

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Undergraduate Programs</b>		UUPC Approval <u>12/01/25</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department _____ College _____		
<b>Current Course Prefix and Number</b>		<b>Current Course Title</b>	
<i>Syllabus must be attached for ANY changes to current course details. See <a href="#">Template</a>. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
<b>Change title to:</b>  <b>Change prefix</b> From:                      To: <b>Change course number</b> From:                      To: <b>Change credits*</b> From:                      To: <b>Change grading</b> From:                      To: <b>Change WAC/Gordon Rule status**</b> Add                      Remove <b>Change General Education Requirements***</b> Add                      Remove <small>*See <a href="#">Definition of a Credit Hour</a>.</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See <a href="#">WAC Guidelines</a>.</small> <small>***GE criteria must be indicated in syllabus and approval attached to this form. See <a href="#">Intellectual Foundations Guidelines</a>.</small>		<b>Change description to:</b>          <b>Change prerequisites/minimum grades to:</b>          <b>Change corequisites to:</b>          <b>Change registration controls to:</b>          Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).	
<b>Effective Term/Year for Changes:</b>		<b>Terminate course? Effective Term/Year for Termination:</b>	
<b>Faculty Contact/Email/Phone</b>			
<b>Approved by</b> Department Chair <u>Shane Eason</u> College Curriculum Chair <u>ROBIN LARSON</u> College Dean <u>Korey Sorge</u> UUPC Chair <u>Dan Meeroff</u> Undergraduate Studies Dean _____ UFS President _____ Provost _____			<b>Date</b> Oct. 29, 2025 <u>11/18/2025</u> 11/21/2025 12/01/25 12/01/25 _____ _____

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

Dr. Michael Hofmann / Professor / FAU School of Communication and Multimedia Studies /  
mhofmann@fau.edu / Office: CU 230 / Office Hours: T/TR 6:00-8:00 PM (By Appointment)

**JOU 4004 – 002 / CRN # 11458**

**U.S. JOURNALISM**

**FALL 2026**

**TUESDAYS & THURSDAYS / 3:30 – 4:50 PM / 3 CREDIT HOURS**

**GENERAL CLASSROOM SOUTH / ROOM 115**

### **Course Description**

**“How news is defined and managed in the United States. Close analysis of newspapers, television news and magazines. Historical development of journalistic practices within cultural formations.” (FAU Communication and Multimedia Studies Curriculum)**

### **Prerequisites/Corequisites**

Prerequisite(s):

- MMC 1540 (Minimum Grade of C)

### **Course Objectives / Student Learning Outcomes**

JOU 4004 provides the required *historical* perspective within the “Core” section of the SCMS Multimedia Journalism curriculum. By analyzing key case studies in the development of print, broadcast, cable, and online journalism, participants will learn to distinguish between reporting in the public interest of *citizens* and marketing news to private *consumers* in order to capture their attention and sell it to advertisers on the basis of clicks, ratings, and circulation.

Future journalists will learn about the challenges they encounter when their First Amendment obligation to safeguard the democratic process is subsumed by stockholders under their private property right to increase profits or when political powers seek to curtail press freedom in the name of national security.

Multimedia Journalism’s Core, Production, and Focus courses have a track record of providing the skills and knowledge to successfully apply to premier graduate schools of journalism, like the

Columbia Journalism School, Medill at Northwestern University, UC Berkeley, or Newmark at CUNY in New York City. Neil Santaniello, our University Instructor who teaches JOU 3101 News and News Reporting, and for two decades was the Environmental Reporter at the South Florida *Sun Sentinel*, is himself a Medill graduate.

- 2 -

### **Course Connection to the SCMS M.A. Program in Communication Studies**

Implementing Florida Atlantic's recent classification as a Carnegie *Research 1* and *Opportunity University*, we are now using our M.A. Program's "Professional Practice Project" Track to offer graduate students who plan to pursue a career in journalism the option of receiving their degree by creating a highly competitive portfolio consisting of a research paper, a social media video, an audio podcast, and a PowerPoint presentation.

Janna Hautala, M.A., was the first to pursue this option when graduating in May 2025. Together with this syllabus, all participants in JOU 4004 U.S. Journalism receive the latest edition of the SCMS M.A. Program brochure, which features her successful M.A. Defense on pages 24 to 25. Two of her M.A. Committee Members were Assistant Professor Dr. Ivy Ashe, who teaches the graduate Video Production Workshop, and University Instructor Dr. Kevin Petrich, who offers a graduate section of his Advanced Broadcast Journalism course (see their profiles on pages 29 and 33 of our M.A. Program brochure).

Kristan Reynolds, who took JOU 4004 in Spring 2023 and received her B.A. in Multimedia Journalism ("Summa Cum Laude") in August 2024, represents this recruitment connection between JOU 4004 and the SCMS M.A. Program, where she is a Graduate Teaching Assistant. Guided to fully utilize the cooperation between Neil Santaniello's Environmental Journalism course and "The Invading Sea" website of Florida Atlantic's Center for Environmental Studies, she published online articles even before starting her SCMS Internship there in summer 2024. She is on track to receive her M.A. degree in May 2026 with her "Professional Practice Project" titled "Fast Fashion, Social Media, and the Public Sphere." Pages 13 to 18 of our M.A. Program brochure describe her project and her work in FAU's Marine Science Lab as the first SCMS graduate SEA (Science, Education, and the Arts) Scholar. Her M.A. Committee Members will include Dr. Ashe and Neil Santaniello (see his profile in our M.A. program brochure, page 35).

Neil Santaniello is in charge of the SCMS Internships and the point person for our connection to the *Palm Beach Post* which regularly hires SCMS interns for news positions and pays them for 20 hours per week for 10 weeks. Our most successful *Palm Beach Post* intern is Lulu Ramadan, who was first hired in December 2014 and rose through the ranks to become an Investigative

Reporter in June 2019. In May 2022, she was selected as a finalist for the Pulitzer Prize in the Local Reporting category. She had been the lead reporter for the *Palm Beach Post* / *ProPublica* investigative series “Black Snow: Big Sugar’s Burning Problem.” It exposed the money-saving practice of setting for six months of every year pre-harvest sugarcane fires “to remove the leafy part of the stalk” – causing serious respiratory illnesses for the poor minority populations of Belle Glade, Pahokee, and South Bay (see the May 9, 2022 article by the *Post*’s Investigative Reporting editor Holly Baltz posted on the Canvas site for JOU 4004 in the Module “Readings”).

- 3 -

### **Course Details**

Course readings and video presentations juxtapose the fundamentally different practices of news and investigative reporting in critical and in tabloid journalism. Our class discussions begin with an overview of the course topic on August 19.

On August 21, we will discuss the first part of Lulu Ramadan’s Black Snow sugar cane burning series and view excerpts from her 2022 video presentation about the series to National Press Foundation fellows, titled “No Data? No Problem.”

On August 26 and 28, we will review examples of the award-winning investigative reporting by Wendy Rhodes. She holds a Master of Science degree from Columbia University’s Graduate School of Journalism (2018) and a B.A. in Multimedia Journalism (“Summa Cum Laude”) from Florida Atlantic University (2017). She took JOU 4004 “U.S. Journalism” in Fall 2015 and published her first articles as a freelance journalist in the *Miami Herald*, in the *Palm Beach Post*, and in the *Miami New Times* in 2016. Recently, she was hired as an Assistant Professor of the Practice in the Media & Communication Department at Old Westbury College in New York State’s University system.

In 2022, *USA TODAY* submitted her investigation of the Surfside condominium collapse for a Pulitzer Prize in Local Reporting. Grounded in her month-long on location reporting, she was able to unravel an attempted cover-up by Miami-Dade officials as an Investigative Reporter for *USA TODAY* and the *Palm Beach Post*. On December 9, 2021, she published a huge scoop when she revealed that 14-year-old Valeria Barth Gomez initially survived the Surfside collapse but died in the course of a failed seven-hour-long rescue effort.

Wendy Rhodes meticulously researched the forensic evidence that explains how the girl was trapped behind a concrete wall in the underground parking garage, into which the second-floor apartment she slept in had collapsed. For several months, her numerous public record requests had been stonewalled until a *USA TODAY* lawyer intervened. It is quite plausible to assume that the reason for the cover-up was insufficient rescue equipment which might have contributed to the girl’s horrific death. Sparks from an electric saw cutting through thick rebar possibly set ablaze a mattress next to the girl caught in the wreckage. Since the lives of the first responders

were also threatened by this fire, they were ordered by the Miami-Dade Fire Rescue (MDFR) Incident Commander to interrupt their rescue attempts. When they returned about two hours later, it was too late.

In the first five weeks after publication, Wendy Rhodes's article was viewed more than two million times, especially its Spanish-language translation by the *Palm Beach Post*. Valeria and her parents visited from Colombia and the primary residences of many condo owners were in Latin American countries. However, there was no response from MDFR's Media and Public

- 4 -

Relations Bureau or any other Miami-Dade official. Only after *USA TODAY* reported on March 11, 2022 that a MDFR employee had deliberately deleted audio files of the communications between the MDFR tactical teams and the central dispatchers as they searched for survivors in the first hours after the building collapse, did MDFR dispute the report, claiming that the files had been "inadvertently" erased. Only on April 25, more than four months after the article by Wendy Rhodes had been published, Deputy Fire Chief Raied S. Jadallah sent a very strongly worded 11-page internal rebuttal with numerous linked attachments to Fire Chief Alan Cominsky (see April 25, 2022 MDFR Memorandum posted on the JOU 4004 Canvas site under Modules: "Readings"). Three weeks later, this MDFR memo was first released to *CBS Miami* and then to all other news media.

On September 2, we will review these and additional Surfside articles (posted on the JOU 4004 Canvas site under Modules: "Readings") for the Extra Credit Assignment (two pages) about the key elements and distinguishing features of the investigative reporting by Wendy Rhodes. We will also talk about other examples of her investigative reporting like her data-driven forensic analysis of a "horrific Jeep fatality," in which the driver was not charged.

June 17, 2022 marked the fiftieth anniversary of the Watergate break-in and the start of President Richard Nixon's cover-up. On September 4, we will begin discussing this classic case study, in which Carl Bernstein and Bob Woodward, two young and unknown *Washington Post* reporters, gave the vast majority of the White House press corps "a humbling reminder of the essence of great reporting: dogged detective work that confronts and badgers sources until they cough up the clues that transform suspicion into evidence." This admission comes from Max Frankel, who as the *New York Times*'s Washington bureau chief at the time of the break-in into the Democratic National Headquarters in June 1972 was outscored by the *Post* "in Watergate scoops by at least five to one."

Before Seymour Hersh, who had won a Pulitzer Prize for his investigative reporting on the My Lai massacre, would start saving the *Times*'s honor in January 1973, only Daniel Schorr, the Watergate correspondent for CBS-TV, displayed a similar tenacity in pursuing the illegal

activities of the Nixon White House. Schorr had been hired almost two decades earlier by Edward R. Murrow, revered to this day as the “father of broadcast journalism” in the United States, who, together with Fred Friendly, was the first to use the medium of television for investigative reporting.

Course participants will study the increasingly severe political and economic pressures that Murrow and Friendly had to face when reporting on the powers that be. While Katherine Graham, the *Post*’s courageous publisher, stood firm when President Nixon abused his power to interfere with the license renewals of the *Post*’s TV stations, thus triggering a million dollars in

- 5 -

legal fees and a 50% drop of the *Post*’s stock price, CBS Chairman William Paley did not defend Schorr’s reporting when Nixon’s aide Charles Colson called and threatened interference with the license renewals of CBS TV stations. Similarly, President Lyndon B. Johnson pressured Paley in 1966 to stop Friendly’s live coverage of the Senate hearings on Vietnam by demonstrating that he knew the economics of commercial TV and could teach CBS a lesson by hurting its bottom line.

Almost three decades later, Paley’s successor Laurence Tisch had the CBS general counsel pressure the president of CBS News and the executive producer of “60 Minutes,” Don Hewitt, into redacting an interview with “Big Tobacco” whistleblower Jeffrey Wigand, because Brown & Williamson had threatened a billion dollar lawsuit. This case study will be illuminated by screening “The Insider,” in which “60 Minutes” producer Lowell Bergman is played by Al Pacino. Much to the dismay of Hewitt and correspondent Mike Wallace, who regretted that he had caved in, too.

Course participants can thus study the potential limits of investigative reports for profit-driven media. Bergman would leave CBS to become a correspondent for the series “*Frontline*,” produced by public TV station WGBH, Boston. To juxtapose the *Post*’s investigative reporting on Watergate with the phone hacking of Rupert Murdoch’s sensational tabloids, we will screen Bergman’s “*Frontline*” documentary “Murdoch’s Scandal” and analyze this classic case of a market-driven abuse of journalistic standards.

Significantly, even the *New York Times* has been increasingly unable to withstand the Wall Street pressure regarding shareholder value. Our course readings will follow the descent of the *Times* from its courageous publication of the “Pentagon Papers” in 1971 to the “Publisher’s Putsch” as well as the Lifestyle turn of 1976 and to the crisis years of 2003 to 2010. In the course of this development, the *Times*’s mission to serve the *citizen* has been curtailed by its financial need to target the *consumer*.

Nevertheless, together with the *Post*, the *Times* is the last legacy paper in the United States with a newsroom large enough to support a broad range of quality journalism. The paper's 2002 / 2003 investigation of deadly working conditions at the McWane Cast-Iron Foundries, together with PBS "Frontline" and the *Canadian Broadcasting Corporation*, literally saved lives. The reputational damage was so severe for this multinational corporation that it had to change its "McWane Way" of treating its workers. Above all, this case study demonstrates that the federal Occupational Safety & Health Administration (OSHA) needs such investigative reporting and the public attention it generates to be alerted to these abuses and to be prodded into action.

- 6 -

### Required Readings

*The JOU 4004 syllabus lists under "Schedule of Classes and Readings" (see below) the required readings for each class period. They will be published on Canvas under "Modules" as we move from one case study to the next throughout the semester.*

### Assignments and Grading

#### Course Grading Scale

Letter Grade	Letter Grade
A	94 and above
A-	90 to less than 94
B+	87 to less than 90
B	84 to less than 87
B-	80 to less than 84
C+	77 to less than 80
C	74 to less than 77
C-	70 to less than 74
D+	67 to less than 70
D	64 to less than 67
D-	60 to less than 64
F	0 to less than 60

There will be a *Midterm Paper (20% of the grade)*, and a *Final Paper (30% of the grade)*. Both will be *take-home exams*.

The other 50% of the final course grade will be divided into ***General Participation (30%)*** and a ***Specific Presentation (20%)*** – see below.

**Extra Credit:** JOU 4004 participants can receive extra credit for a two-page response to the JOU 4004 case study about the investigative reporting by Wendy Rhodes. Identify the key elements of her investigative reporting and describe what you learned by studying her journalistic techniques.

If you submit your two-page paper by **Tuesday, September 9 at 1:00 PM** as a ***Word attachment to mhofmann@fau.edu***, your **Midterm Grade** will be ***raised by a full letter grade***.

For example, a B (3.0) would be upgraded to an A (4.0).

**The instructions for the Midterm Paper** will be emailed on **September 18**. Submit your exam paper as a **Word attachment** not later than on **Thursday, October 2 at 1:00 PM**.

***Required Minimum Length: 2 pages, double-spaced, 12-point typeface. (Maximum: 3 pages).***

**The essay questions for the Final Paper** will be emailed on **November 26**. Submit your exam paper as a **Word attachment** not later than on **Tuesday, December 9 at 1:00 PM**.

***Required Minimum Length: 3 pages, double-spaced, 12-point typeface. (Maximum: 4 pages).***

***Both take-home exams*** must be ***solely*** based on the ***required course readings posted on Canvas and on your class notes***. **NO OTHER SOURCES ARE PERMITTED.**

***General Participation will count for 30% of the grade.*** Beyond regular attendance, your participation will be evaluated on the basis of your contribution to the analysis and discussion of the required readings in class.

***A Specific Presentation will count for 20% of the grade.*** In alphabetical order, students will be assigned to *individually* answer talking point questions for specific class periods. They will have three days to do so. Their ***answers to these questions about the required readings*** will form the starting point for our discussions in class.

- 7 -

***One page of answers (double-spaced, 12-point typeface) has to be emailed by 1:00 PM on the day before the assigned class presentation as a Word attachment to mhofmann@fau.edu.***

***Penalties for Late Submissions.*** Up to one hour late – no penalty (Grace Period); up to twelve hours late – 0.333 grade points will be deducted; twelve to twenty-four hours late – 0.999 grade points will be deducted; for each additional day another letter grade (1.0) will be deducted.

To give an example, a grade of A will turn into an A minus, if the paper is up to 12 hours late, into a B, if it is up to 24 hours late, into a C, if it is up to 48 hours late, and so on.



## Schedule of Classes and Readings

### Tuesday, August 19

#### Presentation & Discussion of Syllabus

Overview of Case Studies in Investigative Reporting by Bob Woodward / Carl Bernstein (*The Washington Post*), Walter Rugaber and Seymour Hersh (*The New York Times*), Daniel Schorr (*CBS News*) on “Watergate,” by Edward R. Murrow and Fred Friendly (*CBS News*) on Senator McCarthy, Migrant Workers, and Vietnam; by Neil Sheehan et al. (*The New York Times*) on the “Pentagon Papers;” by Lowell Bergman (*CBS News*) on “Big Tobacco;” by Lowell Bergman (*PBS “Frontline”*) on “Murdoch’s Scandal;” by David Barstow and Lowell Bergman (*The New York Times / PBS “Frontline”*) on Deaths on the Job at McWane Cast-Iron Foundries; by Bill Moyers (*PBS “Frontline”*) on “Two American Families.”

“The J List,” “More of American Journalism’s Top 100.” *The New York Times*, March 1, 1999, p. C 1, p. C 13.

### Thursday, August 21

#### The Investigative Reporting by Lulu Ramadan for the *Palm Beach Post / ProPublica* series “Black Snow: Big Sugar’s Burning Problem.”

##### Readings:

Lulu Ramadan. “The Smoke Comes Every Year: Sugar Companies Say the Air is Safe.” July 8, 2021; republished on August 17, 2022;

Holly Baltz. “Post/Pro Publica investigation on sugar cane burning a finalist for the Pulitzer Prize.” *Palmbeachpost.com*, published 4:38 p.m. ET May 9, 2022 / Updated 6:00 p.m. ET May 9, 2022;

### Tuesday, August 26

#### The Investigative Reporting by Wendy Rhodes on the Surfside Condominium Collapse and

- 8 -

#### her December 9, 2021 Exposure of the Cover-up of a Surfside Victim’s Death during a Failed Rescue Effort.

As first a Senior Politics and Economy Reporter and then an Investigative Reporter at the *Palm Beach Post / USA TODAY* Network, Wendy Rhodes won First Prize in Enterprise Reporting at the Best of Gannett 2020 Awards for her investigation of Mary Mosely Duke’s death “A horrific Jeep fatality” as well as First Prize in Feature Reporting (Large Papers) at the 2022 Awards of the Society of Professional Journalists for her investigation of the Neal Jacobson murders. By exposing the cover-up of the failure to rescue 14-year-old Valeria Barth Gomez, who initially survived the Surfside collapse, she continued her approach to investigative reporting based on the analysis of forensic evidence, this time working with Emily Le Coz, the regional managing editor for investigative reporting at *USA TODAY*.

### Readings:

Wendy Rhodes. “Surfside rescuers heard her voice, tried for hours to save her. Then officials buried her story.” *USA TODAY*. Published 5:30 AM EST Dec. 9, 2021 / Updated 8:49 PM EST Dec. 9, 2021;

Monique O. Madan. “Miami-Dade deleted critical audio files from Surfside collapse search-and-rescue effort.” *USA TODAY*. Published 5:18 p.m. ET March 11, 2022 / Updated 5:23 p.m. ET March 11, 2022.

### **Thursday, August 28**

#### **Rhodes’s Surfside Investigative Reporting Continued**

Raied S. Jadallah (MDFR Deputy Fire Chief). “Champlain Towers South Condominium Collapse Victim Identification Report: Theresa Velasquez, Valeria G. Barth.” Memorandum, April 25, 2022;

Marina Pitofsky. “Miami-Dade Fire Rescue officials release report on Surfside condo collapse, identify woman trapped under rubble.” *USA TODAY*. Published 10:21 p.m. ET May 17, 2022 / Updated 7:38 p.m. ET May 18, 2022;

Christine Chung. “Woman Heard in Surfside Rubble is Identified.” *The New York Times*, May 19, 2022, A 23 (“Woman Whose Voice Was Heard in Surfside Rubble is Identified.” [www.nytimes.com](https://www.nytimes.com)., May 18, 2022).

### **Tuesday, September 2**

#### **Review for the Extra Credit Assignment about the Key Elements of the Investigative Reporting by Wendy Rhodes.**

Additional focus on her month-long reporting from the Champlain Towers South condo collapse site in Surfside - talking to victims’ families, survivors, friends, religious leaders, acquaintances, town, county, and federal officials as well as to rescue & recovery experts like Lt. Col. Golan Vach and building collapse investigators like Allyn Kilsheimer (KCE Structural Engineers) who analyzed the Florida International University bridge collapse in 2018, the Oklahoma City

- 9 -

bombing in 1995, the 9/11 attack on the Pentagon, and more than 30 other collapses around the world. She also posted video reports on Twitter, especially @USATODAY#miamicollapse.

### Readings:

#### ***Palm Beach Post* Articles by Wendy Rhodes:**

“A horrific Jeep fatality – and PBSO probe – remain frustrating, perplexing to family.” Posted Feb. 7, 2020 at 8:05 AM;

“‘Treat her gently’: How an Israeli military search team helped recover Surfside victims,” published online, July 26, 2021, 8:00 a.m. ET, updated August 2, 2021, 11:29 a.m. ET;

“Six feet from safety, beloved couple were lost in Surfside collapse,” published online, July 18, 2021, 10:13 p.m. ET, updated July 19, 2021, 3:37 p.m.;

“Surfside condo collapse: Once together in mourning, Surfside now fuming; aims to sue county,” published online, August 12, 2021, 6:16 a.m. ET.

#### **Thursday, September 4**

#### **The 1972 “Watergate” Break-In and Cover-Up as the Classic Case Study of Investigative Reporting**

##### Readings:

Jon Marshall. *Watergate’s Legacy and the Press: The Investigative Impulse*. Evanston, ILL, Northwestern University Press, 2011, pp. 73 – 83; Todd S. Purdum. “‘Deep Throat’ Unmasks Himself: Ex-No. 2 at F.B.I.” *The New York Times*, p. A1, p. A16; Douglas Martin. “Kenneth H. Dahlberg, 94, Link in the Watergate Chain.” *New York Times*, October 9, 2011, p. A28.

#### **Tuesday, September 9**

#### **The “Watergate” Case Study Continued**

##### Readings:

Jon Marshall. *Watergate’s Legacy and the Press*, pp. 83-94; Daniel Schorr. *Staying Tuned: A Life in Journalism*. New York, NY: Washington Square Press, 2001, pp. 241-248; Todd. S. Purdum. “Ronald L. Ziegler, Press Secretary to President Nixon, Is Dead at 63.” *The New York Times*, February 12, 2003, p. C 15; Douglas Martin. “Walter Cronkite, 92, Dies: Trusted Voice of TV News.” *The New York Times*, July 18, 2009, p. A1, p. A15.

#### **Extra Credit Assignment (Word Attachment) Due at 1:00 PM**

#### **Thursday, September 11**

#### **Investigative Reporting in the Public Interest: *The Washington Post* vs. *The New York Times***

##### Readings:

Jon Marshall. *Watergate’s Legacy and the Press*, pp. 94-108; Daniel Schorr. *Staying Tuned: A*

- 10 -

*Life in Journalism*, pp. 248 – 254; Robert D. Hershey Jr. “Daniel Schorr, Aggressive Broadcast Reporter and Commentator, Is Dead at 93.” *The New York Times*, July 24, 2010, p. A1, p. A16.

#### **Tuesday, September 16**

#### **Investigative Reporting in the Public Interest Continued**

##### Readings:

Robert Miraldi. *Seymour Hersh: Scoop Artist*. Lincoln, Nebraska: Potomac Books / University of

Nebraska Press, 2013, pp. 144 – 156; Seymour M. Hersh. *Reporter: A Memoir*. New York, NY: Alfred A. Knopf, 2018, pp. 173 – 184.

## **Thursday, September 18**

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### **Review of Midterm Paper Topics**

#### Readings:

Harrison E. Salisbury. *Without Fear or Favor: The New York Times and Its Times*. New York, NY: Times Books, 1980, pp. 426 – 436; Max Frankel. *The Times of My Life and My Life with The Times*. New York, NY: Random House, 1999, pp. 343 – 346.

#### ***Email: Instructions for the Midterm Take-Home Exam***

## **Tuesday, September 23**

### **Sensational News as a Marketing Tool: Phone Hacking at Rupert Murdoch's Tabloids**

Sarah Lyall. "Murdoch Closing Tabloid Linked to British Hacking: Former Editor Who Became Spokesman for the Prime Minister May Face Arrest." *The New York Times*, July 8, 2011, p. A 1, p. A 9; Sarah Lyall. "British Inquiry Told Hacking Is Worthy Tool." *The New York Times*, November 30, 2011, p. A1, p. A3; Alan Cowell and Katrin Bennhold. "Former Editor Gets 18 Months in Phone Hacking." *The New York Times*, July 5, 2014, p. A 9.

## **Thursday, September 25**

### **Sensational News Continued**

#### Readings:

Walter Lippmann. *Public Opinion*. First published in 1922. New York, NY: Free Press, 1997, Ch. 21 "The Buying Public;" John F. Burns and Amy Chozick. "New Sunday Edition Signals That Murdoch Is Now Fighting Back." *The New York Times*, February 26, 2012, p. A 7; John F. Burns. "Murdoch Paper Defies a Warning, Exposing Prince Harry." *The New York Times*, August 25, 2012, p. A 7; Amy Chozick. "Big Loss at News Corp. In Its Publishing Unit." *The New York Times*, December 22, 2012, p. B 3.

- 11 -

## **Tuesday, September 30**

### **The Origins of U.S. Broadcast Journalism: Radio**

#### Reading:

Alexander Kendrick. *Prime Time: The Life of Edward R. Murrow*. Boston, MA: Little, Brown and Company, 1969, Ch.6 "London is burning, London is burning" (Excerpt).

## **Thursday, October 2**

### **The Origins of U.S. Broadcast Journalism: TV**

Reading:

Alexander Kendrick. *Prime Time: The Life of Edward R. Murrow*, Ch. 2 “The Terror is Right Here in This Room,” pp. 35-69.

**Midterm Take-Home Exam (Word Attachment) Due at 1:00 PM**

**Tuesday, October 7**

**The Development of the Edward R. Murrow Tradition at CBS Television**

Readings:

Fred W. Friendly. *Due to Circumstances Beyond Our Control...* New York, NY: Vintage Books, 1967. Ch. 3 “The Strange Death of *See It Now*,” pp. 68-98.

**Thursday, October 9**

**The Murrow Tradition at CBS Television Continued**

Readings:

Friendly, Ch. 4 “The Strange Birth of *CBS Reports*,” pp. 99-113; Friendly, Ch. 5 “As Murrow and Smith Go...,” pp. 114-128.

**Tuesday, October 14**

**Power and Profit vs. Live Reports: The Controversy over the Coverage of the U.S. Senate Foreign Relations Committee Hearings on Vietnam**

Reading:

Friendly, Ch. 9 “Air Time for Vietnam,” pp. 213-240; Robert S. McNamara. *In Retrospect: The Tragedy and the Lessons of Vietnam* (with Brian VanDeMark). New York, NY: Times Books / Random House, 1995 (Maps of Vietnam Battlefields; Chronology); Seth Mydans. “Nguyen Cao Ky, South Vietnam Leader, Dies at 80.” *The New York Times*, July 24, 2011, A 21.

**Thursday, October 16**

**Friendly’s Resignation as CBS News President**

Reading:

Fred W. Friendly, Ch. 9 “Air Time for Vietnam,” pp. 240-265.

- 12 -

**Tuesday, October 21**

**Seymour Hersh’s Investigative Reporting on the My Lai Massacre**

Readings:

Seymour M. Hersh. “Lieutenant Accused of Murdering 109 Civilians,” *St. Louis Post-Dispatch*, November 13, 1969; Seymour M. Hersh. “Hamlet Attack Called “Point-Blank Murder,” *St. Louis Post-Dispatch*, November 20, 1969; Seymour M. Hersh. “Ex-GI Tells of Killing Civilians at Pinkville,” *St. Louis Post-Dispatch*, November 25, 1969; Sam Roberts. “Larry Colburn, Who Helped Stop The Massacre at My Lai, Dies at 67.” *The New York Times*, December 17, 2016, A 19.

**Thursday, October 23**

**Daniel Ellsberg's Leaking of the "Pentagon Papers" to Neil Sheehan, *The New York Times* Readings:**

Harrison E. Salisbury. *Without Fear or Favor: The New York Times and Its Times*. New York, NY: Times Books, 1980, pp. 3 – 24; Daniel Ellsberg. "Lying About Vietnam." *The New York Times*, June 29, 2001, A 27; Leslie H. Gelb. "Misreading the Pentagon Papers." *The New York*

**Tuesday, October 28**

**Public Journalism vs. Private Shareholders: How Power and Profit Changed *The New York Times* after 1976**

Reading:

Edwin Diamond. *Behind the Times. Inside the New New York Times*. Chicago, ILL.: The University of Chicago Press, 1995. Ch. 4 "The Changes: 2. Safe Times, pp. 113-141.

**Thursday, October 30**

**The Changed *New York Times* Continued**

Reading:

Diamond, Ch. 5 "The Changes: 3. Money Times," pp. 146-166.

**Tuesday, November 4**

**Competing in a Multimedia Environment: *The New York Times* after 2000**

Reading:

Howell Raines. "My Times." *The Atlantic Monthly*. Vol. 293. No. 4 (May 2004), pp. 48-81.

**Thursday, November 6**

**Growing Digital Journalism: Major Challenges for *The New York Times***

Readings:

Anthony Bianco. "The Future of the New York Times." *Business Week*, January 17, 2005, pp. 64 – 72; Douglas McCollam. "Sulzberger at the Barricades." *Columbia Journalism Review*, July/August 2008, pp. 24-31; Michael Hirschorn. "End Times: Can America's paper of record

- 13 -

survive the death of newsprint? Can journalism." *The Atlantic Monthly*, January/February 2009, [www.theatlantic.com/magazine/archive/2009/01/end-times/307220/](http://www.theatlantic.com/magazine/archive/2009/01/end-times/307220/) (8 pages).

**Tuesday, November 11**

***Veteran's Day/ No Classes***

**Thursday, November 13**

**Big Tobacco vs. CBS-TV: No Airtime for "Sixty Minutes" Interview with Whistleblower Jeffrey Wigand**

Readings:

“Anatomy of a Decision,” <http://www.pbs.org/wgbh/pages/frontline/smoke/cron.html>, pp. 1-6;  
“A Talk with Lowell Bergman,” <http://www.pbs.org/wgbh/pages/frontline/smoke/bergman.html>,  
p. 1-7; Don Hewitt. *Tell Me A Story: Fifty Years and 60 Minutes in Television*. New York, NY:  
PublicAffairs, 2002, Ch. 11 “Big Tobacco,” pp.192 – 210; CBSNews.com. “60 Minutes: Mike  
Wallace,” <http://www.cbsnews.com/stories/1998/07/09/60minutes/main13549.shtml>

**Tuesday, November 18**

**David Barstow and Lowell Bergman’s Nine-Month Examination of Deaths on the Job at**

**McWane Cast-Iron Foundries for *The New York Times*, PBS “Frontline” (WGBH Boston),  
and the *Canadian Broadcasting Corporation***

Reading:

David Barstow and Lowell Bergman. “At a Texas Foundry, An Indifference to Life.” *The New  
York Times*, January 8, 2003, [www.nytimes.com/2003/01/08](http://www.nytimes.com/2003/01/08) (14 pages).

**Thursday, November 20**

**Investigative Journalism Saves Lives: How International Exposure Changed “the McWane  
Way”**

Readings:

David Barstow and Lowell Bergman. “A Family’s Fortune, a Legacy of Blood and Tears.” *The  
New York Times*, January 9, 2003, [www.nytimes.com/2003/01/09](http://www.nytimes.com/2003/01/09) (14 pages); David Barstow and  
Lowell Bergman. “Deaths on the Job, Slaps on the Wrist.” *The New York Times*, January 10,  
2003, [www.nytimes.com/2003/01/10](http://www.nytimes.com/2003/01/10) (15 pages).

**Tuesday, November 25**

**Review of Final Paper Topics**

***Email: Essay Questions for the Final Take-Home Exam***

- 14 -

**Thursday, November 27**

***Thanksgiving: No Classes.***

**Tuesday, December 2**

***Reading Day: No Classes.***

**Thursday, December 4**

***Final Exams: No Classes.***

**Tuesday, December 9**

**Final Take-Home Exam (Word Attachment) Due at 1:00 PM**

(As our class discussions progress through the semester, there can be changes in the schedule of classes and readings.)

**Privacy Regulations**

Recorded lectures with students, in which their name, voice, and/or video is used, *must not be downloaded or reused in any other course section, or semester, or shared with anyone outside of those registered for that particular class.*

Doing so is a violation of student privacy and federal **Family Educational Rights and Privacy Act (FERPA)** regulations.

**Recording Lectures**

Recordings of class lectures may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

- 15 -

**Code of Academic Integrity**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. *Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh*



***penalties are associated with academic dishonesty.*** For more information, see [http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity)

### **Attendance Policy**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

### **Disability Policy**

In compliance with the Americans with Disabilities Act (ADA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the FAU Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter. *For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/)*

### **Counseling and Psychological Services (CAPS) Center**

FAU's Counseling and Psychological Services (CAPS) Center offers FAU students a wide range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. *For more information, please visit the CAPS website at <http://www.fau.edu/counseling/>*

### **Artificial Intelligence Preamble**

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work. FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [Policy 12.16 Artificial Intelligence].

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the Florida Atlantic Code of Academic Integrity, Regulation 4.001.

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

The use of AI to assist in any work assigned in this specific course is prohibited.