

pJournalism 500 --- News Media and Society, Fall, 2007, Wednesday

Welcome to Journalism 500. We will examine the relationship of journalists and the news media in broadcast, print and online to society in the 21st century. Among the goals of this course are:

---The development of your sense of journalistic ethics through discussion, reading, written assignments, listening to leading journalists talk about ethical questions and our examination of ethical cores and problems.

---A heightened knowledge of diversity in newsroom organizations and news content in matters of gender, ethnicity, sexual orientation and other relevant aspects.

---A better understanding of the economics of the news business.

---Improvement of writing skills through writing a series of piece of different types: a research article, "op-ed" piece, book review and other journalistic exercises.

---Practice in speaking about journalistic ideas through intensive class discussion, individual presentations in class and extensive questioning of visiting journalistic experts. The class stresses the importance of interviewing as a journalistic technique.

---A more comprehensive view of the journalistic profession and its problems through listening to visiting journalistic speakers, through readings and discussion.

---An introduction to some of the great books and other classics of modern journalism.

---An increased ability to identify and discuss major issues involving journalism and society from extensive exploration of online, print, and broadcast sources.

This class is seminar-style, graduate experience in which all students are expected to participate and contribute. You are expected to aspire to high journalistic standards in all your writing, speaking and reporting in this course. Your superior effort and participation will improve this class for you and other students. With your work, we can achieve our goal of broadening your understanding of the news media, of journalists, and of journalistic responsibilities so that you can become a better journalist.

Faculty: Bryce Nelson, Professor of Journalism

Office: Annenberg School of Communication, 201A (take elevator from west lobby, turn right on second floor).

Office Hours:

- Monday: Usually available on Monday, especially in the afternoon.
- Tuesday: 9:45 a.m. to 11:45 a.m.
4:45 p.m. to 6:15 p.m.
- Wednesday: 9:45 a.m. to 11:45 a.m.
4:45 p.m. to 6:15 p.m.
- Thursday: 9:45 a.m. to 11:45 a.m.
4:45 p.m. to 6:15 p.m.
- Friday: By appointment, 9 a.m. to 5 p.m.

OPPORTUNITIES FOR INDIVIDUAL CONFERENCES

I am usually in my office from about 9 a.m. through 5 p.m., Monday through Friday, except for classes, meetings, and lunches. I am usually able and willing to MEET WITH YOU ANY DAY.

There are, however, frequent university, school, and departmental meetings, including a few which people are so insensitive as to schedule during my office hours. The wisest course is to call beforehand to make sure I do not have another appointment. You can always leave a message for me on my voice mail system.

You can always leave messages and papers in my mailbox which is located new Student Services in Annenberg 138, the Faculty-Staff mailroom, on the first floor of Annenberg's East Lobby.

(All written assignments can be handed in to me mailbox by 3 p.m. of the day following the class in which they are due without affecting your grade. Hand in all written assignments double or triple spaced in hard copy.)

Please discuss important class matters including article or paper topics with me IN PERSON OR BY TELEPHONE.

Please make an appointment to talk over lunch or come by my office whenever you wish. You will have at least on scheduled appointment to talk during mid-term.

I look forward to talking you in person several times during the semester. You can, of course, also reach my by telephone or e-mail.

ROLE OF SPEAKERS IN YOUR JOURNALISM 500 CLASS

In this class, we are likely to invite about a half dozen distinguished journalistic speakers to explore various aspects of the content of the class--- including journalistic ethics, economics of news organizations, coverage of racial and gender issues, racial and gender diversity in the newsroom.

The appearance of the speakers will be coordinated with relevant reading in their areas of knowledge. You are expected to read and discuss these readings before the speakers appear. Close reading should help you to ask sharper questions of our speakers.

When we have a distinguished visitor, the pattern of the class is to have the speaker talk for 15 or 20 minutes, then throw the meeting open to student questions. The total exchange with the speaker will be no more than 60 to 70 minutes. Most of each class period will be devoted to discussions, lectures, and presentations after the speaker leaves. Thus, it is important that you prepare searching questions and ask them quickly after the discussion with the speaker starts.

Formulating good questions and having the persistence to ask them are among the most important skills of the journalist. Part of the value of having visiting speakers is giving you the opportunity to sharpen your ability to ask pertinent questions. The quality of your questions determines the speaker's opinion of the quality of students in USC journalism. Would you want to hire from a group of journalists who don't ask probing questions?

Inviting distinguished journalists gives real world perspective to the abstract issues we may bring out in class. Just how does the journalist combine her own ethical values with competitive news pressures? How do you deal with a boss with few ethical standards or who questions the value of diversity in the newsroom or in the journalistic product?

Listening to a variety of differently-placed journalists gives us many perspectives that no individual journalism instructor or student can offer. It also gives many opportunities to listen to points of view contrasting with those of the instructor and members of the class.

Careful attention to the relevant reading and originating your own questions for the speakers and the instructor will improve the quality of the learning experience in this class for all of us.

We want you to be able to formulate your own views on these journalistic topics after weighing a variety of considered opinions. Helping you learn to think about important journalistic issues is what this class is designed to do.

First meeting of class, August 29

Introduction to the class and the syllabus by the instructor.

Discussion of ethics code.

Showing of video on ethics if time permits.

JOURNALISTIC ETHICS IN INVESTIGATIVE AND POLICE REPORTING

September 5

Speakers: Matt Lait and Scott Glover, the hard-charging team for the Los Angeles Times that exposed the Rampart fiasco and other scandals in the Los Angeles Police Department. Matt and Scott teach investigative reporting at USC Journalism.

Due:

1. Every week, including this week, you will bring a recent article on an important journalistic topic to discuss. Your article must relate to the content of this course-- journalistic ethics, diversity, ethnicity, gender, sexual orientation or economics.
2. Your highly informal 500 word autobiography that will not be graded (see assignments). Don't take more than an hour to write this. Please attach your resume and a small, inexpensive photograph if you can.
3. Your choice of a worthwhile journalism book to review. We will discuss your choice in class. Try to begin reading book if approved by the instructor.
4. Read and be prepared to discuss SPJ ethics code and Nelson's "The Political Kiss of Death" from the New York Times.
5. Read and be prepared to discuss Nelson's "Alcohol: a Problem for Congress" either this week or in some other week.
6. Read and be prepared to discuss chapter 1-3, pp. 1-63 in Downie and Kaiser.

JOURNALISTIC ETHICS: REPORTING ON INDIVIDUAL PEOPLE

September 12

Speaker: RICHARD MEYER, writer and editor of special features for the Los Angeles Times. Former White House and political correspondent for the Associated Press. Author of many prize-winning articles, including Julia.

Due:

1. Be prepared to present your book review in class. We need four volunteers:
2. Read “Julia”. This is your top reading priority.
3. Read chapter 4 on Newspapers, Downie and Kaiser.

At noon on September 11, I will host a one hour discussion by Los Angeles Times reporters on their 2007 Pulitzer Prize-winning series on the world’s oceans. The meeting will be held in Annenberg 207. Lunch will be served. You are strongly urged to attend and hand in a couple of paragraphs on what you learned about journalistic ethical questions from the session.

September 19

NEWS COVERAGE OF GAY AND LESBIAN TOPICS. ETHICS IN BUSINESS REPORTING. WRITING FOR A NEWSWEEKLY

Speaker: David J. Jefferson. Within 10 years of graduating from USC Journalism, David was acting bureau chief for the Wall Street Journal in Los Angeles. As a Journal front page editor in New York, he helped edit articles on AIDS treatment which won a Pulitzer Prize. Newsweek bureau chief in LA since 2001, David had been active in the national organization for gay and lesbian journalists.

Due:

Written book review

“All the President’s Men”, chapters 1-8

If you have not watched the movies “All the President’s Men” and “Shattered Glass” in the past year, please watch in the Annenberg Resource Library or rent the DVDs to watch at home before Tuesday, Sept. 18

Presentation of your book review.

One sentence written summary of your op-ed proposal.

September 25:

At noon on Tuesday, September 25, I may host an hour long discussion with Andrew Gumbel of London's Independent in our school's "How Journalists Work" series. If you are free, you are strongly encouraged to attend and write a couple of informal paragraphs about what you learned.

September 26:

JOURNALISTIC ETHICS IN GOVERNMENTAL AND INVESTIGATIVE REPORTING

Discussion of serious ethical lapses in W&B's Watergate reporting.

Prepare by writing down four or five of the most serious W&B lapses that bother either the authors or you (or both). Then, write down a couple of dozen more. Be prepared to discuss all of them. DON'T MISS this class. You will do better on your paper if you participate vigorously in this discussion. (You will do better in this class if you participate vigorously in all discussions).

Due:

Remainder of W&B, chapters 9-16. Watch video by Oct. 17.

One sentence written summary of your research article topic (see assignments).
Discussion of your topics in class.

Showing of DVD interview with editor from "Shattered Glass" Please be sure to watch movie outside class. If you haven't recently done so.

MAINTAINING ETHICAL STANDARDS AND DIVERSITY IN THE NEWSROOM ETHICS AND FOREIGN REPORTING

October 3

SPEAKER—Mary Milliken, Reuters bureau chief for Los Angeles and a long-time foreign correspondent in Latin America. She will be looking for USC students to fill choice Reuters internship positions for the summer.

Due

1. W&B ethics paper
2. Read Downie, chapters five and six, national and local TV news.
3. Distribution of "Romancing the Source" from American Journalism Review.

ETHICS IN TELEVISION NEWS. IS THERE JUSTIFICATION FOR COVERING
CAR CHASES ON LA'S FREEWAYS?

October 10

SPEAKER---MARC BROWN, ANCHOR AND REPORTER FOR KABC 7, USC
JOURNALISM GRAD.

Due:

Instructor's comments on the ethics of Woodward and Bernstein

Discussion of "Romancing the Source"

Read chapters eight and nine, pp. 215-269, in Downie, skip Chapter 7

Sign up for individual conference with instructor

(At noon on Thursday, Oct. 11, Frank Buckley, anchor and reporter for KTVA 5 and a USC journalism grad, will speak on trends in broadcast news which I will host at noon in Annenberg 207 as part of our "How Journalists Work" series. You are welcome to attend.)

Oct 17:

Your individual conference with the instructor in his office (Annenberg 201A). You are welcome to discuss any journalistic topic, including your forthcoming op-ed piece and research article.

Please bring in your once sentence written summaries of these two proposed pieces and your graded papers for the course. (I will try to put your W&B ethics paper in your box by the afternoon of October 17 so you can read my comments before our conference.)

You are, of course, welcome to visit me anytime and make other appointments for discussion anytime during the semester.

Please continue to make substantial progress on your research article this week. IN-class presentations begin in four weeks on November 14. You are welcome to turn in your op-ed piece this week if it help your schedule. (You are welcome to turn in any assignment for this class early).

JOURNALISTIC ETHICS IN BROADCAST, NEED FOR DIVERSITY IN THE NEWSROOM

October 24

Speaker: Nicole Childers, correspondent for National Public Radio

Due:

Your op-ed piece

The instructor will answer all relevant questions on October 24 or a later date on his journalistic career and difficult ethical questions he has faced. Please be thinking of questions.

Your presentation of your research article is due in three weeks on November 14. Get busier.

All in-class book reviews should be completed before November 7, preferably weeks earlier

Fill out detailed evaluation of this course to help instructor improve it in future semester

Distributed reading

ETHICS IN BROADCAST JOURNALISM. GENDER IN TELEVISION NEWS. WORKING FOR FOX NEWS.

October 31

Speaker: Anita Vogel, reporter for Fox News in L.A., Graduate of USC Journalism

Instructor will give you a report on your evaluation of the course

Due:

More work on your research article, in-class presentation due in two weeks.

Distributed reading no gender, race and ethnicity in journalism

ETHICAL PROBLEMS IN FOREIGN REPORTING. A BRITISH JOURNALIST LOOKS AT THE U.S. NEWS MEDIA

November 7

SPEAKER: John Andrews, senior correspondent for the Economist in London. Former bureau chief in Los Angeles, Paris, Beirut, Jerusalem, Cairo

Discussion of assigned reading

In-class research article presentations due next week

November 14

WHAT IS THE RESPONSIBILITY OF THE JOURNALIST TO SAVE HUMAN LIFE? IS THE JOURNALIST ONLY AN OBSERVER? Discussion.

Due:

Your in-class presentation of your research findings. You should have largely finished all your research by this date. You are welcome to use video or other visual aids if you learn how to use the machines BEFORE the class when you have your presentation. Your video portion should take no more than four minutes of your 16 minute presentation.

Four volunteers needed for presentation.

November 22 Happy Thanksgiving to you!

November 28

ETHICS AND THE INTERNET

Possible speaker: Robert Niles, executive editor of the Online Journalism Review at the Annenberg School, formerly at LA Times website.

Due:

1. Continuation of research presentations. Everyone will be ready.
2. Distributed reading.

December 5

Conclusion of all research presentations.

Instructor's summary of class.

Filling out university evaluation if not already complete

WRITTEN RESEARCH ARTICLE DUE

FINAL EXAMINATION:

Friday, December 14 – 2 p.m. to 4 p.m.

The final exam will feature essay questions based on the reading, speakers, lectures and discussions. There will be no small factual questions. The essay questions will give you an opportunity to demonstrate your mastery of ideas in this course.

ASSIGNMENTS FOR JOURNALISM 500

1. An informal, ungraded autobiography of 500 words about your past, family, your education, meaningful life events, jobs, travels, languages, hobbies, and thoughts about where you hope to be in journalism in A: Five years and B: 25 years. Don't take more than an hour to do this. You may use all or part of other relevant autobiographies you have already written. Please attach your CV and a small photo to your autobiography.
2. EVERY WEEK, you will bring in a recent piece on an important subject related to journalistic ethics, economics, race, gender, sexual orientation or another key journalistic subject with social implications which you wish to share with us in discussion. The piece can come from newspapers, magazines, broadcasts, or online. IF you do not get to discuss your article in a particular class, you can save it for a later class if it remains topical. Our class will often begin with a discussion of two or more of these articles from you and your classmates. Your contributions will help keep this class current with the latest developments in the study of the news media.
3. With the help of a classmate, you will lead at least one or more class discussions of our reading. You should NOT merely summarize the reading when you lead this discussion. Rather, you should ask your classmates pointed questions about their opinions on important topics raised in the reading. You should feel free to call on any student individually to answer your questions.
4. In-class book review. Choose a book on journalism from the attached list of elsewhere. (Going through the shelves in a bookstore, library or online can give you ideas.) **YOU ARE LIKELY TO DO A BETTER JOB IF YOU CHOOSE A FIRST-RATE BOOK.** You may substitute an excellent book which is not on the list if you get the instructor's approval. Prepare notes for an eight minute review to give in class. Keep your notes. Tell us whether the rest of us should read the book you choose. Please give your review from notes or memory. Do not read word for word. If you are giving the review, be prepared to answer any question on the book. If you are listening to the review, come up with at least one question for the speaker. The book you choose can be a building block in constructing your later research article OR your op-ed piece.

ASSIGNMENTS (CONTINUED)-2-:

5. Write a book review of no more than 800 words of the same book you did for your in-class review. (Never pad; never use extra long words or paragraphs in your journalistic articles. Better to be below the length limit than bore your reader with unnecessary words and sentences.) Do not merely summarize the book; make judgments about its qualities and ideas. Do not write chronologically; “Chapter One says: Chapter Two says:” Read book reviews in the New York Times, Los Angeles Times or leading magazines for guidance in writing book reviews.
6. Write a paper of no more than 1200 words discussing ethical lapses, if any, in Bernstein and Woodward’s Watergate reporting. If you find ethical lapses, do you think they were justified? Using the SPJ codes and other codes distributed in this class can prove helpful, but do not quote them at great length. Your prepared participation of this topic in the prior class discussion is CRUCIAL to your writing this paper well.
7. Do an op-ed piece of no more than 800 words on some aspect of journalistic practice which bothers you. Read the op-ed pages in major papers such as the New York Times and Los Angeles Times for writing guidance. According to one talented op-ed editor, “A good op-ed piece is vigorous opinion, BASED ON FACT.” Interviews and reading will enhance your piece. Identify all written and interview sources in a bibliography and/or footnotes.
8. Write a research article of at least 1500 words (about seven double-spaced pages) on a topic covered in this course---journalism ethics, economics, race, gender, sexual orientation, etc. As in the case of other articles you write this term, the topic will add interest and substance to this class for you and other students in this class. DO NOT write on the same general topic as your op-ed piece. Comparison of news coverage rarely produces excellent articles; avoid such topics.

You must discuss your research and your op-ed topics (and for more than a minute) with the instructor and get this signature to approve your topic.

Remember that interviewing is a prime journalistic skill. You must interview AT LEAST FOUR PEOPLE, usually journalists, for your article.

PREPARE A BIBLIOGRAPHY AND FOOTNOTES WHICH INCLUDE INTERVIEW SUBJECTS. Attribute the facts and ideas you get from others. Relevant comments from speakers in this course (or the instructor’s comments in class) can be used. Papers submitted without a bibliography will be RETURNED to you ungraded.

ASSIGNMENTS (continued) 3:

Please remember that books are a valuable source of ideas and research. I expect you to survey the relevant books on your article topic as well as information available online.

Before you write your paper, prepare a 16 minute summary in note form to present in class. Your presentation is expected to make a significant contribution to the knowledge other students gain from this course. This presentation should represent ALL, or almost all, of your research for your research article. DO NOT read your paper during your presentation in class but rely on your notes or memory. You may use video if you know how to use the machine before you begin. Video should take up no more than four minutes of your presentation. We are more interested in YOUR ideas than the video you show or your power point presentation proficiency.

Strive to write a research article and op-ed piece which can be professionally published. Op-ed and research articles from this class are regularly printed in professional publications. Students are often paid for these efforts. Several publications from this class have helped students win major financial scholarships.

9. You will be asked to attend sessions when leading journalists visit Annenberg. You obviously cannot attend such session if other classes or your journalistic work schedule interfere. But you are strongly urged to attend these sessions, often an hour in length. You are asked to write a couple of paragraphs on each session saying what you learned from the speaker or speakers. These can be handed in at the next session of Journalism 500. You will not receive a letter grade on these short write-ups of the session.

Meeting deadlines promptly is vital for journalists (even for members of other professions). All paper must be handed in by the date due.

We ask important journalists to give up valuable time to share their knowledge with us. For this and other reasons, it is essential that you attend each class, are ON TIME and contribute to each class. If you sit through any of our classes without making one or more comments or asking one or more questions, you have failed.

I look forward to hearing what you have to say at least once a week.

REQUIRED READING FOR JOURNALISM 500

1. Leonard Downie, JR., and Robert G. Kaiser, “The News about the News: American Journalism in Peril.”
2. Carl Bernstein and Robert Woodward----“All the President’s Men.”
3. Important book on news media topic of your choice to review.
4. Extensive reading for your final research article, your “op-ed” piece on the news media, and your selection of media topics to discuss in class.
5. Xeroxed readings on the topics of this course that will be distributed during most class meetings. You should keep readings in a notebook along with articles on the news media you have selected for discussion in class. Questions based on these readings can be included in the exam.

Journalism 500, other required reading:

You are expected to read a major newspaper such as the Los Angeles Times each day. You are also expected to read other leading newspapers, including the New York Times and the Wall Street Journal, during the term. The news media pages in the Business section of the Monday New York Times offer a very good source for articles to discuss in this class.

As you find worthwhile articles on news media topics in ethics, economics, race, ethnicity, gender, sexual orientation or other news media issues, you are expected to bring them to class to discuss with the rest of us. You should have at least two articles with you to discuss at the beginning of each class period. By discussing the articles you bring, we can keep better abreast of the latest news media issues. **DISCUSSING THESE ARTICLES IS AN IMPORTANT PART OF YOUR CLASS RESPONSIBILITY.**

As a journalist, you will find it important to read many newspapers, magazines, online sources and professional publications as well as listening to first-rate news programs on television and radio. Worthwhile sources include Poytner.org/medianews Online Journalism Review, Columbia Journalism Review, American Journalism Review, Editor and Publisher, The Quill, Presstime, Nieman Reports, the Bulletin of the American Society of Newspaper Editors, Broadcasting and Cable, Journals of Broadcasting and Electronic Media, Journalism and Mass Communication Quarterly and the Newspaper Research Journal. Many are found in the Annenberg Resource Center on the first floor, Doheny, other libraries and online.

One way of finding a news media article to discuss in class, an op-ed topic or a research article subject is to leaf through recent issues of the American Journalism Review, The Columbia Journalism Review or to consult their websites or to consult Poytner.org/medianews. Many American journalists consult this Poytner website each morning.

GRADING:

- 60%: Research article, ethics paper, op-ed piece, book review, in-class presentation of research article and book review.
- 30%: Class discussion, questioning of speakers, discussion of articles on the news media, leading discussion of reading.
- 10%: Final examination. This will be based on the reading as well as the comments of speakers and instructor. It will feature longer essay questions, there will be no small questions of fact.

BOOKS ON JOURNALISM

All these books are well worth the time of a journalist. Books that are particularly important are marked *.

*David Halberstam, "The Powers that Be" (an account of the LA Times, Washington Post, CBS, Time and, to some extent, the New York Times). One of the best books written about modern American journalism which is especially relevant for people in Southern California. 1977.

Bob Woodward, "Secret Man: The Story of Watergate's Deep Throat", 2005.

Seth Mnookin, "Hard News: The Scandals at the New York Times and Their Meaning for American Media," 2005.

David Blum, "Tick, Tick, Tick: Long Life and Turbulent Times of 60 Minutes", 2005

*Bob Schieffer, "This Just In: What I Couldn't Tell You on TV", 2003 (One of the best autobiographies by a TV anchor and reporter).

Frank Rick, "The Greatest Story Ever Sold: The Decline and Fall of Truth from 9.11 to Katrina" (concentrates on Bush administration and news media), 2006

Alicia Shepard, "Woodward and Bernstein: Life in the Shadow of Watergate", 2007

*Katharine Graham, "A Personal History", very good autobiography by the first woman head of a Fortune 500 company which relates her life and management of the Washington Post, Newsweek. Winner of the Pulitzer Prize for biography in 1998.

*Clint C. Wilson II, Felix Gutierrez and Lena M. Chao, "Racism, Sexism and the Media", 2003. Two earlier versions published under other titles. Gutierrez is a USC journalism professor; the other authors are Annenberg graduates.

Janette L. Dates and William Barlow, editors, "Split Image: African Americans in the Mass Media", 1990.

American Rodriguez, "Making Latino News: Race, Language, Class", 1999.

Nan Robertson, "The Girls in the Balcony: Women, Men, and The New York Times", 1992.

Kay Mills, "A Place in the News: From Women's Pages to the Front Page", 1988.

Judith Marlane, "Women in Television News Revisited", 1999.

*Lou Cannon, "Reporting: An Inside View" Lou Cannon, a superb White House, political and governmental reporter for the Washington Post, has written one of the best books about reporting, 1977.

*Larry Sabato, "Feeding Frenzy", A critical account of pack journalism and politician by a University of Virginia political scientist, 1991.

James Fallows, "Breaking the News: How the Media Undermine American Democracy." Fallows has been chief White House speechwriter, editor of U.S. News and World Report, Washington editor of the Atlantic and correspondent for National Public Radio, 1996.

*Edna Buchanan, "The Corpse Had a Familiar Face" Buchanan, a prolific novelist was one of journalism's most celebrated crime reporters when she wrote for the Miami Herald, 1987.

*Judy Muller, "Now This: Radio, Television...and the Real World", Account by leading correspondent for ABC in Los Angeles and USC journalism professor, 2000.

Dennis McDougal, "Privileged Son: Otis Chandler and the Rise and Fall of the L.A. Times Dynasty", controversial account of L.A.'s most important journalistic owner of the late 20th Century and the newspaper Chandler greatly improved in, 2001.

Don Hewitt, "Tell Me a Story: A Half Century and 60 Minutes in Television", the executive producer's account of his creation and management of "60 Minutes", a much watched news feature and investigative program, 2001.

Howard K. Smith, "Events leading up to MY Death: the Life of a Twentieth Century Reporter." Autobiography of a leading CBS and NBC reporter and anchor who covered many of the big stories of his time. God for the historically-minded 1997.

Susan E. Tifft and Alex S. Jones, "The Trust: the Private and Powerful Family Behind the New York Times." Lengthy account of the family which created the nation's most celebrated newspaper. Well-written, full of human drama, 1999.

Ben Bradlee, "A Good Life." The autobiography of the flamboyant editor of the Washington Post during the period of Watergate, Woodward and Bernstein's reporting the Pentagon Papers and Janet Cooke's fabrication, 1995.

*Thomas Friedman, "From Beirut to Jerusalem", superb book on foreign reporting (Israeli-Arab conflict, Lebanon wars) by a Pulitzer Prize winning reporter and columnist for the New York Times. 1989. Revised edition published 1994. Seems too optimistic today.

Phillip Knightley, "The First Casualty: The War Correspondent as Hero and Myth-Maker from the Crimea to Iraq" 3rd edition. Fine account of war reporting by British and American journalists, 2004.

Ellis Cose, "The Press: Inside America's Great Newspaper Empires" Cose, and excellent writer for Newsweek, is especially informative on how people of color fare in newsrooms and how the news media treat racial stories, 1988.

Michael Isikoff, "Uncovering Clinton: a Reporter's Story" Troubling, flawed account of the work of a Washington Post and Newsweek reporter in uncovering the sexual scandals of President Clinton. Raises major ethical questions about the author's reporting tactics, 1999.

*Ben Bagdikian, "The New Media Monopoly" revised edition published 2004.)

Rebecca Smith and John R. Emshwiller, "24 Days: How Two Wall Street Journal Reporters uncovered the Lies that Destroyed Faith in Corporate America", reporting on the Enron Corporation of Houston, once very mighty, now very fallen, 2003.

Tom Rosenstiel and Amy S. Mitchell, editors, "Thinking clearly in Journalistic Decision-Making", 2003.

*Bill Kovach and Tom Rosenstiel, "The Elements of Journalism: What Newspeople Should Know and the Public Should Expect", 2001.

Tom Fenton, "Bad News: The Decline of Reporting" 2005. Opinions of a leading television correspondent.

Andrea Mitchell, "Talking Back: to Presidents, Dictators and Assorted Scoundrels," 2005, stories as NBC's chief foreign correspondent and coverage of other areas.

*Leonard Downie, Jr., and Robert G. Kaiser, "The News about the News: American Journalism in Peril", 2002.

Marks from me on your written work (partial listing):

+	satisfactory work
++	very good work
--	Unsatisfactory work
g	good
vg	very good
gq	good quote
uq	unnecessary quote, doesn't add to your article
tl	too long (either quote or your idea)
s	spelling mistake
ww	wrong word
nas	not a sentence
unn	unnecessary, shouldn't be here
unc	unclear
awk	awkward phrasing, you should have rewritten this
rw	rewrite, you should have rewritten to clarify this
w	wordy, condense please
tlc	far too long for content. You are wasting the reader's time. A CRITICISM
Heh!	I'm amused. Compliment. Humor is important for a journalist.
Keep Going!	You have good elements in this work and, in many ways, are on the right track. Keep improving. A compliment.

JOURNALISM ACADEMIC INTEGRITY POLICY

The USC School of Journalism requires that the following paragraph be included in every syllabus:

“Since its founding, the USC School of Journalism has maintained a commitment to the highest standards of ethical conduct and academic excellence. Any student found guilty of plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will immediately receive a failing grade in the course and will be dismissed from the School of Journalism. There are no exceptions to the school’s policy.”

The instructor does not wish you to hand in work in this class that you have written or are writing, in full or significant part, for another class or another purpose. (This does not apply to your ungraded, informal autobiography).

You are expected to do your own work here and in the journalistic profession.

PLAGIARISM---the passing off of the work of others---their language, important ideas and other material---as your own work. If you use quotes or significant material from others, you must attribute.

Fabrication of events, facts and quotations is not permitted by reputable journalist and scholar.

Journalists are fired for plagiarism and fabrication.

INTERNSHIPS:

The value of professional internships as part of the overall education experience of our students has long been recognized by the School of Journalism. While internships are not required for successful completion of this course, any student enrolled in this course who undertakes and completes and approved, non-paid internship during this semester shall earn extra academic credit equal to one per cent of the total available semester points for this course.

BRYCE NELSON

POSITIONS:

Professor of Journalism at USC since 1984.
Director of the USC School of Journalism 1984-1988.

Human behavior writer for the Science section of the New York Times in New York City, 1982-84. National correspondent for the Los Angeles Times, 1962-82 (Washington correspondent 1977-82. Midwest bureau chief in Chicago 1973-77). Reporter for Science magazine in Washington, D.C., 1966-69. Reporter for Washington Post's national staff covering Congress and foreign affairs, Lewiston Morning Tribune, Oxford reporter for Time-Life, broadcasts for BBC and other networks. Foreign affairs aide and writer for Senator Frank Church. Speechwriter for Hubert H. Humphrey's Vice-President campaign. Political science instructor at the University of Pittsburgh.

PUBLICATION:

Many articles in New York Times, Los Angeles Times. Science magazine and Washington Post. Articles in numerous other newspapers including Chicago Tribune, Chicago Sun-Times, Atlanta Constitution, Philadelphia Inquirer, San Francisco Chronicle, Los Angeles Daily News, St. Louis Post-Dispatch, Oregonian and Newsday.

Magazine articles in reviews in publications including the Bulletin of Atomic Scientists, New Republic, American Oxonian, Harvard magazine, Society, Nation, Village Voice, Western Historical Quarterly, Journal of American History, Montana: The Magazine of Western History, Journalism Educator, and Journalism and Mass Communication Quarterly.

EDUCATION:

Harvard College A.B. with honors on Franklin D. Roosevelt Scholarship. President, Harvard Crimson, university daily newspaper. Boise (Idaho) public schools. Study of history and literature of Western America at the University of Utah. M.Phil. in Politics from the University of Oxford on a Rhodes Scholarship.

AWARDS:

Albert Deutsch Award for Distinguished Journalism for exposing governmental “blacklisting” which forced major reform of Federal security procedures. First place---California-Nevada Associated Press writing contest for investigative journalism. Leading writer in Los Angeles Times team judged runner-up for the 1980 Pulitzer Prize for National Reporting. Distinguished Contributor Award in American Psychological Association’s National Media Awards. USC Mortar Board award for distinguished teaching and advising of students. “Outstanding Faculty” award from USC Journalism graduate students in several recent years.

OTHER PROFESSIONAL ACTIVITIES:

Director and Senior Adviser for the Press Information for the Christopher Commission which investigated the Los Angeles Police Department. Board of Directors of Frank Church Institute at Boise State University since 2003. Editorial Board of the American Oxonian since 1996. Judge for the Los Angeles Times Book Prize. Member of AEJMC, Society of Professional Journalists, Assn. of American Rhodes Scholars, American Historical Assn., Western History Assn., Rhodes Scholar state and district selection committees, including California Rhodes committee since 1977. Hundred of interviews in newspapers, magazines, online publications, radio and television news programs on journalistic ethics and journalistic standards.

UNIVERSITY SERVICE:

Chair, Provost’s Committee on Graduate National and International Fellowships since 1989. USC Rhodes Scholarship representative since 1986. Member and chair of USC, Annenberg School for Communication, and Journalism committees, including chair of university tenure and promotion committee for Social Sciences and Communication for two years.