CMN 515: ANALYSIS OF NEWS
Professor Joshua Meyrowitz*

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?

“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.”
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 and American Journalism Review). Finally, we will consider how technological developments such as ultra-compact camcorders, 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, 2014 (2 volumes), #31, $99
  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/collegediscount or 888-698-2655) 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 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 Blackboard. (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, Culture, Power—all 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 around or pass in 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 8 ½” x 11” 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.

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 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, videotapes). 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 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.
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 most mainstream U.S. news media by 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 construction of “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
- ○ = Optional Reading
- □ = videotape
- ≪ = audiotape
- (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 SEPT 3 2014
Course Overview
Student Information Cards
Discussion: Ideas of a “Free Press”

AFTER-CLASS ASSIGNMENTS: ● Send an e-mail within 24 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. 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.

**2. MON SEPT 8 2014**

**The Process of Newsmaking**

The Collaborative Construction of News: A Role-Playing Exercise

REQUIRED READING FOR THIS CLASS (29 pages; all the readings for today are also on Bb):
- M&S, “Reading the News” (Introduction), 3-8;
- Siebert, Peterson, & Schramm, “Four Theories of the Press,” (one-page chart);
- SPJ Code of Ethics, 1-2, combined into one-page online at <www.spj.org/pdf/ethicscode.pdf>;
- “America’s Best Newspapers,” CJR, Nov/Dec 1999, 14-16 (take note of the features that CJR editors believe make for an excellent newspaper, though note that many U.S. newspapers have laid off staff or gone out of business since this article was written);
- Kingkade, “Millennials and News Study,” Huff Post, 9/21/12, one page (Are your views similar or different from those suggested here?);
- Carvajal, “1,000 Journalists Killed in 10 Years While Reporting,” NYT, 3/7/07, A3;
- Weiser, “Judge Criticizes Tradition of Parading Suspects for Photographers,” NYT, 2/26/99;
- Darnton, “Writing News and Telling Stories” (excerpt), Daedalus, 104(2), 1975, 175-182 (take note of what Darnton finds misguided about the Pool-Shulman study);
- Frankel, “Jumpers vs. Refers,” NYT Mag, one page (read this article by a former editor of *The New York Times* for some clues to how story placement in the printed NYT reflects editors’ perception of significance).

OPTIONAL READING (The Tuchman & Altheide books are on reserve in the Dimond Library):
- Tuchman, “Preface,” ix-xi;
- “Sources as Frame,” 1-14;

AFTER CLASS: Save your name cards and bring to all future classes, and review the Worksheet on “Concept-Based Learning vs. Fact-Based Learning,” and try to fill in 2-3 examples, and read

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

**3. WED SEPT 10 2014**

“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);
- “Why the

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


4. MON SEPT 15 2014

“Who?” cont’d

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


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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 article (not opinion column) examples from The New York Times and a local paper of different 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

names, publication, day of week, date, page number(s) or web link. Comment on unused sources.


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

5. WED SEPT 17 2014
“Who?” cont’d

Exam One Preview


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

6. MON SEPT 22 2014
“Who?” cont’d

EXAM ONE (through “Who?”)

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

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

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 Blackboard review material) in preparation for Exam One and finish filling in the “Key ‘Who’ Terms” worksheet and the Practical-Positive-Problematic worksheet about journalists’ relationships with official sources.

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 SEPT 24 2014

“What?”

[If you have a religious conflict with attending this session, please let me know well in advance.]

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.); •Tuchman, “Space and the News Net,” 15-16; •Frankel, “The Murder Broadcasting System,” NYT Mag, 12/17/95, 46-47; •Brady & Pertilla, “The Look of Local News,” CJR+, Nov/Dec 2001, 11-12; •Darnton, “Standardizing and Stereotyping,” 1975, one page; •Ellerbee, “The First Law of Journalism is to Confirm Existing Prejudice,” 1986, one page (what are today’s prejudices?).

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 SEPT 29 2014

“What?” cont’d


BRING “WHAT?” CLIPPINGS (alone or with 1-2 partners): At least two examples (but not op-eds) 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 OCT 1 2014

“What?” cont’d

REQUIRED VIEWING (if not shown in class): □ “Newscasters Agree: The End of E-Mail Overload?” (01:50); see www.youtube.com/watch?v=8p7RnDQwFRw.


OPTIONAL RECOMMENDED WEEKEND VIDEO RENTAL: □ “Doc Hollywood” (1991) (1:44) (you should be able to match the views of city vs. country life presented in this Michael J. Fox comedy to one of Gans’ values). 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. I signed up at <www.abcnews.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 OCT 6 2014

“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 OCT 8 2014

“When?” cont’d


IN-CLASS VIDEO: □ 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; □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...

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) vs. 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 OCT 13 2014
“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.]


13. WED OCT 15 2014
“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.)

REQUIRED READING (5 pages +review): ●Starkman, “The Great Story,” CJR, Jan/2014, 39-43 (work to grasp his basic “access journalism” vs. “accountability” journalism model); ●Review this section’s readings and Bb review postings in preparation for Exam Two.

***FALL 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 OCT 20 2014
“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)
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 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.

[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 OCT 22 2014
REQUIRED READING (32 pages): ●Gordon, “Operation Euphemism,” NYT, 5/26/99, A31; ●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, & online)
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)
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.


16. MON OCT 27 2014
News Narratives, cont’d
IN-CLASS VIDEOS: ● The So-Called “Subway Vigilante” and others

17. WED OCT 29 2014
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)
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 NOV 3 2014
News Narratives, cont’d
Exam Three Preview
REQUIRED READING (15 pages + Exam Info & review of all prior readings for this section): ● Altheide,
“Rethinking TV News,” 186-187; 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?); Feder, “The Devil in the Details,” CJR, May/June 2008, 18-20; Barrett, “Dog-Bites-Dog Journalism,” Time, 10/30/89, 87; 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 ombudsmen positions. Yet the total at U.S. newspapers is only a few dozen! For updates, see <www.newsomбудsmen.org/>); News Councils: The Case for...and Against,” CJR, March/April, 1997, 38-39; “Music as a Weapon? No Joke,” Extra!, Jan 2014, 3; Khalek, “Seeing What They Want to See in Malala,” Extra!, Dec 2013, 4 (note that Malala has now won the 2014 Nobel Peace Prize); “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).

TUES NOV 4 2014 – PLEASE VOTE!

19. WED NOV 5 2014
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 (10 pages + review): Meyrowitz, “Bonus Narrative Switch Assignment Instructions,” 1-2, and “Narrative Switch Examples,” 1-8 (at rear of manual; 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.

20. MON NOV 10 2014
World Views
REQUIRED READING (31 pages): “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 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, 4/22/00, 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). (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.?
[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- vTerQE 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 NOV 12 2014
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
22. MON NOV 17 2014

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

**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: “Greetings from Missle Street” (2001) (MM) (06:00 excerpts)

REQUIRED READING (38 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, “Iraqi gate: 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 then 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*, 22 Feb. 1992, 11-13; ●Steele, “TV’s Talking Headaches,” *CJR*, July/August 1992, 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 and 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 Web of Lies,” 2-page chart of pre-war “corrections”; ●Meyrowitz, “Web of Lies,” *In These Times*, 9/1/03, 18-20; ●Bookman, “The President’s Real Goal in Iraq,” *AJC*, 9/29/02, 1-7 (Winner of Project Censored’s first place for the most important under-reported story in the U.S. news media in 2002 and 2003. Take note of what this reporter did to research his pre-war story that is simple, yet strikingly different from the reporting of most other U.S. mainstream journalists on the buildup to the war with Iraq.); ●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.

REQUIRED VIEWING: Meyrowitz, “Where’s the Line between War News & War Propaganda,” 2011 (87:00) [https://www.youtube.com/watch?v=mZpeCiQCKs](https://www.youtube.com/watch?v=mZpeCiQCKs). Or attend an updated live presentation on Tuesday, November 25, 6:30 pm, in Horton 125, as noted below.


**HAND IN PAPER:** Typed 2½ -5 page Summary-Reaction paper (Analysis section is optional for this video) for “The Secret Government” (accepted by next day at 4 P.M., without penalty).

23. WED NOV 19 2014

*(NOTE: 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

Admission Her Husband Was Slain,” People, 4/10/95, 51-52; ●Map of Latin America and the Caribbean; ●Possible additional readings, to be announced.


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 Reaction 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 NOV 24 2014

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 “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> (a net 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 “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.

24A. TUES NOV 25 2014, 6:30-8:00 pm, Horton 125

**[NOTE: This lecture will be followed by an optional open-ended discussion, 8:00-8:30 p.m.]**

CASE STUDY: WHERE IS THE LINE BETWEEN “WAR NEWS” & “WAR PROPAGANDA”?

OR Watch: Meyrowitz, “Where’s the Line between War News & War Propaganda,” 2011 (87:00)
https://www.youtube.com/watch?v=mZpeCiQCk_s

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.

*** Wednesday, Nov. 26, 2014 – Friday Schedule ***

Thursday Nov. 27 & Friday Nov. 28, 2014 – Thanksgiving Holiday, no classes

25. MON DEC 1 2014

(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: &< Extra! "The Myth of the Liberal Media" (1997) (60:00) (out-of-class if we are behind)


**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)*

26. WED DEC 3 2014

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=ld--ZFlR5c>.* 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 VIEWING: John Perkins, author of *Confessions of an Economic Hit Man*, on Democracy Now!, 2/15/06, <www.democracynow.org/shows/2006/2/15> *(T)*.

27. MON DEC 8 2014

**News and Commercial Bias**

IN-CLASS VIDEO: “Fear & Favor in the Newsroom” (1996) (56:00) *(Will be moved to out-of-class viewing, if we are behind schedule.) Please bring the Fear & Favor Worksheet.

REQUIRED READING (32 pages +WS): *(Note that although you will be responsible for the overall arguments in these readings and the types of examples presented, I will NOT test you on which article presented which specific arguments or examples.)* Soley, “Corporate Censorship and the Limits of Free Speech,” *Extra!*, March/April 1999, 19-21; Steinem, “Sex, Lies, & Advertising,” *Ms.*, July/Aug 1990, one page of excerpts; Zachary, “Many Journalists See a Growing Reluctance to Criticize Advertisers,” *WSJ*, 2/6/92, 1, 9; Alter, “A Call for Chinese Walls,” *NW*,


28. WED DEC 10 2014

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

prosecuting leakers and whistleblowers); ●Rowley & Dzakovic, “WikiLeaks and 9/11: What if?,” LAT, 10/15/10, 2 pages.

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 net 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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[^1]: READING DAY: MONDAY, DEC 15 to 6 pm

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.

FRIDAY DEC 12 2014
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, DECEMBER 15, 2014 – 6:00-8:00 PM, Horton 126D

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;
• Meyrowitz, “More Tips for Critically Analyzing the News,” one page; • Meyrowitz, “Alternative News Sites,” one page (see Bb copy for hot links).

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, DECEMBER 17, 2014
HAND IN (alone or with 1-2 partners): OPTIONAL “NARRATIVE SWITCH” ASSIGNMENT (accepted by 4 PM next day without penalty).

FRIDAY, DECEMBER 19, 2014
HAND IN (alone, or with 1-3 others): OPTIONAL APPLICATION PAPER (accepted by next day, 4PM without penalty).

Notes on any schedule changes:
See also the 2014 calendar (at rear of manual)

Have a good holiday and semester 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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