THE COURSE AT A GLANCE

Below is an outline of the general structure of the course. See the detailed syllabus for specific dates and assignments. Throughout the course, we will also be analyzing the coverage of “Operation Enduring Freedom,” “Operation Iraqi Freedom,” “Operation New Dawn,” “The War on Terror,” national security, surveillance, whistleblowers, and “leakers.”

I. PART ONE: INTRODUCTION AND OVERVIEW
Course Overview
Ideals of a “Free Press”
The Process of Newsmaking
The Collaborative Construction of News: A Role-Playing Exercise

II. PART TWO: ANALYSIS OF “WHO?,” “WHAT?,” “WHEN?,” AND “WHERE?”
“Who?” – What types of people are usually (and usually not) the sources & subjects of news?
Case Study: Police as Sources for Crime News
Case Study: Different “Who’s” on the Invasion of Grenada
  📂 EXAM ONE (Through “Who?”)
“What?” – What types of “occurrences” are more or less likely to become “news events”?
“When?” – How do news-timing frames interact with occurrences & source-timing strategies?
Case Study: Pack Journalism—“Breaking News” vs. “Oozing Occurrences”
  📂 EXAM TWO (on “What?” and “When?”)
“Where?”
Case Study: Blinds on the News Window (Why is coverage of Africa so weak?)

III. PART THREE: TELLING THE “STORY” (Explaining “WHY?” and “HOW?”)
Case Study: What’s the “Story” on Waco?
Case Study: Telling it Right or Wrong? – AFLAC vs. ABC News Libel Suit
  📂 EXAM THREE (on “Where?” and “News Narratives” to this point)
World Views: Competing Narratives
Case Study (“World Views”): Processing the Work of the “Secret Government”
War News (drawing on all previous sections of course to explore “war stories” & propaganda)
Case Study (“World Views”): The U.S. in Latin America, Contrasting Narratives
Case Study (War News): The Invasion of Panama
Case Study (War News): U.S. Wars with Iraq
Case Study (War News): The Longest American War – The U.S. in Afghanistan
  📂 EXAM FOUR (on “World Views” and “War News”)

IV. PART FOUR: NEWS “BIAS” CONTROVERSIES
Are the U.S. News Media Politically Biased?
Case Study: Visible and Invisible Political Candidates
Case Study: Coverage of Hugo Chavez of Venezuela – Democrat or Dictator?
News and Commercial Bias
Overview of Other Bias Claims (Power Bias, Status Quo Bias, Access vs. Accountability Bias, Cynicism Bias, Gender Bias, Journalistic Consensus Bias, Visual Gestalt Bias)
Review and Integration: How to Continue Analyzing the News

FINAL EXAM (Cumulative)

*Meyrowitz is pronounced like the three words, my-row-wits, with the emphasis on “my.”
CMN 515 – ANALYSIS OF NEWS

COURSE OUTLINE

Spring 2016, Mondays & Wednesdays, 6:40-8:30 P.M., Horton 125

Dr. Joshua Meyrowitz / Office Hours: Mon & Wed 2:15-3:15 & by appt. in Horton 128AD
Phone & 24-hr Voice Mail: 862-3031 / e-mail: joshua.meyrowitz@unh.edu

Nothing could be more irrational than to give the people power and to withhold from them information without which power is abused. A people who mean to be their own governors must arm themselves with power which knowledge gives. A popular government without popular information or the means of acquiring it is but a prologue to a farce or a tragedy, or perhaps both.... To the press alone, checkered as it is with abuses, the world is indebted for all the triumphs which have been obtained by reason and humanity over error and oppression.

– James Madison (1751-1836), framer of the Constitution & 4th U.S. President

Television is programming more news than it used to. News of all kinds: crime news, entertainment news, sports news, style news, et cetera.

– Reese Schonfeld, producer of “People Magazine on TV,” 1989

“Analysis of News” explores the social, political, economic, psychological, and cultural factors that influence the definition and reporting of “news” in the United States. This is not primarily a course in how to become a successful journalist (though it will offer prospective journalists a great deal of insight into the workings of that profession), but rather how to become a more critical consumer of news and a more informed citizen.

An extensive literature in critical analysis of news has developed over the last few decades that disputes the common journalistic claim, “We don’t make the news, we just report it.” Instead, news is being viewed increasingly as an active social construction that reflects the institutional practices of profit-based news organizations as they interact in generally predictable ways with government and public-relations professionals, respond to economic pressures, and as they reflect and reinforce dominant social values.

This course examines the ideals of the U.S. news media in relation to the critical literature that identifies many limits and complexities in the definition and reporting of “news.” While rejecting simplistic notions of “conspiracy” or “political bias” of journalists, we will take a critical look at the questions U.S. journalism says it asks of the world: We will look at the types of people who tend to become “sources” for and subjects of mainstream news (Who?), the themes that are and are not common in U.S. news (What?), the rhythm and timing of news (When?), how places tend to be viewed in the news (Where?), and how language and narrative are shaped to explain our localities, country, and the world (How? & Why?).

All the above will be examined in relation to the institutional structures and limits of news organizations (funding, staffing, reliance on advertising revenue, legal constraints, social/political pressures, corporate ownership, etc.). Even when we explore the most damning critiques, therefore, our primary focus is not on criticizing journalists, as individuals, but on examining the constraints under which most mainstream journalists operate (and about which they are increasingly talking “off the record” and in their own trade publications, such as Columbia Journalism Review. We will consider how technological developments such as ultra-compact camcorders and smartphone cameras, the Internet, WikiLeaks, and grassroots alternative media sites may change the way news is defined, reported, and processed.

We will test the competing claims about news against recent and historical case studies and in terms of events that unfold and are reported on during the semester. This course will involve reading assignments, monitoring daily news reports, class exercises, case studies, in-class analyses of scores of video samples and news articles, and out-of-class video analysis assignments.
This course’s no-holds-barred deconstruction of the news is meant for those who have critical and open minds and are not afraid to consider and debate perspectives on the news and aspects of U.S. domestic and foreign policy that are rarely presented in the mainstream news media themselves or in most school textbooks. You may choose which, if any, perspectives to believe; but understanding them all is required. Also, while strong differences of opinion are welcome in discussions, personal attacks are not.

The course is taught primarily in a “directed dialogue” approach, where I lead the discussion with general goals in mind, but where I am never sure of exactly where you, as active participants, will take us. On most days, I will bring many more video and news article examples than we could possibly examine, and I select from those examples based on the flow of the discussion. The course offers a highly interactive and supportive class learning environment — welcoming of questions, confusions, challenges, disagreements, and mistakes — combined with high expectations for student performance on exams and formal written assignments. Just about the only “sin” you can commit during the discussions (other than not participating) is not having completed the assigned readings before coming to class (in which case you may be asked to leave the room or drop the course). Be prepared for possible reading quizzes.

In addition to encouraging mastery of the specific subject matter, this course aims at enhancing a number of important general skills, including critical reading, conceptual thinking, pattern recognition, coherent group discussion, and clarity and precision in written and oral description and analysis.

REQUIRED TEXTS:
● Meyrowitz, ANALYSIS OF NEWS: STUDENT MANUAL & READER, 2016 (2 volumes)
  Manoff & Schudson, though out of print, is available for sale online or to borrow from me.
  The two-part Manual & Reader will be available from UNH Printing, 10 West Edge Dr., 862-0537.

You are also asked to subscribe to The New York Times (at www.NYTimes.com/CollegeRate or 800-698-4637) or use the free UNH library web site’s “databases” to access the digital archive, from 1851 to about 2 years ago or more current HTML article access. I also recommend that you become generally familiar with at least a few other newspapers, news magazines, radio, TV, and online news sources.

The New York Times is a prime focus for us for four reasons: 1) It is generally considered the best U.S. newspaper, and we can study it to see what types of reporting are typically missing from other news outlets; 2) many other news organizations look to The Times (particularly page one) in order to decide what news to cover; 3) it is seen as the “newspaper of record” and is kept in libraries as an account of “what happened” each day; and thus 4) any patterns of omission, selective reporting, or distortion we might find in this “best,” “official,” and highly influential newspaper will be all the more significant.

RECOMMENDED FURTHER READING (see course bibliography for more optional resources):
STUDENT REQUIREMENTS AND COURSE-GRADE BREAKDOWN:

1) Complete careful and critical reading (and re-reading) of assigned essays, articles, and handouts and answer the study questions (in manual & on Bb) for required readings in the Manoff & Schudson anthology in preparation for class discussions and exams. If you are not committed to keeping up with the reading assignments and to thinking critically about them, please drop the course.

2) Attend class regularly [8% of course grade] – eight points for perfect attendance; -2 points for each absence; see manual for details] and participate actively in class discussions [6% of course grade]. See “Comments on Class Participation” in the course manual and on Blackboard. Physical and/or mental absences, as well as poor results on reading quizzes, will lower your grade. Since many of the most important in-class experiences are not easily tested on exams, five or more absences will lead to course failure, regardless of exam and paper grades.

3) To test claims in the reading and your grasp of them, and to enhance your class participation and the quality of your course papers, bring annotated news examples to class (alone or in collaboration with 1-2 peers in the class) that support or challenge the arguments in the readings. (Specific news-example assignments are listed in the course schedule and on a Checklist, at rear of manual) [up to 5% BONUS for full set of clear examples submitted at end of semester].

4) Take four mid-semester exams [40% of course grade] and a cumulative Final Exam [20% of course grade]. The exams are a combination of short answer questions (such as multiple choice, matching, etc.) and essay questions. (See detailed exam previews in the course manual.)

5) Watch and listen to class videos with a critical eye and ear and hand in typed Summary-Analysis-Reaction (S-A-R) papers on the 6 to 8 videos assigned for out-of-class viewing [26% of grade].

6) Check Blackboard and your e-mail frequently for material related to the course, and use the Internet to search for examples of newsworthy occurrences that rarely become “news” in the mainstream media. (An e-mail account and high-speed Internet access are required for this course.)

7) OPTIONALLY, complete a “narrative switch” paper alone or with 1-2 class peers [up to 8% bonus].

8) OPTIONALLY, propose and complete a final Application Paper, alone or with 1-3 other classmates [to make up for 10-20% of missed or poor work—or for an honors version of the course].

PAPER DUE DATES: So that you never miss a class or skip readings because you are scurrying to complete a paper, I offer a one-day no-penalty grace period beyond the due dates on the syllabus. This applies only to the video S-A-R papers, the “narrative switch,” the application paper, and the optional assignments. If you take advantage of this grace period, please leave the paper in my mailbox in Horton 112 or under my office door (Horton 128AD) by 4 PM the next day. If the hallway doors are locked, slide the paper under that door in an envelope with my name on it. If you are not on campus that day, you may mail the paper to me at the Dept. of Communication, HSSC, UNH, Durham, NH 03824 (see that it has that day’s postmark on it). Please do not send course papers to me by e-mail.

OUT-OF-CLASS VIDEOS: There will be 6-8 videos assigned for viewing/analysis outside of class.

SCHEDULE CHANGES: Given the topic of the course and its heavy reliance on student reading preparedness and class participation, the schedule is likely to change somewhat as we go along. I often tailor class exercises, handouts, and short in-class videos to what I perceive to be the evolving interests, strengths, and confusions of the group. If we are able to complete reading discussions more quickly, we will be able to schedule more in-class videos for analysis. If our discussions lag, then some of the scheduled in-class showings of longer videos will need to be moved to out-of-class viewings. Stay alert to schedule revisions announced in class, by Blackboard announcements, or by e-mail.
WORK LOAD: There are about 2 hours per credit each week of outside work (reading, viewing, assignments, etc.). Thus, for this 4-credit course, you should reserve between 6-10 hours a week beyond in-class time. On average, there are about 50-75 pages of assigned material for each week (including worksheets [WS], study guides, and assignment instructions). Although this is not a very heavy reading load in terms of number of pages and type of material (many are short, easy-to-read newspaper and magazine articles), there are typically a number of different readings for each class, and you are expected to be very familiar with the assigned material and to think about the implicit interrelationships among the readings. It is essential that you spread your reading throughout the week and leave time to re-read, take notes, and analyze the readings in preparation for our class discussions.

STUDY QUESTIONS: While the discussions will be open to a wide array of perspectives, our focus will not be on our personal “feelings” or “opinions” about the news, but on concepts and claims that we can test (at least in a preliminary manner) in terms of past and present news coverage. Many of the concepts we will explore are outlined in our main text, Manoff & Schudson’s Reading the News. In part, we will be exploring whether concepts employed to analyze the news toward the end of the Cold War era still “work” for analyzing news today in the era of the “War on Terror." To help you master the readings in Manoff and Schudson, I have provided preliminary study questions in the manual and on Bb. (There are no questions for the James Carey chapter, which is optional.) You are expected to fill in answers to the study questions in preparation for class discussions. On some days, I may spot check to see that you have answered the questions, or I may ask you to copy and hand in the key parts of your answers to two or three of the questions. (Also be prepared to answer brief questions, orally or in writing, on any required reading.) Think of your completion of assigned readings as your “ticket” to the discussions.

TESTING COURSE CONCEPTS: To prepare for the class discussions, please bring in (alone or with 1-2 peers) news examples (current or past) that illustrate your grasp of the concepts in the readings and either support or contradict the authors’ arguments. (If you are taking this course for a minor or non-CMN major–such as American Studies, International Affairs, Women’s Studies, Latin American Studies, or Race & Ethnic Studies, your news examples should be related to your minor or major.) The specifics for examples are noted on the syllabus. For your own reference—and in case I ask you to pass in or pass around your examples—please write your name(s) on your news examples, underline key passages, label them with the concept(s) they illustrate, and add relevant annotations in the margins or on an attached piece of paper. Always include each clipping’s source, day of week, and date. Print, photocopy, or attach the articles onto 8½”x11” paper (use a “light” copy setting for newspaper clippings). Keep a record of your news examples (see the Checklist at rear of the manual), and consider submitting a full set of examples at the end of the semester for up to 5% BONUS credit (e.g. an 88 could be a 93).

OTHER READINGS: The many short articles listed in the syllabus are reprinted in the course packet in the order in which they are assigned. Original page numbers are included in the syllabus to indicate the length of the assigned reading for each day so that you can plan your schedule accordingly. (NOTE: The two-part course manual is a custom packet for this semester. I do not know ahead of time what the page number in this semester’s manual will be for each reading listed in the syllabus, and trying to add that information to the syllabus would not only take days of work after I see the printer’s proof of the manual, but it would stop me from being able to make last-minute, page-changing additions/refinements in the contents of the manual.) I recommend that you use bookmarks to keep your place within each section of the manual. You are also responsible for any supplementary handouts or e-mail or Blackboard material and for any announced changes in assignments or schedules. I plan to offer a few bonus points on exams for correct answers about optional items marked “BONUS” (readings, lectures, audiotapes, videos). There will be no exam questions on other readings or media labeled “optional” or “recommended,” but you may find that they clarify ideas that are tested on the exams. Many of the optional readings are now available online at the publications’ web sites, such as <www.cjr.org> for CJR or <fair.org> for Extra! (You can also use www.google.com to search for them by title.)

CLASS VISITORS: Generally, I welcome your bringing a relative or friend (including journalists you know) with you to one or more classes. They may even participate in discussions. But please let me know before class (preferably a day or more ahead) that you are bringing a guest. For a few special-topic sessions, I usually open the class to interested members of the campus community and public.

MEYROWITZ / ANALYSIS OF NEWS / SYLLABUS / 4
SPECIAL NEEDS: If you have any special needs that may affect your work in the course (e.g., severe economic constraints, medical conditions, unusual learning styles, complex schedules, etc.), please let me know about them as soon as possible so that we can try to develop a plan to accommodate them.

KEEP AN OPEN MIND: One of the key goals of this course is to define the “boundaries” of the coverage of most mainstream U.S. news media. Our method entails trying to identify the types of people (Who?), issues (What?), time perspectives (When?), images of places (Where?), and “stories” about the U.S. and the world (How? and Why?) that are typically excluded from most U.S. news. As a result, this course will cover many controversial topics, and you are likely to be exposed to facts, ideas, images, and perspectives that are new to you (precisely because they are usually not in our mass media, including most school textbooks). If at any time you begin to become uncomfortable with what you are hearing or reading, remember that the content of this course is not like a religion. I am not trying to present you with “truths” that you must accept (or perhaps feel the need to rebel against), but rather with an array of arguments and issues that I want you to consider and evaluate in relation to the social construction of what is presented as “news.” To repeat an important point: You are not required to believe any argument that is presented, but you are expected to understand the structure of all the arguments. You should be able to explain how and why someone might make such claims about the news, how such claims could be tested, and what sort of data would be needed to support or disprove them or to argue that news has changed. You are always allowed to question and to offer counter-arguments (indeed, such challenges make for excellent class participation, which is a key component of your course grade). Note also that some of the course videos present very disturbing images and arguments, and you should consider your comfort level with such materials before committing to the course.

TENTATIVE SCHEDULE

Readings are to be completed by the date under which they are listed, unless identified as “AFTER” readings. Always check the next page for possible continuation of a day’s assignments.

- Required Reading in Course Manual
- M&S = Required reading in Manoff & Schudson
- Bb = Blackboard posting
- O = Optional Reading
- o = Video
- ❗ = Audio
- (MM) = Multimedia Center, Dimond Library
- (T) = transcript on reserve, online, and/or Bb

In case of a storm, call 862-0000 to see if classes have been canceled. If one of our sessions is canceled due to inclement weather, check your e-mail for a message from me on schedule adjustments. We will likely need to add a special session if we miss a class. I welcome your suggestions for course revisions for future semesters and even for this semester as we proceed.

I. PART ONE: INTRODUCTION AND OVERVIEW

1. WED JAN 27 2016

Course Overview
Student Information Sheets
Discussion: Ideals of a “Free Press”

AFTER-CLASS ASSIGNMENTS: • Send an e-mail within 48 hours to joshua.meyrowitz@unh.edu describing a “grade” (A, A-, B+, B, etc.) you would give the news media on their performance with respect to the “news ideals” discussed in today’s class. Include your contact information: name, home mailing address, preferred email address(es), phone number(s), and calling hours; • Buy the two-volume course manual as soon as it is ready (wait for my announcement) and become familiar with its contents by filling in the page numbers on the Tables of Contents; • Check the Blackboard site for the course; • Become familiar with the current news in The New York Times by the third class session (available at a special discounted student subscription rate and/or become familiar with the free and searchable Proquest NYT archives available at: www.library.unh.edu/find/databases/type/newspapers (digital reproduction for all but last few years, plus HTML for more recent; see the other available newspapers there as well).

AFTER-CLASS READINGS (9 pages): These three important course-orientation readings will be in the
NEWSPAPER READING: Please start looking at past or present articles in The New York Times and other news as soon as possible. In preparation for the 3rd class session, pay attention to the “Who’s” in the news. Choose topics of interest to you, such as those related to your major or minor or favorite courses, or to particular time periods in your family members’ lives (such as the month you were born). What types of people become sources for and subjects of “serious” news? How much of reporting relies on what “officials” tell the press? How much of the news relies on reporters’ witnessing of events, their review of documents or reading of books, their exploration of historical and social context, or their interviewing of scholars and other experts who have no ties to government or industry? How broad is the range of views presented? Consider how the choice of sources (“Who”) may be shaping “What” does and does not become news. Do source types vary for different news topics (and for different days of the week or times of the year)? Also begin to consider how sources may be shaping the “When” of the news (that is the timing of stories, something we will examine in much more detail later in the course). Reflect on how the news might be different in content, timing, and form if journalists relied on different sources.

II. PART TWO: ANALYSIS OF “WHO?,” “WHAT?,” “WHEN,” AND “WHERE?”

3. WED FEB 3 2016

“Who?”

IN-CLASS VIDEO: ○ “A Nation of Law?” (excerpt, Eyes on the Prize II, PBS series) (12:00) (MM) (T)

REQUIRED READING (34 pages + WS; all the readings for today are also on Bb): ●Kinsley, “Please Don’t Quote Me,” Time, 5/13/91, 82; ●Tuchman, “Knowing Sources,” 68-69; ●M&S: Sigal,
“Sources Make the News,” in Manoff & Schudson book [M&S], 9-25 (make sure you come prepared with answers to the Sigal study questions, which are in the manual and on Bb);


BRING: Your name cards from the previous session (and bring to all future classes).


OPTIONAL RECOMMENDED WEEKEND VIDEO VIEWING: ○“All the President’s Men” (1976) (2:18) (Consider what makes Woodward’s and Bernstein’s legendary reporting, as portrayed by Robert Redford and Dustin Hoffman, different from typical White House coverage—including Woodward’s more recent reporting.); ○“Serpico” (1973) (2:10) (Al Pacino portrays the police-officer hero of the 1971 Knapp Commission hearings into corruption in the NYPD.)

3A. REQUIRED OUT-OF-CLASS VIDEO (copies in Horton 112 & Dimond Library’s Multimedia Center)

Case Study: Different “Who’s” on the U.S. Invasion of Grenada


REQUIRED READING (18 pages + WS & S-A-R instructions): ●Video Worksheet: “Operation Urgent Fury,” 1-2 (make sure to draw on this worksheet, which includes names and roles of everyone interviewed in the video, in preparing your summary of the video); ●“U.S. Says Grenada Invasion Is Succeeding,” NYT, 10/27/83 (front page); ●[MAN & Bb] Marro, “When the Government Tells Lies” (excerpt), CJR, March/April 1985, 1-14 (an award-winning article from the then editor of Newsday; focus on the Grenada examples and on the general points illustrated by the many other examples; see searchable Bb posting copy); ●See more Grenada invasion stories on page one of NYT, 10/30/83, including the bottom “No More Paper Tiger” story; ●Oliver North: Journalist’s Friend,” Extra!, Aug/Sept 1987, 4; ●“You Can’t Just Say the President is Lying,” Extra!, Jan/Feb 2005, 17; The following are at the rear of the manual and on Bb: ●Meyrowitz, “Summary-Analysis-Reaction (S-A-R) Paper Instructions” and “S-A-R Checklist,” 2 pages.


4. MON FEB 8 2016

“Who?” cont’d

IN-CLASS VIDEOS: ○“The Blue Wall of Silence” (14:20) and others


What does this chart suggest about the adequacy of typical news "personifications" of feminism, often in terms of a single person?

The following are at the rear of the manual and on Bb:

- Meyrowitz, “Common Writing Errors to Avoid,” one page; Meyrowitz, “Paper ‘Correction Key,’” one page.

BRING “WHO?” CLIPPINGS (alone or with 1-2 partners): 4-6 news articles (not opinion columns) from The New York Times and a local paper that illustrate types of “sources” (e.g., “official,” "unofficial," think-tank expert, official hearing or report, eyewitnesses, students, average citizens, declassified documents, academic experts with no ties to government or industry, journalists' own research, etc.). Highlight or underline sources and annotate with description, your name(s), publication, day of week, date, page number(s) or web link. Comment on unused sources.

OPTIONAL READING:
- Tuchman, “Knowing Sources,” cont’d, 69-73
- Tuchman, “Web of Facticity,” 82-97

OPTIONAL LISTENING (BONUS):
- Manoff et al. on “Common Ground” (15:00 excerpt) (in Multimedia Center, Dimond Library)

5. WED FEB 10 2016

“Who?” cont’d

Exam One Preview

REQUIRED READING (17 pages + Exam Info):
- Weinberg, “Is Alma Mater a Sacred Cow?,” CJR, Jan/Feb 1993, 55
- UNH Communication Guidelines Regarding Media Interviews, 2010-2011, 2 pages
- “Laurel” to the St. Paul Pioneer Press, CJR, July/Aug 1999, 21
- “Truth versus Facts,” Extra!, June 1987, 11
- Nader, “Media Matters,” Nation, 12/18/95, 778 (Note: Nader was the “powerless critic” mentioned in the last paragraph)
- Cunningham, “Rethinking Objectivity” (excerpt), CJR, July/Aug 2003, 31-32
- Meyrowitz, “Important Information on Your Answers to Exam Essays,” one page

OPTIONAL READING:
- Massing, “Now They Tell Us,” NYRB, 2/26/04 (available online at <www.williambowles.info/media/massing_media.html>); Jackson, “But You Didn’t Hear It From...Anyone: Anonymity Abuse in the Corporate Press,” Extra!, Nov 2011, 5-6
- Editorial, “Obamacare—Round II: A Chance for Journalistic Redemption,” CJR, Jan/Feb 2013 (critiques press for covering the healthcare debate as if it were a sporting event), <www.cjr.org/editorial/obamacare_round_two.php>

RECOMMENDED VIEWING (if not watched in class): 60 Mins: “Officer Herrera Goes Public,” 6/2/08 (13:37), <www.cbsnews.com/video/watch/?id=4143148n%3fsource=search_video>

HAND IN PAPER: 4-8 page Summary-Analysis-Reaction (S-A-R) paper on “Operation Urgent Fury”; follow paper instructions in manual (accepted until 4 P.M. next day without penalty).

6. MON FEB 15 2016

“Who?” cont’d

EXAM ONE (through “Who?”)

BRING: #2 pencils with erasers and a dark, crisp blue or black pen

(REQUIRED READING (9 pages + review):
- Downie & Kaiser, “Saving Lives,” 42-51 (Contrast with Sigal’s Mrs. Bumpurs example and consider why the reporting described here is so rare.)
- Review this section’s readings (and Bb review material) in preparation for Exam One and finish filling in the “Key ‘Who’ Terms & Concepts” worksheet and the Practical-Positive-Problematic worksheet about journalists’ relationships with official sources (in manual and on Bb).
NEWSPAPER READING: In reading The New York Times and attending to other news media in preparation for our upcoming sessions on “What?,” pay attention to what types of topics seem to be most common in the news media and what types of themes and topics (and approaches to those topics) are relatively rare. (Use Romano and Gans readings as initial guides to exploration of these questions.)

7. WED FEB 17 2016
“What?”
REQUIRED READING (27 pages):
- “Drones Aren’t News–But UFOs Are,” Extra!, Dec 2013, 3;
- M&S: Romano, “The Grisly Truth About Bare Facts,” in M&S, 38-58 (Part of philosopher-journalist Romano’s purpose is to suggest that many of the “obvious” claims about what news is – or is not – don’t make any sense. So don’t be surprised if at first you find yourself getting confused about what you think should be “simple” definitions of “news”; that’s part of his intent.);
- Frankel, “The Murder Broadcasting System,” NYT Mag, 12/17/95, 46-47;
- Darnton, “Standardizing and Stereotyping,” 1975, one page;
- Ellerbee, “The First Law of Journalism is to Confirm Existing Prejudice,” 1986, one page (what are the prejudices now?).

PRE-THINK: Think of analogies in other (non-news) aspects of your lives to what Romano dubs as the “Lippmans” and “Stewarts” and be prepared to share your tentative examples with the class.

8. MON FEB 22 2016
“What?” cont’d
REQUIRED READING (32 pages):
- M&S: Romano, “The Grisly Truth About Bare Facts,” in M&S, 58-78 (you can skim from the last 2 lines of p. 67 to the break on p. 72, since we will read that material again later in the course);
- Gans, “The Messages Behind the News,” CJR, Jan/Feb 1979, 40-45 (Use the worksheet on this key reading in the manual to help you to become very familiar with Gans’ claims and consider the following readings in relation to Gans’ descriptions of “leadership,” “order,” “altruistic democracy,” “responsible capitalism,” and other “enduring values” that he argues typically underlie U.S. news.);
- Naureckas, “Ignoring Reality at the Inauguration” (and side box), Extra!, March/April 2001, 6-7;
- Richie & Naureckas, “Lani Guinier: ‘Quota Queen’ or Misquoted Queen?,” Extra!, July/Aug 1993, 5;
- AP, “As Easy as 1,2,3? ‘Instant Runoffs,’” NYT, 3/19/02, A20;

OPTIONAL READING:
- Altheide, “Community Context,” 55-59;
- Tuchman, “Centralization of News Gathering,” 19-23;
- Tuchman, “Negotiating Newsworthiness,” 31-3;

BRING “WHAT?” CLIPPINGS (alone or with 1-2 partners): At least two article examples (but not op-eds or editorials) from The New York Times or other mainstream news forms that confirm or disconfirm any two or more of Romano’s and Gans’ principles. (Also note how many of our previous readings take on new meaning through Gans’ perspective.)

9. WED FEB 24 2016
“What?” cont’d
REQUIRED READING (20 pages + WS & review):
- Nader, “Free Enterprise Runs Too Free,” Washington Spectator, 8/1/96, 1-3 (Whether or not you agree with Nader’s points, consider whether such views receive so little attention in the news media because they don’t fit with the between-the-lines values in most news reports in the corporate-owned news media. Also note that Nader satirically uses the term “Welfare
Kings” to comment on the news media’s focus on “Welfare Queens,” that is, poor mothers on welfare, as described in the next reading; • [Bb] Flanders & Jackson, “Public Enemy No. 1?: Media’s Welfare Debate is a War on Poor Women,” Extra!, May/June 1995, 13-17; • Rendell, “A Poverty of Coverage,” Extra!, Sept/Oct 2007, 8; • Boot, “Taking the Bait,” CJR, Nov/Dec 1985, 59-61; • Winer, “Gotcha!,” CJR, Sept/Oct 1986, 4-5; • Potter, “A Vast Wasteland,” AJR, Nov 2000, 58; • Robins, “American Media Blasted on World Coverage,” TV Guide, 1/20/01, 2 pages (note the date of this article and consider some of the consequences of Americans being so poorly informed about the world); • Hershman, “Consensus on the News,” (one-page excerpt); • Doherty, “Help Us Help You Get Your Press Releases Published,” FDD, 9/26/92 (review this column for what it suggests about the source and content of much local community news). If you invite your peers to a group viewing time, I can lend you a DVD.

**NEWSPAPER READING:** In reading The New York Times and attending to other news media in preparation for our upcoming sessions, pay attention to the timing of the news (“When?”). What percentage of news stories are “hung” on a “news peg” (an event of the last 24 hours— or a very recent event, or one coming up very soon)? How many of these pegged stories have what Schudson calls a “deep past”? Are there many stories exclusively about events that happened a long time ago? Are there frequent stories about ongoing occurrences that affect readers every day, such as air pollution, water quality, changing cost of food, environmental/health impacts of genetically engineered organisms, etc.? (These are what Schudson terms “oozing occurrences” vs. “breaking stories.”) Are there differences in the types of stories that appear on different days of the week? (I’d recommend that you subscribe to at least one e-mail breaking news service, such as that offered by [www.CNN.com](http://www.CNN.com) or [www.NYT.com](http://www.NYT.com). The purpose of subscribing for us is not “to keep up,” but to see what types of occurrences do and do not come through the “breaking news” filter.)

10. MON FEB 29 2016

**“When?”**


**BRING “WHEN?” CLIPPINGS (alone or with 1-2 partners):** At least one example of a news story with a recent “news peg” but also a “deep past.” (Highlight and label both parts.)

11. WED MAR 2 2016

**“When?” cont’d**

IN-CLASS VIDEO: •strar “Rushing to Cover O.J.: What’s Left Out?” (selected segments).

IN-CLASS VIDEO: •strar Lesley Stahl on White House press “competition” (5:00).

REQUIRED READING (20 pages): • Woodruff, “This Is Judy Woodruff at the White House” (book excerpt), four pages (Note how Woodruff seems to be oblivious to the ways in which the journalistic time conventions she embraces subject her and other journalists to the White House’s strategic timing strategies she complains about!); The following readings suggest there is no “rush” to report some types of significant occurrences: • Kolbert, “Early Report by ABC News Is Criticized,” NYT, 4/14/94, one page; • Ackerman, “Withholding the News,” Extra!, March/April 1999, 6-7 (Take special note of the cartoon!); • Hertsgaard, “Covering the World, Ignoring the Earth,” Rolling Stone, 11/16/89, 47-49 (Note that this article, written just as “the
"environment" was finally becoming a common news topic, offers enduring insights into why typical journalistic practices often obscure key ecological trends); • "Breaking News from ABCNEWS.com," one page; • [WS] "Breaking vs. Oozing vs. Festering," 1-2; • Bartlett & Steele, "Corporate Welfare, Part I: States At War," Time, 11/9/98, 36-42, 44, 46, 48-50, 52, 54 (A rare 12-page report on “oozing” occurrences that unfortunately – and ironically – got buried by “breaking” news on the Clinton-Lewinsky scandal; read it carefully enough to see what’s unusual about the reporting techniques and observe the overall pattern of occurrences described, rather than trying to memorize every specific example. Also available in searchable form online at: www.cnn.com/ALLPOLITICS/time/1998/11/02/corp.welfare.html plus 2nd link. See Exam Two preview for possible exam question.)

BRING "WHEN?" CLIPPINGS (alone or with 1-2 partners): An example of at least one of Schudson’s other tenses (but NOT simply “the past” or “the future”) AND at least one example of an occurrence that “oozes” (from a news or non-news source) versus a real or hypothetical related news story that “breaks” AND an example of an embargoed release (google the words “release” + "embargoed" to find an example).

12. MON MAR 7 2016
"When?" cont’d
Case Study: Pack Journalism
Exam Two Preview
IN-CLASS VIDEO: •• Nightline: “Pack Journalism–Horde Copy” (1989) (22:00) (T) Bring video Worksheet to class. [This video may be moved to out-of-class viewing.]
OPTIONAL READING: o[Bb] “Pack Journalism” transcript; o Bartlett & Steele, “Corporate Welfare: Parts II to IV,” Time, 11/16, 11/23, & 11/30/98 (see web link for previous class); o [BONUS] Jardine, “East Timor: Media Turned Their Backs on Genocide,” Extral, Nov/Dec 1993, 23-24 (It took another six years after this article was written for the U.S. mainstream news media to give any significant coverage to the East Timor tragedy. Later in the course we’ll explore possible explanations for this “slowness” and for why certain aspects of the “East Timor story” were rarely reported even in 1999.); o [BONUS] Ingalis & Kolhatkar, “The Propaganda of Silence,” Extral, Nov/Dec 2006, 18-21(This article offers some insight into how timing aspects of reporting have contributed to the U.S. public’s inability to anticipate or understand how Afghanistan could become the site of America’s longest war.); o Fagin & Lavelle, “Poison Politics," Public I, 6/99, 1-6.

13. WED MAR 9 2016
"When?" cont’d
EXAM TWO (on “What?” and “When?”)
BRING: #2 pencils with erasers and a blue or black pen
(If we are running behind, Exam Two may be moved to Common Exam slot or to Monday after break.)
NEWSPAPER READING: In reading The New York Times and attending to other news media in preparation for our upcoming sessions, pay attention to how places are presented (“Where?”). How many stories, for example, have dramatic “settings”? To what extent is the public invited to “experience” events as opposed to being informed about “policy”? In how many and in what types of news stories are citizens encouraged to go to some place and “act” in some way? What sort of images of the world and places are presented (in terms of opposing camps, alignments, them vs. us, etc.)?

14. MON MAR 21 2016
“Where?”
(EXAM NOTE: If we are running behind, EXAM TWO may be scheduled on this day.)
IN-CLASS VIDEO: • Nightline: “What’s [and “Where’s] Not News?” (8/30/88) (28:00) (T) (if not shown in “What?” section; possibly moved out of class if we are behind schedule)
REQUIRED READING (34 pages):
• M&S: Hallin, “Cartography, Community, and the Cold War,” in M&S, 109-134;
• Sanit, “Stand and Deliver,” CJR, July/Aug 1992, 15-16; How would Hallin describe the difference between the following two accounts of the same massacre? • Sack, “Gunman Slays 9 at Brokerages in Atlanta” (excerpt), NYT, 7/30/99, A1; • Barstow, “In an Office Building, Scene of Chaos, Blood and Death” (excerpt), NYT, 7/30/99, A1; Consider what use of “setting” Hallin would observe in the following article: • Kleinfield & Buckley, “Wall Street Occupiers, Protesting Till Whenever,” NYT, 9/30/11, 4 pages; Read the next article as an example of use of “place as setting” and consider alternative ways to “report” this “news” using other forms of writing. • Kunen, “Two Families Fight to Make Ford Pay,” People, 10/88, 88-94; Try to fill in at least one example on the “Journalism of Experience vs. Journalism of Analysis” Worksheet, 1-2; • Video Worksheet: “What’s and Where’s Not News,” 1-2 [bring to class].
BRING “WHERE?” CLIPPINGS (alone or with 1-2 partners): At least one example of “place as authority” in its most explicit form and at least one example of “place as actionable information” in a news story.
OPTIONAL "AFTER READING": ○[Bb] “What’s Not News” transcript (if video watched in this section)

[NOTE: We will return to Hallin and “Where?” after we take a detour through narrative (“Why?” and “How?”). That detour should help clarify Hallin’s arguments, particularly those on “World Views.”]

III. PART THREE: TELLING THE “STORY” (Explaining “WHY?” and “HOW?”)
NEWSPAPER READING: With respect to “Language” and “Narratives” (“How?” and “Why?”), pay attention to the words chosen to describe people and events. Do the words fit into particular themes? What are alternative words that could be used? Try to notice the different ways that facts are woven together into narrative themes. (A simple definition of a “narrative” is that it contains an active verb: “The economy is booming,” “The world is a battleground between good and evil,” “The inner cities are war zones,” etc.). How often do the narratives presented in the news pre-exist the “events” that are being reported on? What are alternative narratives into which the reported facts could be woven? Drawing on the “What?” and “When?” sections of the course, what “facts” and occurrences that are typically absent from mainstream news might suggest alternative narratives?

15. WED MAR 23 2016
REQUIRED READING (32 pages):
• M&S: Romano, in M&S, last two lines of p. 67 to break on p. 72; “Images of 1990” Time, one-page ad;
• Marquis, “U.S. Declares ‘Rogue Nations’ Are Now ‘States of Concern,’” NYT, 6/20/00, A8;
• M&S: Manoff, “Writing the News (By Telling the ‘Story’),” 197-212 (to first paragraph break) (Note that Manoff uses storytelling techniques – about the “leaked letter” – to expose, by the end, the storytelling techniques of the news media. Follow the story closely!); Hancock,
“Wolf Pack: The Press and the Central Park Jogger,” CJR, Jan/Feb 2003, 38-42 (This is a fascinating – and disturbing – case study, the subject of a 2012 documentary film and a major 2014 update, worthy of your attention to its specific details! See exam preview question on it.)

**BRING “WHERE?” CLIPPINGS** (alone or with 1-2 partners): At least one news example of “place as setting” (in its most dramatic form – as used in Kunen reading above) and at least one example of “place as subject.”

15A. **REQUIRED OUT-OF-CLASS VIDEO** (in Horton 112, Dimond Library’s Multimedia Center, & Netflix)

**CASE STUDY:** What’s the “Story” with the Waco Wackos?

**VIDEO:** ◆◆◆ “Waco: Rules of Engagement” (condensed or full version) (1998) (MM) (T) (87:00 or 136:00). The full version is sometimes available on YouTube. For your analysis section of the S-A-R Paper on this independent documentary, focus particularly on course concepts, such as: the routines followed by mainstream journalists, their relationships with sources, dominant cultural values and “familiar tales,” and the types of “stories” about Waco that would tend to (and not tend to) emerge through the mainstream media as a result. See also Tuchman’s notion of the “aura of representation” in my 2-page summary for the next class. Some would argue that this controversial video—a favorite of the political “right”—presents an analogy to the critiques made mostly by the political “left” about the justifications for the 2003 war with Iraq.

**REQUIRED READING** (17 pages):
● Newsweek & Time covers, 5/3/93, one page; ● Rooney, “Waco, Texas,” one page; ● Stone, “Sifting Waco’s Ashes,” 1-16 (essential reading for S-A-R! Also posted on Bb in OCR doc.); ● Re-read the “Wolf Pack” article assigned for the most recent class for parallel issues.

**RECOMMENDED VIEWING:** ◆◆◆ NBC archived news broadcasts about the Waco siege: [http://www.nbcnews.com/id/30645716/vp/33329711#33329711](http://www.nbcnews.com/id/30645716/vp/33329711#33329711) and Siskel & Ebert (film reviewers) on the Waco documentary [www.youtube.com/watch?v=Rsaif8wn15E](http://www.youtube.com/watch?v=Rsaif8wn15E).


16. **MON MAR 28 2016**

**News Narratives**, cont’d

**IN-CLASS VIDEOS:** ◆◆◆ The So-Called “Subway Vigilante” and others

**REQUIRED READING** (31 pages):
● Raphael, “Inventing a Past for America” (book excerpt) 2004, 4 pages;
● M&S: Manoff, “Writing the News (By Telling the ‘Story’),” 212-229;
● Hammer, “Phil and Roger and Me,” NW, 3/30/98, 40 (take note of the instances in which Hammer uses “ironic juxtapositions,” as Manoff describes the technique in the Hands Across America example, to undermine Moore’s credibility);

17. **WED MAR 30 2016**

**News Narratives**, cont’d

**Case Study:** Telling it Right or Wrong – AFLAC vs. ABC NEWS

**IN-CLASS VIDEO:** ◆◆◆ ABC Closeup Series and Outtakes (T)

**BRING:** ● Student manual with Worksheets on AFLAC v. ABC (to be analyzed in class)

**REQUIRED READING** (22 pages):

BRING “NARRATIVE” CLIPPINGS (alone or with 1-2 partners): At least one example of the use of “ironic juxtaposition,” as described by Manoff in the Hands Across America example (or of a reporter’s refusal to give in to the temptation to use irony, where it could easily have been used) OR at least one example of what Manoff calls the “eruption” of a second story through the original story OR an example of a journalist’s unusual juxtaposition of elements to construct a narrative OR your own creation or modification of a news story to illustrate one of these.

OPTIONAL “AFTER READING”: ○ Tuchman, “Representation and the News Narrative,” 104-132; ○ Altheide, “The Angle,” 77-84; ○ Meyrowitz, “AFLAC vs. ABC: Testimony Exhibits” (ask me about them, if you are interested); ○ [Bb] Meyrowitz, “AFLAC vs. ABC: Overall Messages.”

18. MON APRIL 4 2016

News Narratives, cont’d

Exam Three Preview

REQUIRED READING (19 pages + Exam Info & review of all prior readings for this section): ● Altheide, “Rethinking TV News,” 186-187; ● “Music as a Weapon? No Joke,” Extra!, Jan 2014, 3; ● Naureckas, “At AP, Black Lives Don’t Matter,” Extra!, Jan/Feb 2015, 6-7; ● Jackson, “Looking Away from Police Killings,” Extra!, Jan/Feb 2015, 7 (on same page as previous article); ● Barrett, “Dog-Bites-Dog Journalism,” Time, 10/30/89, 87; ● Khalek, “Seeing What They Want to See in Malala,” Extra!, Dec 2013, 4 (note that Malala has since won the 2014 Nobel Peace Prize, the youngest-ever recipient); ● Galindez, “The Media, Not Bernie Sanders, Is Going Negative,” RSN, 11/10/15, 2 pages; ● Kalter, “Local News Broadcasts: Doesn’t Anyone Care About Holding Them Accountable?,” TV Guide, 5/21/88, 35-36 (note info on number of newspaper and TV ombudsmen); ● Cox, “Why Don’t More Newspapers Hire Ombudsmen?,” ONO, 1998, two pages. (Ombudsmen are also called “public editors” or the “readers’ editors.” After years of resistance, a number of major news organizations, including The New York Times, The Los Angeles Times, and NPR have recently created ombudsman positions. Yet the total at U.S. newspapers is only a few dozen! For updates, see <www.newsombudsmen.org/>); ● “News Councils: The Case for...and Against,” CJR, March/April, 1997, 38-39; ● Marion, “10 Tips on Shooting Videos the News Can Use,” TV Guide, 12/8/90, 36-37 (What does this article tell us about the degree of innovation or idiosyncrasy that is welcome in news footage?); ● “Preview of Exam Three,” 1-4; ● Review this section’s readings in preparation for Exam Three.


HAND IN PAPER: Typed, 4-8 page Summary-Analysis-Reaction paper on “Waco: Rules of Engagement” (accepted by 4 P.M. following day, without penalty).

19. WED APR 6 2016

EXAM THREE (on “Where?” & “News Narratives” through readings & discussions prior to exam)

BRING: #2 pencils with erasers and a blue or black pen

(If we are running behind, this exam may be moved to a day or evening Common Exam slot.)

REQUIRED READING even if you are not planning to do the optional paper (10 pages): ● Meyrowitz, “Bonus Narrative Switch Assignment Instructions,” 1-2, and “Narrative Switch Examples,” 1-8 (at rear of manual; you should read these even if you do not plan to do the assignment, as they will help you on Exam Three, Exam Four, and the Final Exam).

NOTE: The upcoming course readings, worksheets, etc. are in VOLUME TWO of the Course Manual.
REQUIRED READING (31 pages): • “Foreign Problems for Johnson” (map), NYT, 11/24/63, one page; • “Universal Declaration of Human Rights,” one page (Can you tell anything about how well these rights are respected in individual countries by looking at the previous map?); • “Small World,” Harper’s, Jan 2002, 92; • Hallin, “Cartography, Community, and the Cold War,” in M&S, 134-145 (note that the study questions and worksheets for this final part of Hallin are at the beginning of the Worksheet section of Vol. 2 of the manual); Contrast the narrative techniques, use of settings, and implicit images of the U.S. in the following two stories about the same Baghdad bombing: • Dunham, “Saddam Strike Plane Told: ‘This is the Big One,’” Reuters, 4/8/03, one page; • Shadid, “Death, Fear Grief at Baghdad Bomb Site...,” WP, 4/9/03, one page; • Risen, “How a Plot Convulsed Iran in ’53 (and in ’79),” NYT, 4/16/00, A1, 16-17 (note that James Risen has been threatened with imprisonment by the Obama administration for refusing to reveal the name of a source on a more recent CIA story); • For Iran, Dark Pages of History,” NYT, 4/22/00, one page (4 letters to the editor) (Given all the current talk about a possible U.S. war with Iran because of how threatening they are to “us,” this unusual NYT article and the responses to it are worth a close reading!); • Worksheets: “Hallin’s World Views” & “Iran and the U.S.: World Views,” 1, 2, & 3; • “Global Blinders,” CJR, Nov/Dec 2001, 110-111; • Sanit, “The New Unreality: When TV Reporters Don’t Report,” CJR, May/June 1992, 17-18; • “Hard Numbers: Overseas Bureaus,” CJR, Jan/ Feb 2002, 53; • “Newspapers’ Overseas Press Corps, AJR, June 2000, 62-63 (note how few overseas correspondents there were even before recent rounds of extensive budget cuts and firings); • Altschull, Agents of Power, “Preface,” ix-xi.

OPTIONAL LISTENING (BONUS): • “Massacre: The East Timor Story” (56:00) (MM)

BRING: Initial conversion of each “Iran Worksheet” into each of Hallin’s three world views (by crossing out some lines and highlighting and “enhancing” others to better “fit” each story of the world). (I’ve provided two copies of each worksheet so that you can use one for home preparation and one during class discussion. Additional copies are on Bb under Worksheets.)


20A. REQUIRED OUT-OF-CLASS VIDEO (online and in Horton 112 & Library’s Multimedia Center)

Case Study (“World Views”): Is There a “Secret Government” in the U.S.?

VIDEO: ♦♦♦ Bill Moyers’ “The Secret Government: The Constitution in Crisis,” (1987) (87:00) (MM) (T) [At this moment, this full video – often considered the best documentary ever shown on Public Television – is online at (with full opening song at: https://www.youtube.com/watch?v=7Yzk-wtEreQe and https://www.youtube.com/watch?v=28K2CO-khdY) Watch and listen to it closely for your required Summary-Reaction paper. The “analysis” section, focusing on the conceptual links to news media, is optional for this video.]


21. WED APR 13 2016

**War News** (drawing on all previous sections of the course)

**IN-CLASS VIDEOS:** «*War Made Easy*» excerpts (2007), plus others.


**BRING IN** (alone or with 1-2 partners): At least one news example from the mainstream press that supports or contradicts (or does both, in different parts) Herman and Chomsky’s “propaganda model,” as outlined in one of the background readings for “The Secret Government” video. (The examples can be about the countries mentioned in Chomsky’s “thinkable thought” article, or from their co-authored *Manufacturing Consent*, or about any other relevant countries. If possible, draw on “facts” as learned here or in other courses, presented in books, alternative press articles, or web sites to document that your example supports or contradicts the “propaganda model.” Your examples and analysis may be drawn from your Optional Application Paper, in progress.)

22. MON APR 18 2016

**War News**, cont’d [Complete these assigned readings & video viewings in time for Exam Four]

**Case Study: U.S Wars with Iraq & Afghanistan**

**IN-CLASS VIDEO:** «*After the War*” (1991) (excerpts) (out-of-class if we are behind schedule)

**IN-CLASS VIDEO:** «*Missile Street*” (2001) (MM) (06:00 excerpts)

**REQUIRED READING (31 pages):** •Apple, “Iraqis Mass on Saudi Frontier,” & Friedman, “Battle for the Saudi Soul,” *NYT*, 8/4/90, p. A1 (just glance at these for the basic story presented); •Baker, “Iraqui: The Big One That (Almost) Got Away,” *CJR*, March/April 1993, one-page excerpt; •Lieberman, “Fake News,” *TV Guide*, 2/22/92, 10-11, 13-14, 16, 26; and on same page as previous reading; •Strong, “Portions of the Gulf War Were Brought to You by...the Folks at Hill and Knowlton,” *TV Guide*, 2/22/92, 49-52; • “Note that the information in the next 5 short readings was all available before the war to any journalist or citizen who spent a few hours of research to track it down” •Nagy, “The Secret Behind the Sanctions,” *Progressive*, 9/22/01, 22-25 (this article won a Project Censored award in 2003 as one of the most important news stories of 2001-2002 to be largely ignored by the corporate media–which remains true to this day); •Meyrowitz, “Reasons Iraqis May Not View U.S./British Forces as ‘Liberators,’” (compiled before the war) 2003, 1-2; •Meyrowitz, “It’s All a Lie of Lies,” 2-page chart of pre-war “corrections”; •Meyrowitz, “Web of Lies,” *In These Times*, 9/1/03, 18-20; •Exoo, “The Final Stretch,” 2010, 144-150 (excerpt from *The Pen & the Sword*); •Chernus, “Iraq: Let a Thousand Stories Bloom,” *CommonDreams.org*, 4/12/03, 1-2; •Photo, Durham, NH, 2003, “Beep to Bomb Saddam,” one page.

**RECOMMENDED VIEWING:** •Independent Media in a Time of War” (29:30) (MM) (T); •“Collateral Murder” (leaked video on the killing of two Reuters photographers) (17:47) (MM) [<www.collateralmurder.com>]; •Meyrowitz, “Where’s the Line between War News & War Propaganda,” 2011 (87:00) [https://www.youtube.com/watch?v=mZpeCiQXk](https://www.youtube.com/watch?v=mZpeCiQXk) (see WS outline of vids shown on Bb); •“Rethink Afghanistan,” [<http://rethinkafghanistan.com/videos.php>](http://rethinkafghanistan.com/videos.php).


**HAND IN PAPER:** Typed 2½ -5 page Summary-Reaction paper (Analysis section is optional for this
23. WED APR 20 2016

(NOKE: If we open this and the next session to the campus community and public, as is planned, the regular class time will be followed by an extra and optional 30-minute open discussion, to allow for additional comments from our visitors. Usually, guests include those with experience in Latin America. These are important, intense sessions; don’t miss them, and pay close attention.)

World Views, cont’d

Case Study (“World Views”): The U.S. in Latin America – Contrasting Narratives

IN-CLASS VIDEOS: ☄ Various


23A. REQUIRED OUT-OF-CLASS VIDEO (in Horton 112 and Dimond Library’s Multimedia Room)

Case Study: Were We Told the Truth about the U.S. Invasion of Panama?

VIDEO: ☄ “The Panama Deception” (1992, Academy Award Winner, 1993) (91:00) (MM) (T) (WS) (WARNING: Contains some very graphic scenes). See schedule for S-A-R paper due date. See the worksheet on the video and make certain to include in your summary the documentary's challenges to the officially claimed reasons for the invasion and what the documentary claims were the primary and secondary reasons.


OPTIONAL READING: ○[Bb] Panama Deception transcript.

24. MON APR 25 2016

World Views, cont’d

Case Study (“World Views”): The U.S. in Latin America – Contrasting Narratives, cont’d

IN-CLASS VIDEOS: ☄ Various, including “School of Assassins” (1995 Academy Award Nominee) (18:00) (MM) (T) and “Making the News Fit” (28:00) (MM) (T) (WARNING: These videos contain some graphic scenes of violence. Please BRING the Making News Fit Worksheet.)


OPTIONAL LISTENING: ●Stockwell, “The Secret Wars of the CIA,” 2 one-hour tapes; ●Chomsky, “The Media as Propaganda,” one-hour tape; ● (BONUS) Chomsky, lecture three of five-part video) for “The Secret Government” (accepted by next day at 4 P.M., without penalty).
Massey Lecture Series, “Media, Propaganda, and Democracy,” one-hour. (An expanded version of this lecture is printed in Chomsky’s Necessary Illusions, Chapter Three: “The Bounds of the Expressible,” pp. 45-73.)

OPTIONAL “AFTER READING”: ○[Bb] “Making the News Fit” transcript; ○Danner, “The Truth of El Mozote,” New Yorker, 12/6/93, 50ff; ○School of the Americas Watch website: <www.soaw.org> (an Internet search on “School of the Americas” will yield arguments on all sides).

OPTIONAL “AFTER VIEWING”: ✤✦ “School of the Americas: A Partnership in Democracy” (15:00) (a defense of the school); ✤✦ “School of the Americas: An Insider Speaks Out” (16:00); “A Wave of Peace: Pilgrimage to the School of the Americas Vigil” (49:00) viewable online at: www.youtube.com/watch?v=Tu7xlv4pnT8 (see many related SOA videos at the same site).

OPTIONAL READING (BONUS): ○Sample application papers on Blackboard.

HAND IN: Proposal for OPTIONAL Application Paper, alone or with others (one-week grace period).

RECOMMENDED OPTIONAL VIDEO RENTALS: ✤❍ “Salvador,” ✤❍ “Total Recall,” ✤❍ “Avatar”: Oliver Stone’s 1986 drama, “Salvador,” is based on true incidents and “oddly” recounts incidents the US news media took years longer to “discover.” The 1990 film “Total Recall” (starring Arnold Schwarzenegger) and the 2009 “Avatar” are futuristic fantasies. These recommended movies are likely to help you with the “gestalt shifts” required to master the material for Exam Four. Warning: All three films contain some scenes of graphic violence.

IV. PART FOUR: NEWS BIAS CONTROVERSIES

NEWSPAPER READING: After completing the various “Bias Controversies” readings (including the bias worksheet) and watching the bias videos, try to find examples that support or contradict the presented claims and look for other forms of bias. Also, in terms of the controversy over whether the press is “conservative/right wing” or “liberal/left wing” or “middle-of-the-road,” think back to the earlier parts of the semester to ask questions about what types of sources (Who?) and topics (What?) and timing (When?) and narratives (How? and Why?) would be likely choices to match a conservative, liberal, or centrist political agenda. Reflect carefully on the bias worksheet in the manual.

25. WED APR 27 2016
(Exam Note: Depending on our progress, it’s possible that this will be EXAM FOUR day. If so, it’s also possible that parts of the exam will be given as overnight take-home essays.)

News Bias: Overview of Controversies

Personal Bias, Political Bias, Power Bias, Cynicism Bias, Journalistic Consensus Bias, Ethnocentric Bias, Sexist Bias, Religious Bias, Bias of the Status Quo, News Perspective Bias, News and the Construction of Gender Reality, News and the Construction of Political Reality, TV News & The Bias of the Visual Gestalt

IN-CLASS VIDEO: ✤❍ “The Myth of the Liberal Media” (1997) (60:00) (out-of-class if we are behind or if unfolding local, national, and/or world events suggest an up-to-the-minute case study)

“Assessing ‘Political Bias’ of Mainstream News Media” (plus lyrics to Ochs’ “Love Me, I’m a Liberal”), 1-2; ●Video Worksheet: “Myth of the Liberal Media,” 1-2 (to bring to class).


HAND IN PAPER: Typed, 4-8+ page Summary-Analysis-Reaction paper on “The Panama Deception” (accepted by next day at 4 P.M., without penalty). If I give you an advance take-home exam essay question on this documentary, I may ask you to submit it simultaneously (typed).

26. MON MAY 2 2016
EXAM FOUR (on “World Views” and “War News” and selected “Bias Controversies” materials)
BRING: #2 pencils with erasers and a blue or black pen
(If we are running behind, this exam may be moved to a day or evening Common Exam slot.)

26A REQUIRED OUT-OF-CLASS VIDEO (in Horton 112, Multimedia Center, and online)
Case Study: Inside the Coup Against Venezuelan President Hugo Chavez
VIDEO: ↔ “The Revolution Will Not Be Televised” (2003) (74:00) (MM) (This award-winning documentary is also known as “Chavez: Inside the Coup.” Low-resolution versions at: <www.youtube.com/watch?v=3ZajyVas4Jg> or <www.youtube.com/watch?v=Id--ZFtJ5c>. See due date below for Summary-Analysis-Reaction paper. The “Analysis” section of your paper should reflect your analysis of the documentary and the required readings, below. Also, when you refer to “news media” in the paper, make sure you clearly indicate whether you are referring to the Venezuelan news media and/or the U.S. news media.)
OPTIONAL READING: ● Dinges, “Soul Search,” CJR, July/Aug 2005, 52-58 (on Venezuelan journalism following the coup reversal); ○ Rendell, Ward, & Hall, “Human Rights Coverage Serving Washington’s Needs,” Extra!, Feb 2009, 7-10 (contrast of coverage of Colombia and Venezuela); ○ Check Bb for possible other postings of articles on Hugo Chavez and Venezuela (and send me links to examples that you find elsewhere).
OPTIONAL VIEWING: ○ John Perkins, author of Confessions of an Economic Hit Man, on Democracy Now!, 2/15/06, in middle of program: <www.democracynow.org/shows/2006/2/15> (T).

27. WED MAY 4 2016
News and Commercial Bias
IN-CLASS VIDEO: ↔ “Fear & Favor in the Newsroom” (1996) (56:00) (MM) (T) (Will be moved to out-of-class viewing, if we are behind schedule.) Please bring the Fear & Favor Worksheet.


OPTIONAL RECOMMENDED WEEKEND VIDEO RENTALS: • “The Insider” (1999) (drama based on “60 Minutes” tobacco-story debacle); • “Inside Job” (2010) (Academy Award Winner, Best Documentary, on the roots of the global economic meltdown).

28. MON MAY 9 2016

Review and Integration: Beyond Bounded Debates
Where Do We Go From Here?

How to Continue Analyzing the News

IN-CLASS VIDEOS: • Multiple short clips from variety of genres that summarize class concepts


RECOMMENDED VIEWING: ●“Saving American Journalism,” www.pbs.org/now/shows/603/ (1/15/10) with Nichols & McChesney (25:37) (T)


BRING ALTERNATIVE NEWS EXAMPLES (alone or with 1-2 partners): At least two news example(s) from alternative publications and/or alternative news sites (see Bb) on the Internet that you feel provide significant information and/or narratives not typically provided by mainstream news sources in the U.S. (These can be drawn from your optional application paper research.)

HAND IN PAPER: Typed, 4-8 page Summary-Analysis-Reaction paper on “The Revolution Will Not Be Televised” (accepted by 4 P.M. on following day, without penalty).

28A. REQUIRED OUT-OF-CLASS VIDEO (in Horton 112, Library Multimedia Room, or online)

Case Study: Phantom WMDs—Getting the Story Right and Getting It Wrong

VIDEO: ●“Buying the War” (2007) (87:00) (MM) (T); high-quality version available online in chapters at: <http://www.pbs.org/moyers/journal/btw/watch.html> (For you S-R paper, and optional Analysis section, focus on the differences in reporting practices that led major news organizations to report mostly lies and distortions about Iraqi WMDs and ties to al-Qaeda, while some reporters easily saw through the propaganda. A good review for the Final Exam!)

REQUIRED READING (20 pages): ●Barstow, “Behind TV Analysts, Pentagon’s Hidden Hand,” NYT, 4/20/08, 14 pages (note that this extraordinary exposé was, unfortunately, published years after it would have made a major difference, and months after the “Buying the War” documentary was broadcast; comments on this report in the “Reaction” part of your S-R paper would be appropriate!); ●Hart, “Transmission Accomplished,” Extra!, May/June 2007, 11-13; ●“We Were All Wrong,” NW, 2/9/04 (cover); (Will the same patterns shape the next war?) ●Hart, “On Iran, an Unsmoking Nongun,” Jan 2012, 12-14; ●Preview of Final Exam, 1-3.

OPTIONAL READING: ○“Buying the War” Transcript on Bb or at web site above.

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READING DAYS: TUES & WED MAY 10 & 11 2016

If students are interested, I may be able to schedule a self-directed BONUS “Best Outtakes” video session (among other review options) with video segments we did not get to see in class that review major course concepts for the Final Exam.

THURSDAY MAY 12 2016

HAND IN (alone or with 1-2 peers): OPTIONAL full set of annotated sample clippings, per manual checklist (accepted the next day by 4 pm without penalty) for up to 5% BONUS credit. This exercise should offer a good review of many course concepts.

MONDAY, MAY 16, 2016 – 6:00-8:00 PM, Horton 125

FINAL EXAM (Cumulative) (Check email for possible essays to complete in advance)

BRING: #2 pencils with erasers and a blue or black pen

REQUIRED READING (4 pages): ●Meyrowitz, “How to Continue Analyzing the News,” 2 pages;

HAND IN PAPER: Typed 2½ -5 page Summary-Reaction (S-R) paper (the Analysis section is optional for this video) on “Buying the War” (will be accepted until 4 P.M. next day without penalty).

HAND IN: Class Participation Self-Evaluation form (if you want to offer input on my evaluation of your participation grade and/or provide feedback on others’ participation and/or make general suggestions regarding participation.)

WEDNESDAY, MAY 18, 2016
HAND IN (alone or with 1-2 partners): OPTIONAL “NARRATIVE SWITCH” ASSIGNMENT (accepted by 4 PM next day without penalty).

THURSDAY, MAY 19, 2016
HAND IN (alone, or with 1-3 others): OPTIONAL APPLICATION PAPER (accepted by next day, 4PM without penalty).

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Have a good summer break!
(See the course bibliography for suggested after-course reading.)

If you would like to be on an e-mail list for occasional updates on issues and events (including special TV programs and movies) related to analysis of news, please send me a very brief e-mail with that request after the semester is over. I also welcome hearing from you in the future with news examples that support or contradict course concepts, your own experiences with the news media (from the inside or outside), and any suggestions for course material or future course revisions. You are also welcome to come back and sit in on future semesters of this course at any time.

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