “Rich Media Poor Democracy” (30 minutes)

- PBS: “Buying the War, How did the Mainstream Press Get it so Wrong?” (87 minutes)
- “Myth of the Liberal Media” (60 minutes)
- “Outfoxed: Rupert Murdoch’s War on Journalism” (110 minutes)
- “Shattered Glass” (94 minutes)
- “Framing an Execution: The Media & Mumia Abu-Jamal” (50 minutes)
- “Toxic Sludge Is Good For You: The Public Relations Industry Unspun” (45 minutes)
- “Hijacking Catastrophe: 9/11, Fear & the Selling of American Empire” (76 minutes)
- “Constructing Public Opinion: How Politicians & the Media Misrepresent the Public” (32 minutes)
- “The Mean World Syndrome: Media Violence & the Cultivation of Fear” (51 minutes)

**IMPORTANT:** If you miss a class in which a film is screened, most of the movies are available for free (but in a much smaller screen). Check YouTube. Check other video websites. And go to the Media Education Foundation website.

## READINGS FOR CLASS DISCUSSIONS

University of Florida Libraries

### Course Reserves

All of the following titles are linked to the UF Library Course Reserves website. If you click on a title, your Internet browser will automatically open, and it will send you to a GatorLink verification website. Then, you can simply enter your username and password, and you will instantly be connected to that article. Please see the “Schedule of Topics” for a *tentative* list of dates for these readings. At times, lectures and lessons may carry over into different days. When that occurs, I will update the class (with plenty of notice) regarding the days by which I expect you to complete these readings. If you have any trouble with the links listed below, or if you would rather access the readings directly from the library’s websites, simply visit: <https://ares.uflib.ufl.edu/> or go the main UF library webpage (<http://www.uflib.ufl.edu/>), and click on the large gray “Course Reserves” box on the left side of the webpage. For your convenience, everything on the course reserves is printable.

Title	Author
Columbia Journalism Review	
Eight Simple Rules for Doing Accurate Journalism	Silverman, Craig
Nieman Reports	
Determining the Line Between Fact and	Talley, Olive

Title	Author
Fiction	
A refresher on how the press failed the people	Dan Froomkin
Commentary	
Accuracy Must be our Journalistic Grail	Michele McClellan
Are Quotes Sacred	Fawn Germer
Climategate: Hacked emails show climate scientists in a bad light but don't change scientific consensus on global warming	Jess Henig
Consideration of Media Effects	
Chapter Two, The Social Psychology of Stereotypes: The Implications for Media Audiences	Bradley Gorham
Contemporary Drug Problems	
Visualizing American's drug problems: An ethnographic content analysis of illegal drug stories on the nightly news	David Jornigan & Lori Dorfman
Correcting The Record: Times Reporter Who Resigned Leaves Long Trail	Adam Liptak, Jacques Steinberg, Alain Delaqueriere and Carolyn Wilder

Title	Author
Jayson Blair Scandal Article #1	
Decades of declension: How Corporatization, consolidation and the newspaper industry's decline predated the Internet Age	Daniel Axelrod
Executive Editor of The Times and Top Deputy Step Down NY Times Jayson Blair Scandal Coverage	Adam Liptak, Jacques Steinberg, Alain Delaqueriere and Carolyn Wilder
Gender & Society The Media Depiction of Women Who Opt Out	Arielle Kuperberg & Pam Stone
How Roger Ailes Built the Fox News Fear: The onetime Nixon Operative has created the most profitable propaganda machine in history. Inside America's 'Unfair and Imbalanced Network'	Tim Dickinson
How Slate's Jack Shafer Calls Out Bogus Trend Stories	Mallary Jean Tenore
Iraq: Why the media failed: Afraid to challenge America's leaders or	Gary Kamiya



Title	Author
Media Ethics Test #1	Daniel Axelrod
To be added: Media Ethics Test #2	Daniel Axelrod
To be added: Media Ethics Test #3	Daniel Axelrod
Mightier Than The Sword Chapter 12: Vietnam War	Roger Streitmatter
Rolling Stone The Great American Bubble Machine	Matt Taibbi
Science Direct Climate Change and Journalistic Norms: A Case Study of U.S. Mass Media	Maywell Boykoff & Jules Boykoff
The Creation of the Media: Political origins of Modern Communication Political Origns of Modern Communication	Paul Starr
The ethics of fear and how it undermines an informed citizenry Poynter.org 2012 Digital Media Ethics Symposium	danah boyd
The Media in America Chapter 5--The Party Press: 1783-1833	Wm. David Sloan
The Nation The Media-Lobbying	Sebastian Jones

Title	Author
Complex	
The Plagiarist: Why Stephen Ambrose is a Vampire	
Taking Stock of People & Ideas in the News	David Plotz
The Plagiarist's Dirty Dozen Excuses	Jack Shafer
The Requirements: From A Free and Responsible Press	Hutchins Commission
34	
The Source of The Trouble	
The Judith Miller Story	Franklin Foer
The Washington Post Post columnist Mike Wise suspended for fake Twitter report	Andy Alexander
The William & Mary Quarterly	
Thoughts on Colonial Historians and American Indians	James H. Merrell
What if media had ignored Terry Jones	Mike Thomas
Commentary	
Who Owns the Media?	
Media Ownership Explanation Website	Freepress.net

### **SCHEDULE OF TOPICS**

Consider this course schedule, like the life of a journalist, subject to last-minute changes. If you don't attend class, you'll miss out. As mentioned, if you must miss class, homework buddies are strongly recommended. But while the course schedule and assignments themselves may grow and change to suit the needs of the class, we'll cover all these subjects — maybe even in this order! To remind you of some of the key material you will want to learn, I've listed and italicized a healthy sample of the course's core concepts. But as I said, I reserve the right to change the class schedule, switch or eliminate readings and movies and, otherwise, ditch or extend lessons. In particular, the dates for the readings are tentative (because discussions may bleed from one class into the next).

## August 26

– *Introduction to the class: What are you we going to cover?*

- Movie: “Rich Media Poor Democracy” (30 minutes)
- Syllabus Review (25 minutes)
- Break (10 minutes)
- Movie: “The Mean World Syndrome: Media Violence & the Cultivation of Fear” (50 minutes)
- Break (5 minutes)
- Discussion (50 minutes):
  - Movie: Rich Media Poor Democracy
  - Movie: “The Mean World Syndrome: Media Violence & the Cultivation of Fear”
  - Ch. 6 of Digital Disconnect by Robert McChesney
  - Ch. 4 of The Sociology of News by Michael Schudson
- Pictures: If I don't have a headshot of you, I'll give you extra credit if you let me take one (so that I can learn your names faster). (10 minutes)

## September 2

Labor Day, No class

## September 9

– *History of journalism ethics & purpose of journalism*

LECTURE: Journalism history: How did we get to this point? (45 minutes)

- Break (5 minutes)
- Movie: “Hijacking Catastrophe: 9/11, Fear & the Selling of American Empire” (75 minutes) or Movie: PBS: “Buying the War, How did the Mainstream Press Get it so Wrong?” (90 minutes)
- Break (5 minutes)
- Discussion (55 minutes):
  - Reading: The Requirements: From A Free and Responsible Press by The Hutchins Commission
  - Movie: “Hijacking Catastrophe” or “Buying the War”



## September 16

### – *Interpretive Journalism*

- LECTURE: Interpretive Journalism (50 minutes)
- Break (10 minutes)
- Movie: “Rashoman” (90 minutes)
- Discussion (30 minutes):
  - Rashoman

## September 23

### – *Verification, accuracy, evidence and a skeptical way of knowing*

- LECTURE: Verification/sourcing (50 minutes)
- Break (10 minutes)
- Discussion (120 minutes):
  - Reading: Bubble Machine Rolling Stone Story by Matt Taibbi
  - Reading: Vietnam war chapter of “The Pen is Mightier than the Sword” by Roger Streitmatter
  - Reading: Irish student & fake quote by Shawn Pogatchnik
  - Reading: The Media Depiction of Women who Opt Out by Arielle Kuperberg & Pam Stone
  - Reading: How Slate’s Jack Shafer calls out Bogus trend stories
  - Reading: Columbia Journalism Review Eight Simple Rules for Doing Accurate Journalism By Craig Silverman

## September 30

### – Test #1: Elements of Journalism

## October 7

### – *Framing and agenda setting*

LECTURE: Framing and agenda setting (50 minutes)

- Movie: “Framing an Execution: The Media & Mumia Abu-Jamal” (50 minutes)
- Break: 10 minutes
- Movie: “Constructing Public Opinion: How Politicians & the Media Misrepresent the Public” (30 minutes)
- Discussion (90 minutes)
  - Movie: Framing an Execution
  - Movie: Constructing Public Opinion
  - Reading: The Social Psychology of Stereotypes: The Implications for Media Audiences by Bradley Gorham
  - Reading: Contemporary Drug Problems Visualizing American's drug problems: An ethnographic content analysis of illegal drug stories on the nightly news

## October 14

–*Infotainment and propaganda*

- Movie: “Outfoxed: Rupert Murdoch’s War on Journalism” (110 minutes)
- Break: 10 minutes
- Discussion (60 minutes)
  - Movie: Outfoxed
  - Reading: Roger Ailes story

**October 21**

–*Infotainment and propaganda*

- Movie: “Toxic Sludge Is Good For You: The Public Relations Industry Unspun” (45 minutes)
- Break: 10 minutes
- Discussion (125 minutes)
  - Movie: Toxic Sludge
  - Reading: Emotional Quagmires by Carolyn Ellis
  - Reading: Thoughts on Colonial Historians and American Indians
  - Reading Climategate: Hacked emails show climate scientists in a bad light but don't change scientific consensus on global warming by Jess Henig
  - Reading: Climate Change and Journalistic Norms: A Case Study of U.S. Mass Media

**October 28**

–*Plagiarism and Fabrication*

- Movie: “Shattered Glass” (90 minutes)
- Break (5 minutes)
- Discussion (85 minutes)
  - Movie: Shattered Glass
  - Reading: Jayson Blair story (Correcting the Record) by Adam Liptak, et al.
  - Reading: The Plagiarist: Why Stephen Ambrose is a Vampire by David Plotz
  - Reading: The Plagiarists Dirty Dozen Excuses by Jack Shafer

**November 4**

Test #2: “Blur”

**November 11**

Homecoming, No class

**November 18**

–*Journalism ethics in the digital age*

- LECTURE: Journalism ethics in the digital age (45 minutes)
- Break (5 minutes)
- Movie: Page One: Inside the New York Times (100 minutes)
- Discussion:

- Movie: Page One

## November 25

### –SPJ Code of Ethics

- Lecture: SPJ Code of Ethics & reviewing and understanding the core rules of journalism ethics (60 minutes)
- Break (10 minutes)
- Discussion (120 minutes):
  - Reading: Are quotes sacred by Fawn Germer
  - Reading: Nieman Reports Determining the Line Between Fact and Fiction by Olive Talley
  - Reading: What if media had ignored Terry Jones by Mike Thomas
  - Reading: The Washington Post columnist Mike Wise suspended for fake Twitter report
  - Reading: The Media-Lobbying Complex by Sebastian Jones
  - Reading: The ethics of fear and how it undermines an informed citizenry Poynter.org 2012 Digital Media Ethics Symposium by danah boyd
  - Martha Raddatz and the faux objectivity of journalists: by Glenn Greenwald

## December 2

### –Journalistic affects of corporate media ownership and concentration

- LECTURE: The Degradation of Journalism due to the Corporatization and Financialization of the Media (60 minutes)
- Movie: “Myth of the Liberal Media” (60 minutes)
- Discussion (60 minutes):
  - Movie: Myth of the Liberal Media

## December 9

### –Test #3: *The Business of Media*

- Reading (to prepare for test): Manufacturing Consent: The Political Economy of the Mass Media (either the “Introduction” or “Chapter 1”)
- Reading (to prepare for test): Decades of declension: How Corporatization, consolidation and the newspaper industry's decline predated the Internet Age
- Visit this website (to prepare for test): Who Owns the Media? Media Ownership Explanation Website by Freepress.net: <http://www.freepress.net/ownership/chart>