

**Class:** #07175 TTH 8:00 to 9:30 UTC 2.102A

**Instructor:** Stephen D. Reese, Office CMA 4.132, 471.1666, [steve.reese@mail.utexas.edu](mailto:steve.reese@mail.utexas.edu)

**Office Hours:** W 1:30 to 3:00, R 9:30 to 11:00; or by appointment

**Class blogsite:** <http://sdreese.wordpress.com> (“Press Conference”)

**Blackboard site:** <https://courses.utexas.edu>

**Reese faculty site:** <http://journalism.utexas.edu/faculty/reese/>

**T.A.s and office hours:**

- Sandra Hsu, [coihsu@gmail.com](mailto:coihsu@gmail.com) Tues., 11:30 to 2:30, Thurs., 11:30 to 1:30
- Teresa Correa, [tcorra@mail.utexas.edu](mailto:tcorra@mail.utexas.edu) Monday, 1 to 3:00, Wed., 12 to 3
- Jiwon Kim, [jk26277@mail.utexas.edu](mailto:jk26277@mail.utexas.edu) Thurs., 9:30 to 12:00, Friday 9:30 to 12:00

**TA office:** UA9 2.106, 475-6627

The news media and profession of journalism are in a state of upheaval. This course tracks many of the changes underway, particularly for those thinking of careers in this area. But beyond that, this is a good time to think about what we want journalism to do in a society, what people interested in something like journalism will be doing, and where will they be doing it. Something like journalism will be happening, but not as much in traditional organizations. No one yet has all of these answers, but we can still pose some of the key questions and principles. Thus, the course is designed to not be just a description of the current news media and their history (“Meet Mr. Media 101”) but an analysis of our underlying normative expectations of those media, through cases in which they have met those hopes and in those where they have not. In the process, I hope you will strengthen your own intellectual autonomy, both as a citizen and as a future professional in this area. As the “sense-makers” for society, journalists, have a particularly strong need for clear thinking and to develop a keen sense of ethical responsibility.

This course began life as “critical thinking for journalists” over 17 years ago as the school sought to sharpen the ability of its students to reason clearly about the problems they would face as professionals. We still hope to cultivate those critical thinking skills, but do so via a discussion of specific issues. I will do my best to maintain the spirit of the earlier class while in the context of a more general lecture and discussion format.

**Objectives. The course is designed to help you:**

- *Know* the crucial value of journalism and the news media in a democratic society (*awareness* of key historical, legal, and economic context of journalism)
- *evaluate* the extent to which journalism has performed up to our expectations (comparing performance against normative standards)
- *understand* how news professionals approach the issues that confront them in their work (ability to *distinguish* between individual level and organizational/institutional factors)
- develop your own personal and professional *judgment* as you sharpen your critical thinking skills (e.g., in case studies, *distinguishing* between facts, values, and underlying issues)

- become *aware* of the professional opportunities in the journalism field

### Key questions for journalism and journalists explored through 12 case studies:

- What's the truth?
- How do we know what we know?
- What's fair?
- What's the right thing to do?

### Web support

In this class I use Blackboard—a Web-based course management system with password-protected access at <http://courses.utexas.edu>—to distribute course materials and communicate. You can find support in using Blackboard at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so plan accordingly. Be sure to consult the Blackboard website for the course for updates and important announcements and other course resources (including this syllabus and other documents). Ensure that the university has your most current email by checking on-line, since we will use that address to communicate with you (The University considers email an official form of notification).

A class blogsite will also be available, which I will use to post periodic comments, reflections on class issues, and links to relevant media materials, including the New York Times. I encourage you to visit regularly and comment on the site, and also to send information to me to post that you think may be of interest.

### Texts and other required materials

Rosenstiel, Tom, & Mitchell, Amy. (2003). *Thinking clearly: Cases in journalistic decision-making*. New York: Univ. of Columbia Press.

Streitmatter, Roger. (2008, 2<sup>nd</sup> edition). *Mightier than the sword: How the news media have shaped American history*. Boulder, CO.: Westview press.

Case Studies for purchase online from the Columbia University School of Journalism Knight Case Study Initiative. Click on the link below to find the four cases included in the course. They are “Public Death, Private Life: Army Major Alan Rogers and the Washington Post,” “God and Darwin: The York Daily Record and the Intelligent Design Trial,” “Crowdsourcing at the Fort Myers, FL, News-Press: Part B, Help us Investigate” (be sure to order the 2<sup>nd</sup> part of this case, “Part B,” not “Part A”), and “The Bakersfield Californian and Blogging the Courtroom.”

<https://casestudies.jrn.columbia.edu/casestudy/www/shopping.asp>

*The New York Times*, weekday subscription. (See instructions)

### A note about reading the newspaper

You will be required to subscribe to the *New York Times* weekday edition and read it regularly. The Times is considered perhaps the finest newspaper in the U.S. and among the best in the world. It is must reading for anyone considering a career in journalism and an important reading habit to establish for future professionals in any field. Consider it an assigned reading in lieu of an additional two text books. Having a single edition will ensure that we are all reading the same material and working off a similar news agenda. The instructor can then easily make reference to articles, and you can either clip articles or retrieve electronically for your projects. Your subscription entitles you to access of the entire Times electronic archive. (Note that there is no delivery to the dorms other than via the lockbox option.) Pay particular attention to the front page, main editorial, and main op-ed articles. For this and other questions call the College information line (1.888.NYT.COLL) or consult with the T.A. (Sandra Hsu).

A flyer will be distributed (or find it at the syllabus link and print) for you to complete and return to us in class by a deadline on the syllabus, or do it online as indicated. I'll give an extra credit point if you complete your form and payment by that date!

To help insure timely delivery, please make sure of the following: If paying by check, make sure check is stapled to the form. If paying by credit card, make sure you've written out credit card number and expiration date on appropriate line. The Times no longer accepts cash. If you live on-campus (this includes the co-op), please make sure you check one of the lockboxes. Unfortunately, the Times is unable to deliver to dorms or any campus housing.

**What?! A paper newspaper?** Although many of us now consume much or all of our news on digital platforms, for at least one more semester you will have the opportunity to tell your grandchildren what it was like to hold an actual printed paper in your hands. So, bear with us.

### **Students of the day**

Not everyone likes being called on in class, and sometimes it takes a while to collect your thoughts. But if you know in advance that you be called on it's not so bad, and it helps to encourage discussion—and better informed discussion. As an experiment, I will identify the class period before a group of students that I can call on. They will be sure to have read the assigned readings and prepared to respond. If I do this, I will let you know by email.

### **Course requirements and grading**

The three categories below sum to 100, and used to compute the final grade. Under the plus/minus grading system of the university these are calculated as follows: 100-95, A; 94-90, A-; 89-87, B+; 86-83, B; 82-80, B-; 79-77, C+; 76-73, C; 72-70, C-; 69-67, D+; 66-63, D; 62-60, D-; 59-0, F. (sorry, there is no A+)

#### **1. Case on in-class responses (5%)**

On at least 12 days, I'll ask you to prepare before class a short one-page, type-written response to a question I'll pose before-hand—these will be turned in after class. I may ask some also to be

posted on-line in a manner I'll inform you later. These activities are intended to give some indication of attendance, encourage preparation for class discussions and improve the quality of those discussions. Therefore, they cannot be made up. I will ask for 12 and count 10, with each worth .5 (1/2 pt.) (so you if you miss up to 2 submissions you will not be penalized).

## **2. Midterm and final exam (20% and 25%)**

A midterm exam and final will be given over class readings and lecture materials, counting 20 and 25 percent, respectively. These will be a combination of multiple-choice and essay. The essay will pose questions from the cases covered in class. Be sure to bring a blue book and number 2 pencil to exams. The final will be comprehensive and scheduled on the official university date.

## **3. Written assignments (total of 50%, see below)**

### **Grading method and scores**

Only the professor has the authority to tell you what grade you will receive, but the TA's will do their best to help you monitor your performance in the course. The exams will be weighted appropriately to represent the correct percentage of your grade. You would add the points from the categories above, which would sum to a score of 100.

Keeping up with assignments, exams and other scores is a difficult task in a class of this size. To avoid problems you will be asked to periodically examine your scores posted on Blackboard throughout the semester and bring any problems to our attention. If there are any disputes or corrections to be made, these need to be raised within one week of the score being posted. Please don't come around the last week of the semester and say, "I know I definitely turned that assignment in to your office back in September!" Then it will be too late to get the bottom of it and correct your grade.

### **Important note about assignments and records**

Given the size of the class, we need to set some strict guidelines for how to handle written assignments. Please follow them carefully. Your assignments must be typewritten and double-spaced. Do not write more than the length requested—if you write long it means you need to edit your work. Use 1-inch margins and 12-pt. type. Put your name and the assignment number at the top of each page. Do not use a title page or folders. Staple the pages. No paper clips or clamps.

Don't just include phrases. Write in complete sentences; you will be judged on clarity and content, as well as grammar. Use a Spellcheck, but also review your work carefully for errors.

Answer the question in your own words. Plagiarism is a serious offense. The bottom line is you should identify where you got your information, such that someone else can locate it. The more neatly you layout the information, the more likely we will be able to see you have responded to all the questions and give you full credit. Keep copies of all assignments you turn in and keep the

graded assignments until the end of the semester. If there are errors in our records, we will need your records to help us resolve any discrepancies. Papers are due on the class period marked on the schedule. Late papers will be penalized 2 points for every day late. Turn in a hard copy; NO EMAIL ATTACHMENTS! (if you must turn it in late, do it to the journalism office receptionist, 6<sup>th</sup> floor CMA).

Note: You will keep a file folder to help you with the assignments below, in which you put relevant articles from your newspaper reading pertaining to your topics. This will prepare you for when it's time to write, and we may ask you to bring this file with you when you meet with us about your assignments. It will help us see what you're reading and advise you about ideas—and it also encourages you to be monitoring the news throughout the semester.

### Description of Assignments

#### Assignment 1: Claims, arguments, and evidence (10%)

This class aims to help you think critically about the information circulating in the news media--the way it's framed and the motives behind it. An important step toward this goal is to be able to identify specific claims and evaluate the evidence presented in support of them, appreciating the perspective within which they are located--that is, examining the merits of arguments (the combination of claims, evidence, and related assumptions).

You will write three pages, 1-inch margins, double spaced, 12 pt. times font. Follow the instructions below carefully to ensure you receive full credit.

Identify a controversial issue in the news. This will take some thinking and reading to find something suitable. Recent topics include accusations concerning President Obama's citizenship, the health care debate—including claims about whether “death panels” have been proposed, disputes over auto industry bailout, etc. Issues like “Should Los Angeles charge the Michael Jackson estate for security costs” are probably too narrow for this assignment. On the larger issues (e.g., “health care”), you will want to narrow it down to a particular aspect of the issue, where you can find a controversy involving competing sides and claims. Not all issues have only two sides, of course, but within your issue pick two of the major sides for analysis. (In our political system, these often get classified left and right, or Democrat or Republican positions.)

From the New York Times, select **two news articles** and **one opinion article** pertaining to your issue. The opinion piece should have an identified writer, and may be found on the op-ed pages of the Times. Based on these articles you will address the following points, which you should number in your assignment (it's helps us give you proper credit):

1. How would you define the basic issue in dispute? What is the controversy over? Briefly describe the competing points of view.
2. In the news articles, who are the significant sources quoted regarding the issue (either directly in quotes or paraphrased)? Give their names and affiliation.

3. Identify one key claim **in your opinion article** and summarize it. (use a pen or marker to clearly highlight these claims in your article copy attached)
4. Who is the writer and what qualifications or special expertise does he or her have for making the claim? How might the author's background cause you to either be skeptical or more likely to believe the claims?
5. What is his or her motivation in making the claim? (To advance a political position, to provide scientific background or analysis, etc.) From what perspective is the author speaking (examples: 1st hand observer, journalistic fact-finding, legal, ethical, scientific)
6. What is the evidence presented by the writer to support the claim(s)? Is the evidence adequate or well-grounded in facts or ethical principles?
7. Overall, judging from your attached news articles, does the news coverage appear to be “claim and counter-claim,” (he said, she said) without much effort to help understand the matter. Is there any indication of where consensus may be possible? Is there additional information concerning the issue, or additional experts and other voices, that would help people better understand the issue?
8. What did you learn (about journalism and media issues) from having done this assignment?

Provide a full citation (in any typical reference style) at the end of your assignment for the news articles and opinion piece: Date, page, title, author. Staple a ***PHOTOCOPY!!*** of the opinion article to the back of your assignment. It’s probably easier for you instead to print out the electronic version to attach.

### **Assignment 2: Preparing a case study (20%)**

You will write **four pages**, 1-inch margins, double spaced, 12 pt. times font, as indicated below.

Assignments 2 and 3 build on each other and allow you to begin investigating an issue related to your own interests and understanding it within the perspectives introduced along the way. Although we will not have covered all the cases by the time you choose, you can at least review the topics and issues involved and pick one of them that intrigues you (e.g., citizen journalism, international coverage, news and politics, etc.) The topic you select may even be similar to the one you dealt with in Assignment 1, but that is not necessary.

At this point, you should have a solid knowledge of the format of case studies included in the text (basic facts, relevant issues, supporting documents), and the professional issues they raise: what's the truth, how do we know what we know, what's fair, and what's the right thing to do? These two assignments are an opportunity for you to demonstrate a critical thinking ability--to take familiar facts and principles (class information) and use them to meaningfully structure new information (your case). In another sense, these assignments provide an opportunity to go beyond just memorizing basic facts (recall knowledge) of cases and be able to use the principles involved to analyze more current situations in the news (understanding).

Number your sections and use headings as listed below (1 and 2 together should run two pages; section 3 runs another two pages):

### 1. Description of the case

The first step is to identify a proper topic for a case study, which you will describe in this section. Briefly introduce the facts of the case. Officially, I am using the term “case” to refer to the traditional definition of “case study”: a historical situation of a situation that has confronted a practitioner (Journalist) or realistic problem situation that requires some (professional) solution. Each of our text cases fits this definition. Some cases, however, may be more difficult to fully elaborate because you don’t have access to the inner decision-making process—in such a case it may be necessary for you to focus more on the issues and related “situations” that exemplify those issues.

For example, the “Swift Boat” controversy of 2004, in which the military record of candidate Sen. John Kerry was called into question by his opponents in the media, might make a good “case/issue study” of how accusations can be picked up within a presidential campaign, and what journalistic tendencies allow them to go unchecked. This is not an “inside-the-newsroom” type of case, in the traditional sense, but would be certainly acceptable for our purposes. A paper on this topic might reference the articles containing the actual reporting, plus others that comment on it and more explicitly examine the journalistic issue raised by the case (including, for example, how to handle charges made so many years ago and their relevance to the campaign).

Pick a case that happened within the last three or four years. (If you are interested in a more historical case, see me.)

### 2. Case background

Here you will describe more of the background and basic facts surrounding the case.

Ideally, as you have been reading the news daily, you will have located a number of pertinent articles. You will cite in your paper at least two articles in the Times that pertain to it (or that you use as references). Clip these and attach **photocopies** to your assignment. Include at least two other cited sources for your case, which can be two other articles from the Times if you like, or other materials (the *Columbia Journalism Review* and *American Journalism Review* are good sources too). These can either be actual articles that have been controversial or articles that themselves identify and discuss the relevant issue (or preferably a mix). Given the many criticisms of current journalism, the Times should have many articles related to professional practice that should prove helpful. Articles by the Times ombudsman (“public editor”) might be a good place to start. Note that you can also use an on-line news retrieval service to obtain these article. You can reference these sources, but need NOT attach copies. (Remember to keep copies in your own case file, for when you meet with me or the TA’s.)

Explain the professional questions and issues that arise from your case. Here we are talking about the challenging professional decisions that we would discuss were your case to be

introduced in class. You should consider and include more than one position on the issue, not just your own opinion or speculation. A good paper will clearly identify a current case revolving around a professional issue. If in doubt, ask yourself whether your paper would make for a good classroom discussion and pertain to the key issues of the course.

### 3. Case connections

Here you will make the connection from your case to one(s) we have (or will) cover in class. That is, you will put your case in the context of some key issues and principles raised already by our course cases. And, in fact, our text cases should have given you ideas for issues.

Again, to use the example of the 2004 election controversy about the “Swiftboating” of John Kerry and the Swiftboat attack on his military service, this case shows how journalists often content themselves with simply repeating charges made by officials and behind the scenes interest groups. Many news organizations passed these charges along, but the New York Times did a good job of specifically reviewing and evaluating the charges from the veterans' group to see how they hold up in view of their previous statements, etc. The issues raised in this case were also raised by the McCarthy case, in your text. Another logical case connection would be with the case about John McCain in the 2000 election, which raised issues of political strategy and how the press framed the resulting coverage.

Discuss how your case relates to the text case(s). In doing so, you would briefly describe the text case and the principles, key professional questions, and issues involved (we all have access to the text--no need to repeat the basic facts at length). Talk about how they provide a context for your case, and help to define the issue. What interesting new angle does your case provide by comparison?

So in review, you'll have a minimum of 4 sources for this assignment (2 of which are Times articles, copies of which you will attach to your assignment). Cite your sources at the end of your assignment, using any basic style: author, publication, date, title of article, page number, etc. Be sure to include your references to text case materials—which will be on top of your other required references.

### **Assignment 3: Developing and finalizing your case study (20%)**

You will write **eight pages**, 1-inch margins, double spaced, 12 pt. times font, as indicated below.

This assignment will be a direct extension from your Assignment 2, and roughly four of the eight pages will be a refinement from what you submitted in Assignment 2. The references also can be carried over to this assignment.

Note that you can change your case idea, but it is expected (and easier) if you carry on with the topic you're already identified and been researching. For Assignment 3 you will respond to the comments from me and the T.A.'s on your previous assignment 2, strengthening the focus, and adding additional supporting material to bring it to 8 pages. Thus, in this way we hope to give you a chance to correct previous problems and view this as a continuation and deepening of your



learning.

Number your sections and use headings as listed below:

1. Introduction of the case (3 pages)

Here you will repeat and refine your description from Assignment 2, including the basic facts and background of the case. This section can also include the “related course case(s)” you linked to in Assignment 2, which are included here primarily for context and background, and to help further define the key issues. Be sure to cite the text cases appropriately in your references.

2. Broader research into the context of the case (3 pages)

Here you need to do some more digging to set the stage for understanding the case (at least four more references—see below). What historical, professional, ethical, or other kind of information is needed to properly approach this case? For example, in the John Kerry-Swift Boat case, you would want to include a section on how the press covers political campaigns, and perhaps another on the rise of the counter-establishment (see class lecture on Rush Limbaugh) and related special interest media strategies.

3. Key questions (1 page)

Here you will pose several key questions that arise from the case. These would be questions suitable for class discussion that point students to the key professional issue at the heart of your case. Avoid yes or no questions, and make sure these questions point back to the case. For example, rather than ask, “How important is it for journalists to have their facts straight?” you might instead ask, “What kind of checking could journalists have done to do a better job of reacting to the Swift Boat charges?” “Were the news media fair to Kerry in how they responded? Why or why not?”

Think about these questions and craft them carefully. They should, again, lead a student to do the kind of reasoning that the case provokes. There may not be a correct answer, but the question should help frame the issues at hand.

4. Teacher’s Guide to the case (1 page)

You will want to leave your questions above somewhat open-ended, but in this section discuss for the teacher who may wish to use your case what it is you want students to learn. This is another way of expressing the principles you have already discussed earlier, but with more emphasis on the learning outcomes. To what answers have the questions guided your own thinking? What are some of the important lessons from the case that you have learned and would want to state?

5. References

Total of 8 references. Keep the references you had in Assignment 2, as appropriate, and add to

them an additional **four** references to either New York Times articles, or books, magazine pieces, or important documents. Note that blogs may be very helpful to guide you to inside or otherwise unavailable insights, but these are to be cited if quoted only in addition to the more formal sources.

#### 6. Other resources

As part of your case materials, include at least one additional online (can be multimedia) helpful resource that might be helpful for someone trying to understand the significance of your case and the issue it represents. (e.g., UT Harry Ransom Center Watergate collection links are helpful for someone wanting to learn more about the Watergate case; the same with Youtube collections of McCarthy era congressional hearings). These will be particularly helpful for those I post online.

#### **Other important notes regarding the course**

**Course Evaluation:** Student comments and feedback are valued as a way of improving the course and my teaching. Course instructor surveys at the end of the semester are required by school policy and reviewed by senior faculty administrators as an important component in annual faculty evaluations. I use the electronic option, which means that toward the end of the term you'll receive an email from the university instructing you how to carry out your evaluation online. I will also remind you several times in class. These surveys are strictly confidential, and I have no access to the results until I get a summary after the semester is completed. I notice that students are writing less open-ended comments, but these are often the most informative (please feel free to provide these comments--the more constructive the better).

**University of Texas Honor Code:** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**Students with disabilities:** The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone).

**Religious Holy Days:** By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

**Emergency Evacuation Policy:** Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation

shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.

Behavior Concerns Advice Line: BCAL: 232-5050

**Resources for Learning & Life at UT Austin:** The University of Texas has numerous resources for students to provide assistance and support for your learning. You are particularly encouraged to use the Learning Skills Center on campus for help on writing assignments. Also, the PCL reference librarians can assist you with online news retrieval and other information finding tasks.

The UT Learning Center: <http://www.utexas.edu/student/utlc/>

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Counseling & Mental Health Center: <http://cmhc.utexas.edu/>

Career Exploration Center: <http://www.utexas.edu/student/careercenter/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

### Schedule and calendar

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*Note: You are responsible for the readings in parentheses by the date indicated, especially the case studies referred to below in bold type. Some minor changes in the schedule may occur, but the cases will always be discussed on the dates indicated, and exams will always cover the readings indicated.*

Aug. 26 Introduction to course, reading the newspaper  
(Sowing the seeds of revolution, MTS 1)

31 News, community and citizenship. State of the profession and industry

#### Theme: News in the local community

2 Overview, elements of journalism. What do we expect of journalism?

7 Arguments and perspectives (discuss assignment 1--and 2 and 3)  
*\*\*Turn in New York Times subscription payment and registration by this deadline for an extra credit point*

9 **Case: Minnesota basketball cheating scandal**

14 Journalism and government  
(Attacking municipal corruption, MTS 4, Muckraking, MTS 6)

16 **Case: Columbine school shooting**

#### Theme: Representing diversity

21 Media and race issues  
(Abolition, MTS 2; Defying the Ku Klux Klan, MTS 7; Pushing the civil rights movement onto the national agenda, MTS 11)

23 **Case: New Orleans Times-Picayune Series on racism**  
(Assignment 1 due at class time)

28 **Case: Public death, Private Life (Columbia online)**

30 Gender issues (Slowing the momentum for women's rights, MTS 3; Creating "Rosie the riveter," MTS 9)

#### Theme: News and politics: Politics of News

Oct. 5 **Case: McCarthyism, 1950-1954** (Exposing Joe McCarthy, MTS 10)

7 The punditocracy

- (Rush Limbaugh, MTS 14)
- 12 MIDTERM EXAM
- 14 Guest speaker: David Carr, *The New York Times*
- 19\* Journalism and the politics of religion  
**Case: God & Darwin (Columbia online)**
- 21 The changing face of the newspaper industry  
Guest speaker: Mr. Jim Moroney, III, Executive VP, Belo Corp. media company and Publisher, *Dallas Morning News*
- 26 Framing Science: The case of climate change  
Guest speaker: Dr. Kris Wilson, School of Journalism  
(Assignment 2 due at class time)
- 28 **Case: Watergate**  
(Watergate forces the President to his knees, MTS 13)
- Nov. 2 **Case: John McCain's 2000 Presidential campaign: Political reporting**  
Theme: Technology, citizens and journalism
- 4 **Case: Internet journalism and the Starr investigation**  
**Case: Bakersfield Blogger (Columbia online)**
- 9 **Case: Crowdsourcing as journalism (Columbia online)**  
Theme: War and national security
- 11 Media and war (Journalism as warmonger, MTS 5; Vietnam, MTS 12)
- 16 **Case: The massacre in El Mozote**  
Guest: Prof. Glenn Frankel, Director, School of Journalism  
(Assignment 3 due at class time)
- 18 Global enemies in the global news arena, Conclusion and evaluations  
(9/11, MTS 15; How the news media have shaped history, MTS 16)
- 23 Matt Berndt, Career Service Center, College of Communication
- 25 THANKSGIVING, NO CLASS
- Dec. 2 Final Case Study class presentations
- FINAL EXAM, Tuesday, Dec. 14, 2:00–5:00 pm, (consult Daily Texan or registrar for location)