

**UNIVERSITY SENATE**

**UNIVERSITY AT ALBANY  
STATE UNIVERSITY OF NEW YORK**

Introduced by: UAC

Date: May 14, 2012

**CREATION OF JOURNALISM COGNATE IN THE INF MINOR**

**IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:**

1. That this takes effect for the Fall 2012 semester.
2. That this proposal be forwarded to President George M. Philip for approval.

## TOPICS IN JOURNALISM – INVESTIGATIVE REPORTING

AJRL 475z Section 0001 Course No. 8392 (AJRL 487Z is the permanent number)  
Fall 2011  
TTh 1:15-2:35 p.m.  
SL G03

### INSTRUCTOR INFORMATION

Rosemary Armao, Assistant Professor Journalism/Communication

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Available anytime by phone, email or as you can catch me. Official office hours are Tuesdays and Thursdays 2:45-5 p.m. Extra Wednesday hours will be added just prior to Spring Registration to accommodate course advising. I urge you to come talk to me about your work, your grades or your concerns before they grow into problems.

### COURSE OBJECTIVES

In this class you will learn by reading, analyzing and doing good investigative reporting some of the history, strategies, techniques, ethics and practical problems of the craft. Emphasis will be on hands-on experience with documents, sources, state agencies and ethical dilemmas.

### READINGS

The text for this class is **Investigative Journalism** by Hugo de Burgh. I have chosen a book written from a British point of view to help bring an international perspective on this topic. You will also be asked to do readings outside of the text that will be made available to you in handouts, from online or through Blackboard.

You will also need the **AP Stylebook** for completing writing assignments. This should be part of your library already as students of journalism.

### WEBSITES YOU WILL BE CONSULTING THIS SEMESTER

IRE – A leading mid-career training organization for investigative reporters in all media, IRE runs a great site full of sources, sample projects and comments on issues that affect investigative reporting. [www.ire.org](http://www.ire.org)

American University - <http://investigativereportingworkshop.org/> is the website of AU's IR Workshop which is modeled after the Children's Television Workshop as an

incubator of new investigative reporting projects and techniques. It is international and has been running about two years.

<http://www.journaliststoolbox.com> is an excellent source of information about tools for digging and research in general.

<http://www.centerforinvestigativereporting.org/> the website of the Center for Investigative Reporting in California is filled with examples of good investigations and information on how to do to do such stories.

The Reporters Committee for Freedom of the Press is an outstanding place to go to learn about how to use and to understand privacy, access to information at all levels of government and legal barriers to newsgathering. Click on <http://www.rcfp.org/>

## **OBLIGATIONS**

\*Attendance and tardiness. Just as you must show up to work in the professional world, you must come to class. We will be hearing from speakers who are taking time away from jobs and we will be covering a lot of territory in every session so that getting notes from a classmate is no substitute for actually coming in and participating. Missing class is sometimes unavoidable as in the case of court appearances, illnesses beyond colds and headaches, and deaths in the family, but it is essential that you let me know before you miss a session, not after. **I will be a stickler on this point. If you miss more than three classes for whatever reason, you risk a lowering of your final grade by third of a mark (from B to B- for example).**

Frequent tardiness., which is as disruptive to learning as missing classes, will be treated in the same way as missing classes.

\*Catching up on missed work. As you might guess from the above, I am not the right person to seek sympathy from if you have missed work. Do not send me email or ask me later to help you catch up. **Do not especially write and ask me if I covered anything important in the class you missed.** You should arrange with a classmate to cover for you if you are not present, including telling you assignments and letting you copy notes what notes me or she may have taken.

\*Laptops and cell phones. These are instruments vital to the journalism profession that allow for excellent note-checking and fact-checking. **You are allowed to bring them into class and to keep them turned on.** You will be expected to act professionally. That means no text-messaging friends, surfing the net or taking lengthy calls on personal matters during class. Leave if you must take a call. Please be especially courteous when speakers are with us.

\*Also in keeping with professional standards, assignments are due in electronic, not paper form. Let me repeat. **No paper.** Feedback and grading will likewise be done by email. In some cases I will print out your work in order to show you writing or reasoning changes. But this will be in addition to and not instead of emailed

versions. This requirement will put a burden on you to insure that your electronic submissions get through to me. Please do not think that I will believe you that you sent the story and it was lost, truncated or garbled by Gmail or the university's email system.

**\*Food and drinks are not acceptable during class time** because of the danger of spills in the computer labs. Sorry about that. Please do not disrupt classmates or speakers if you need to take bathroom breaks during class and yes I do notice the students who take regular 15-minute breaks in the middle of every class. It's counted the same as absence and tardiness.

\*Speakers and guests will be coming to our classroom. You will observe professional decorum during these times. By this I mean, you will not yawn, slouch in your chair and stretch or otherwise indicate in any way to a speaker that you are less than thrilled with his/her presentation. You will have prepared for these presentations and be ready with pertinent, thought-out questions. You will not text friends, Internet surf or otherwise play with electrical gadgets while a speaker is in the room. This is always obvious and so rude. **Speakers are not here to entertain or engage you while you sit back passively** They have stories and information and it is your task to extract these.

\*Deadlines. Missing deadlines is unacceptable for journalists and for you as well. If you cannot keep to a set deadline for some reason related to news gathering, you will get a sympathetic hearing from the instructor. But you may not miss a deadline and then offer up an excuse. **Assignments will be marked down one grade for every day they come in late.** On the other hand, you may choose to turn in assignments and stories before deadline, which will win you the right to an early edit and a chance to rewrite for a higher grade.

\*Plagiarism and fabrication. Making up quotes or other information or copying the work of others and passing it off as your own may result in **an F or the course and referral to university officials for other action.** Admittedly, it is not the easiest thing always to distinguish between legitimate backgrounding or reference – and plagiarism. We will talk about this in class and if you have any doubts on this score, consult me. Consult before turning in any writing.

Instructors have obligations to students as well. I owe you punctuality in getting to class and in reading, marking and returning your assignments. I owe you clarity in teaching and in assignments I give. I owe it to you to be accessible when you have questions or need help. I may not know everything you ask me about. I will tell you when that is the case and help you figure out or hunt down the answers you seek.

## GRADING

There will be no exams.

Thirty percent of your grade will derive from working on an investigative project for the Albany Times Union about which you'll be hearing much more in the next few weeks. Much of the work you'll be doing in connection with editors and reporters at the newspaper will be clerical. You'll be entering data from public records to help build a database on construction costs connected with the largest economic development project in New York State history. For this you will receive credit when the project is published as well as see first hand how a project is put together. Each of you will put in 10 hours or work mostly during class time on this project. **The hours must be completed by the last day of classes Dec. 7 and some class time will be set aside to help you meet this obligation.**

There will be opportunities for some of you to work more deeply this semester or next in internships and independent studies on this important project.

Another 30 percent of your grade will come from an interviewing project in which you will find, interview, photograph and document the lives of GE retirees. Little has been done on this topic by any local media though the retirees represent a large and important segment of the population. You will learn how to find, talk with and background individuals. **Deadline for this assignment is midnight Nov. 28.**

Twenty percent of your grade will come from a work of historical detection in which you will use records and/archival material or artifacts to reveal something unknown about an event or people in the past. **Deadline for this assignment is midnight Dec. 2.**

Ten percent of your final grade will be based on a public records assignment that will have you doing research in county, city or town offices and reading about issues of privacy and public access to government records. **Deadline for this assignment is midnight. Oct. 27**

The final 10 percent of your grade will take into account class participation, quality of discussion and extraordinary effort or research. Short writing assignments or quizzes will help me to gauge your grasp of material we are discussing and reading.

**Warning:** Deadlines are set up here so that they are spaced out and you have time to complete newsgathering. They may be adjusted if we get caught up in project work or breaking news assignments. This is exactly what happens in newsrooms, but may make it a little more difficult for you to manage your time along with other classes.

Rewriting or reworking of assignments in order to get a better grade is always a possibility even for assignments due at or toward the end of the semester. Ask about it if you are interested.

You will get more information about these assignments as class progresses. Because we are working on real rather than academic projects there could be some alteration in the work you will be required to do and the credit you get for it. We will discuss and agree on these changes as a group.

Assignments will be given a letter grade with these values:

A 100

A-93

B+88

B 85

B-82

C+78

C 75

C-72

D 60

E 50

The following ranges will determine final grades:

A 94-100

A- 90-93

B+ 87-89

B 83-86

B-80-82

C+77-79

C 73-76

C-70-72

D 60-69

E Below 60

## DISABILITIES

If you qualify for accommodation because of a disability, please let me know as soon as possible so that we can make needed arrangements, including alternative scheduling or grading. I will help if you ask me to, but DO NOT come to me after you have already failed an exam or missed an assignment and expect a break. The rules on this are clear.

## CLASS PLAN and ASSIGNMENT DEADLINES

(This is subject to abrupt and radical alteration as news events and speakers' schedules and revelations that come out in our project work may require)

WEEK I Aug. 30 and Sept. 1

Theme: going deeper than most journalism

Fire in Arbor Hill

Readings/Watching

FATAL DISTRACTION, an investigative report in the Washington Post by Gene Weingarten at <http://www.washingtonpost.com/wp-dyn/content/article/2009/02/27/AR2009022701549.html>

Also: WALTER REED HOSPITAL, an investigative report in the Washington Post about the mistreatment of soldiers. You can find the multi-part work along with photos and other material at <http://www.pulitzer.org/works/2008-Public-Service>

And THE WITHERING WATCHDOG, PARTS 1 AND 2 at <http://www.pbs.org/wnet/expose/2009/06/the-withering-watchdog.html> and <http://www.pbs.org/wnet/expose/>

Text

Read de Burgh Chapters 1-3

WEEK 2 Sept. 6 and Sept. 8

Theme: Deconstructing good investigative reporting, plus the implications of leaks, and new media

Sept. 8 Speakers Sarah Hinman, news research director for the Albany Times-Union, and TU business reporter Larry Rulison will talk about data-based journalism and the work you'll be doing on the Global Foundries project.

Readings

NO SECRETS, story of Wikileaks at [http://www.newyorker.com/reporting/2010/06/07/100607fa\\_fact\\_khatchadourian](http://www.newyorker.com/reporting/2010/06/07/100607fa_fact_khatchadourian) and

THE RUNAWAY GENERAL at <http://www.rollingstone.com/politics/news/17390/119236>

Please take a look at this project done by Columbia University students for the Times Union to get an idea of what you'll be working on in coming weeks. Sarah Hinman will be talking about this project: <http://blog.timesunion.com/propertytaxes/>

And Affidavit of National Security reporter Jim Risen of the New York Times. (Search Google: Affidavit Jim Risen)

WEEK 3 Sept. 13 and Sept. 15

Theme: Organizing the investigative process from idea to final draft

Readings

Bone up on Global Foundries by searching the Times Union online archives. Be sure to read this recent short article as well:

<http://www.timesunion.com/default/article/Before-chip-fab-attack-change-in-security-firm-1886080.php>

THE DEADLY CHOICES AT MEMORIAL by Sheri Fink at

<http://www.propublica.org/feature/the-deadly-choices-at-memorial-826>

Text

de Burgh Chapter 5 Investigative Reporting and blogs

WEEK 4 Sept. 20 and Sept. 22

Theme: Interviewing in-depth and oral histories

How to detect lies and deception

Speaker Sarah Hinman will return this week to begin work on GlobalFoundries project

Readings/Listening

Read about NRP RADIO DIARIES <http://www.npr.org/templates/story/story.php?storyId=92479240> and listen to a few segments.

Read about doing oral history at <http://oralhistoryinstitute.wordpress.com/> and

<http://www.concernedjournalists.org/node/851> by Steve Weinberg on investigative books. The article will help you to understand about the process of investigative reporting.



WEEK 5 Sept. 27 and Sept. 29 (No classes on Thursday, Sept. 29)

Theme: Documents, Evidence and Examples

Readings/Watching

<http://www.bbc.co.uk/familyhistory/> and <http://www.nbc.com/who-do-you-think-you-are/> and Watch WHO Do YOU THINK YOU ARE? on NBC at 8 p.m. Friday

Text

De Burgh Chapter 8 Practices of Investigative Reporting

WEEK 6 Oct. 4 and Oct. 6

Theme: Undercover work, hidden cameras, stolen trash and other ethically dicey investigative techniques.

Speaker Zay Smith, Chicago Sun-Times via Skype

Readings

[http://www.pbs.org/newshour/bb/business/january97/lion\\_1-15.html](http://www.pbs.org/newshour/bb/business/january97/lion_1-15.html) about the ABC Food Lion case and be prepared to discuss it in class.

GOTCHA (on hidden cameras) at <http://www.ajr.org/article.asp?id=1433> and

Class handout on MIRAGE Tavern investigation

WEEK 7 Oct. 11 and Oct. 13

Theme: Finding and Using Public Records /Backgrounding and auditing assets

Use of the Freedom of Information Act

Using real and virtual courthouse

Readings <http://www.nytimes.com/2009/08/30/world/30intel.html?scp=1&sq=scott%20shane%20FOI&st=cse> by Scott Shane of the New York Times about use of the Freedom of Information Act.

Text

De Burgh Chapter 7 on English FOI

WEEK 8 Oct. 18 and Oct. 20

Theme: Reporting on the topics people care about most

Movie Food Inc.

Readings

<http://www.time.com/time/health/article/0,8599,1917458,00.html> The Real Cost of Cheap Food in Time Magazine

Making the Truth Believable By Tracy Kidder will be made available to you

WEEK 9 Oct. 25 and Oct. 27

Theme: Documents and Archives

Tour and presentation by Schenectady Museum/Albany Institute of History and Art/Historic Cherry Hill /UAlbany Special Collections

WEEK 10 Nov. 1 and Nov. 3

Theme: More on archival research and historical detection

Readings: “the Visible and Invisible Worlds of Salem” A handout will be provided to you.

Text

de Burgh Chapter 17 Covering Miscarriages of Justice and Chapter 13 on Corporate Corruption

WEEK 11 Nov. 8 and Nov. 10

Theme: Finding and Reporting on government corruption

Read and be prepared to discuss <http://www.bnd.com/2011/07/10/1781242/lack-of-headset-costly-to-taxpayers.html#storylink=misearch>

Speaker George Pawlaczyk, investigative reporter, Bellevue News Democrat

**No class on Nov. 10 so that you can attend: “On Investigating Kiryas Joel” at Sidney Albert Albany Jewish Community Center, 340 Whitehall Road, Albany at 7 p.m. Thursday.**

WEEK 12 Nov. 15 and Nov. 17

Theme: The role of Math and Computers in Investigative Reporting

## Readings

Class handout from **Sex, Drugs and Body Counts**, ed. Peter Andreas and

Read ONE CHAPTER from this book and be prepared to discuss in class  
<http://www.scribd.com/doc/17581735/A-Mathematician-Reads-the-Newspaper>

## Text

De Burgh Chapter 14 Investigative Reporting and TV

WEEK 13 Nov. 22 and Nov. 24 (No Class Nov. 24 Thanksgiving)

Theme: Investigative Reporting at the Local and International Level

Speaker via Skype Ana Arana, director of Mexican Foundation for Investigative Reporting In Mexico City.

Speaker Clara Rodriguez John Jay College of Criminal Justice on investigations she has done and has been involved in.

## Readings

<http://www.nytimes.com/2010/11/28/business/28borker.html?scp=1&sq=clara%20rodriguez&st=cse> This is about Clara Rodriguez.

This is another story about how an ordinary person did detective work that is very like investigative reporting. You are reading to find out what the store manager did to find out who had ended up with the dog:

For more excellent investigative reporting pls read:

<http://projects.washingtonpost.com/top-secret-america/> A two-year project by the Washington Post

And HELD BY THE TALIBAN, story of capture and release of New York Times reporter David Rohde at

<http://www.nytimes.com/2009/10/18/world/asia/18hostage.html>

## Text

De Burgh Chapter 11 Coverage of War on Terror

WEEK 14 Nov. 29 and Dec. 1

Theme Sports and Investigative Reporting

Read about how Ohio State University students exposed corruption that led to the resignation of OSU football coach Jim Tressel. This article includes links to the students' story. Be sure to read that too: <http://www.poynter.org/latest->

news/romenesko/134380/ohio-state-student-journalists-get-threats-over-tressel-coverage/

Read about sportswriter David Walsh's investigation of Lance Armstrong at :  
<http://www.irishtimes.com/newspaper/sport/2010/0524/1224271011205.html>  
and

<http://velocitynation.com/content/interviews/2009/david-walsh> and

Be prepared to discuss this

Speaker: Francisco Liuzzi. Physical trainer and member TeamNYvelocity bike racing team

WEEK 15 Dec. 6

The last day of classes university-wide is Dec. 7. **All final articles and approved rewrites are due by midnight Dec. 7.**

**Journalism 330 Fall 2011**  
**History of U.S. Journalism**

Professor Nancy Roberts

Tuesday, Thursday, 11:45 a.m.-1:05 p.m., #212 Bus. Admn. Bldg.

## **History of U.S. Journalism**

The purpose of this course is to examine the development of journalism in the United States, emphasizing the role of the press as an institution. The primary focus is on U.S. journalism, but earlier developments in communication and the press elsewhere are also addressed at the start of the course. Of special interest throughout are press functions, purpose, role; evolving definitions of news and information getting; and the social, economic, political, and cultural contexts that shaped journalism. Topics include: journalism as a social institution; the professionalization of journalism; media institutions and content as products, artifacts, and as shapers of culture; the media and war (Revolutionary War through Vietnam and beyond); and the historical role and impact of reform and advocacy journalism.

**Professor:** Nancy Roberts

Office: #315 Humanities

Phone: 442-4884

E-mail: nroberts@albany.edu

Hours: Tuesdays & Thursdays, 1:30 -3:15p.m. & by appointment

*Nancy Roberts* is a professor in the Communication Department and directs the Journalism Program at the University at Albany. She has written several books about the history of journalism, including *The Press and America: An Interpretive History of the Mass Media* (with Michael & Edwin Emery); *Dorothy Day and the Catholic Worker* and *American Peace Writers, Editors, and Periodicals: A Dictionary*. Her journalism has been published in many magazines and newspapers, including *Americana*, *Commonweal*, *Christian Century*, *U.S. Catholic*, *Providence Journal*, *Philadelphia Inquirer*, *Minneapolis Tribune*, *St. Paul Pioneer Press*, *U.S. Art*, and *Mpls./St. Paul*. She earned her M.A. and Ph.D. in mass communication (history) at the University of Minnesota, and her M.A. in American civilization from Brown University. Her B.A. is in history from Swarthmore College.

### **Required textbook**

Michael Emery, Edwin Emery, and Nancy L. Roberts, *The Press and America: An Interpretive History of the Mass Media*, 9<sup>th</sup> ed. (Boston: Allyn and Bacon, 2000). [Note: royalties will be donated to a soup kitchen.]



## Other required readings

A packet of required readings is available at Mary Jane Books, near the UAlbany downtown campus on 1215 Western Ave.

## Written assignment: “Interview with a Journalist” paper—DUE NOVEMBER 10

For this assignment, you’ll write a question/answer research essay, which will count for 25 per cent of your final grade. Through your research, you’ll answer questions (given to you in class) about your subject. You’ll find out, for instance, your journalist’s greatest accomplishments, what obstacles he or she encountered, if the journalist was effective in his/her work and why, how they may have failed, and etc., and you will discuss their contributions in the context of their times. You will also explore what—if anything—your journalist might have to teach today’s journalists. A minimum of five sources (no more than two from the internet) will be used.

**Late assignments are penalized 5 points per day, starting at the specified time on due dates. ALL ASSIGNMENTS ARE DUE AT THE BEGINNING OF CLASS.**

**Examinations:** Midterm (25% of course grade): Thursday, October 20

Final (30% of course grade): Friday, December 16, 1 to 3 p.m.

**Class attendance:** You will find it difficult, if not impossible, to pass examinations (and the course) without attending class regularly and reading assigned material. **You must satisfactorily complete all course requirements to earn a passing grade. See “Attendance Policy” (pp. 7-8).**

**Class participation:** In this 300-level course, a high level of contribution to class discussion and inquiry is expected, and it counts for about 20% of your final grade. There should be ample opportunities for you to contribute through class discussion and presentation of your paper research. More on this in class. Note that absences, habitual late arrivals to class, and habitual lack of participation in class discussion will affect grades. (See **Attendance Policy**, pp.7-8.)

**Grading:** research paper=25%; midterm exam=25%; final exam=30%; quality of your contribution to class discussion and inquiry=20%.

**University Undergraduate Academic Policy** provides that the following factors can be considered in determining grades:

Examinations	Missing exams
Written assignments	Not turning in assignments
Class discussion	Academic dishonesty
Lack of attendance	Disruptive classroom behavior

**Academic integrity:** Study carefully the University's Undergraduate Academic Regulations, as explained in the 2011-2021 Undergraduate Bulletin, especially the section concerning Academic Integrity.

**I will not tolerate academic dishonesty to any degree in any form.** My penalties for such dishonesty will range from a failing grade on a particular assignment or exam, to a failing grade for the course, regardless of grades given on assignments and exams. I will refer cases of plagiarism to the University's committee that deals with such matters. By University Regulation, in each case of academic dishonesty I am required to file a letter with the Dean of Undergraduate Studies, explaining the circumstances.

**What is expected of you in this course:** To be responsible for all class meetings and materials, including all syllabus content; to be responsible for being on time and prepared for all class sessions; to be responsible for meeting all course requirements, observing all deadlines, examination times, and other course procedures; to be responsible for seeking help when needed; and to work with the professor and relevant university offices, if special accommodations are needed.

## TOPICS & READING SCHEDULE

**Note:** \* means this item is in the readings packet (available at Mary Jane Books, 1215 Western Ave., near the UAlbany downtown campus).

**Week 1 (August 30, September 1) Course introduction; the state of journalism today (economic, social, and cultural aspects); doing research about the history of journalism and communication**

### **Required reading**

James T. Hamilton, "The Market and the Media," in *The Press*, ed. Geneva Overholser and Kathleen Hall Jamieson (Oxford: Oxford University Press, 2005), 351-371.

**Weeks 2 & 3 (September 6, 8, 13, 15) historical perspectives on journalism as a political institution; European background; the English experience; issues in colonial America** (travel and infrastructure; media technology limitations; early conceptualizations of information sources and search strategy)

### **Required reading**

Michael Emery, Edwin Emery, and Nancy L. Roberts, *The Press and America*, 9<sup>th</sup> ed, chs. 1-2: "The Heritage of the American Press" and "The Colonial Years" (1-40).

\*Wilbur Schramm, "The Day of the Printer," "Birth of the Mass Media," and "Institutions of the Mass Media: News I" (chs. 8-10), in Wilbur Schramm, *The*



*Story of Human Communication: Cave Painting to Microchip* (New York: Harper & Row, 1988), 117-163.

**Weeks 4 & 5 (September 20, 22, 27) American Revolution and new nation era; the Alien and Sedition Acts; libertarianism; journalism in the early republic; early media technology; journalism sources and information search strategies**

**Required reading**

Emery, Emery and Roberts, chs. 3-5: “The Press and the Revolution,” “Founding the New Nation,” and “Westward Expansion” (41-96).

\*“Elizabeth Timothy, First Woman Publisher,” Mary Katherine Goddard, Colonial Publisher and Postmistress,” and “Anne Newport Royall, Travel Correspondent and Washington Editor,” in *Great Women of the Press*, ed. Madelon Golden Schilpp and Sharon M. Murphy (Carbondale, IL: Southern Illinois University Press, 1983), 1-36.

**Week 6 (October 4, 6) Journalism as a social institution: the penny press; key developments in media technology; early newsgathering strategies**

**Required reading**

Emery, Emery and Roberts, ch. 6: “A Press for the Masses” (97-119).

\*Daniel J. Czitrom, “‘Lightning Lines’ and the Birth of Modern Communication, 1838-1900” (ch. 1) in Daniel J. Czitrom, *Media and the American Mind: From Morse to McLuhan* (Chapel Hill: University of North Carolina Press, 1982), 3-29.

\*Michael Schudson, “The Revolution in American Journalism in the Age of Egalitarianism: The Penny Press” (ch. 1), in Michael Schudson, *Discovering the News: A Social History of American Newspapers* (New York, NY: Basic Books, 1978), 12-60.

Thomas B. Connery, Ch. 4, “The Storytellers” in *Journalism and Realism: Rendering American Life* (2011).

**Weeks 7 & 8 (October 11, 13, 18, 20) The Civil War and Reconstruction; key technological developments; the press as a business institution; emergence of journalism as a profession**

**MIDTERM EXAM is on Thursday, October 20; it will cover class sessions and all required reading through Week 8.**

### **Required reading**

Emery, Emery and Roberts, ch. 7, “The Irrepressible Conflict” (97-142); ch. 8, “A Revolution in National Life” (143-168).

### **Week 9 (October 25, 27) The press as a business institution; circulation competition**

### **Required reading**

Emery, Emery and Roberts, chs. 9-11: “The New Journalism,” “The People’s Champions,” and “Bastions of News Enterprise” (169-249).

\*Nellie Bly, “Inside the Madhouse: Nellie Bly’s Experience in the Blackwell’s Island Asylum,” in Barbara Belford, ed., *Brilliant Bylines* (New York, NY: Columbia University Press, 1986), 124-149.

\*Lincoln Steffens, “The Shame of Minneapolis,” *McClure’s Magazine*, vol. 20, no. 3 (January 1903), 227-239.

### **Weeks 10-11 (November 1, 3, 8, 10) Redefining the role of journalism; radio, movies, and other early 20<sup>th</sup> century developments; development of interpretive reporting; growth of information getting strategies and sophistication**

**NOVEMBER 10: “INTERVIEW WITH A JOURNALIST” paper is due.**

### **Required reading**

Emery, Emery and Roberts, chs. 13, 14 and 19: “The Twenties: Radio, Movies, Jazz Journalism,” “Depression and Reform” and “Efforts to Improve the Media” (265-298, 299-337, 507-533).

### **Week 12 (November 15, 17) The modern media reaches critical mass; trends in ethical thought and media responsibility; muckrakers and advocacy journalists**

### **Required reading**

\*Nancy L. Roberts, “Dorothy Day: Editor and Advocacy Journalist,” in *A Revolution of the Heart: Essays on the Catholic Worker*, ed. Patrick G. Coy (Philadelphia: Temple University Press, 1988), 115-133.

**Week 13 (November 22) Advocacy journalists; American journalism and military crises**

**Required reading**

Emery, Emery and Roberts, chs. 12 and 15: “War Comes to America” (251-264) and “A World at War” (343-364).

\*Lloyd Chiasson, “Japanese-American Relocation during World War II: A Study of California Editorial Reaction,” *Journalism Quarterly*, vol. 68, nos. 1-2 (Spring/Summer, 1991), 263-268.

Happy Thanksgiving (November 24)

**Weeks 14 & 15 (November 29; December 1, 6) American journalism and military crises; paper presentations**

**COMPLETED RESEARCH PAPER DUE AT THE BEGINNING OF CLASS ON THURSDAY, NOVEMBER 29**

**(This is a 2,500-word essay-comparison of two newspapers’ or magazines’ account of the same event; can be done for extra credit; more details will be passed out in class)**

**Required reading**

Emery, Emery and Roberts, chs. 17 and 18: “Challenges and Dissent” and “A Crisis of Credibility” (353-432; 433-506).

\*William Prochnau, “The Military and the Media” in *The Press*, ed. Geneva Overholser and Kathleen Hall Jamieson (New York: Oxford University Press, 2005), 310-331.

\*Daniel Hallin, chs. 3-6 in *The ‘Uncensored War’: The Media and Vietnam* (Berkeley and Los Angeles: University of California Press, 1989), 59-101,104-215.

**FINAL EXAMINATION: FRIDAY, DECEMBER 16, 1:00 to 3:00 p.m.**

## Attendance Policy

- For every absence after the first THREE, the final grade, after all other compilations are made, will be reduced by one step (for example, from B to B- for the fourth absence, from B- to C+ for the fifth absence, and so on).
- Note that this policy does not distinguish between “excused” and “unexcused” absences; you do not even have to tell me why you are absent. This policy grants you three absences for whatever reason you want, and the policy begins with the fourth absence and continues thereafter, regardless of reason.

I will accept only four kinds of documents in order to consider waiving an absence: (1) a letter from the Dean of Undergraduate Studies saying that your medical or other reason for being absent has been verified, and that you have missed ALL of your classes, not just mine; (2) the proper letter from the Athletics Department verifying a student-athlete’s game and travel schedule; (3) a letter from the University Health Center; and (4) a memorial card, funeral home letter, or dated obituary regarding someone’s death that required you to miss class.

**I WILL NOT AUTOMATICALLY ACCEPT OTHER MEDICAL OR SIMILIAR DOCUMENTS, REGARDLESS OF THEIR SOURCE.**

- **RATIONALE:** This attendance policy is based on the valid assumption that, regardless of how you perform on assignments and tests, if you have missed a number of classes you cannot have comprehended the course material in a way sufficient to warrant a grade based only on averages or total points earned. Lectures and discussions in the classroom are vital to the learning process, even if they do not appear as the subjects of exams or assignments. I believe strongly in this principle.
- **IMPORTANT:** You will be asked to explain or comment on assigned readings. If you cannot demonstrate that you have read and thought about the readings, you will be counted absent. That is, mere bodily presence does not necessarily constitute attendance.

**For Final Grade determination, the grade ranges are:**

A	(93.00 - 100)
A-	(90.00 - 92.99)
B+	(87.00 - 89.99)
B	(83.00 - 86.00)
B-	(80.00 - 82.99)
C+	(77.00 - 79.99)
C	(73.00 - 76.99)
C -	(70.00 - 72.99)
D+	(67.00 - 69.99)

- D (63.00 - 66.99)**  
**D- (60.00 - 62.99)**  
**E (59.99 and below)**

**I DO NOT "CURVE" GRADES.**

**I DO NOT "ROUND OFF" GRADES TO THE NEXT HIGHEST NUMBER.**

Nor do I automatically boost someone on a "borderline" to a higher grade; if I do, it will be because I believe your overall effort in the class deserves it. Thus, a final total of 79.95 **DOES NOT** mean a B- is automatic. I do not lower someone on a borderline. Remember: a penalty according to the Attendance Policy could apply.

Hi, Suzanne,

Advanced Reporting and Investigative Reporting focus on information getting and vetting (through every technological tool available in this digital age). We often say that journalists are only as good as their information; search strategies for information are a central endeavor in journalism, and that's where we connect with Informatics.

History of Journalism, too, teaches students investigative skills for historical research about journalism, as well as content about the history of information seeking.

Hope this helps--I can certainly write more if you'd like.

Best,

Nancy

Nancy L. Roberts

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**From:** Freed, Suzanne K

**Sent:** Wednesday, April 04, 2012 9:33 AM

**To:** Roberts, Nancy

**Cc:** Goodall, Jennifer J

**Subject:** FW: Informatics - JRL

Hi Nancy,

I am chairing the UAC Committee on Curriculum and Honors, and have received the proposal from Informatics to add the JRL cognate.

As I read it, I find I need some explanation of how the particular courses chosen connect to the Informatics minor. I would expect that cognate courses would be specifically technology-related, and from the titles and course descriptions, I don't get that sense. (specifically with History of Journalism, Advanced Reporting and Investigative Reporting. ) Can you provide me with a bit of narrative to go along with the proposal?

Thanks,

Sue

Suzanne K. Freed

Director

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