WS 292N : WGSS Reads the News

Fall 2018

Tues, Thurs, 1:00 – 2:15 pm, Bartlett 206

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"My desire to be well-informed is currently at odds with my desire to remain sane."

I. COURSE DESCRIPTION

Each day we are consumed by information about the world – through newspapers, television, social media, magazines, websites, blogs, and conversations with friends and family. Increasingly, we have a polarized world where "news" itself has become the topic of news – is it real or fake, too much or too little? This course emerged because we found ourselves longing for avenues to discuss the news – so a course on the news with curious, intelligent, and interested students seemed a great idea! During each class, we will discuss the news. We hope to combine discussions of world and local news alongside developing critical media skills. How can we bring our critical thinking skills to bear on analyzing news sources and stories? What are the social and political contexts of these accounts? In an era with news writing Bots, who or what is a reporter or journalist? What is a reliable source? Why do some news stories instantly travel world wide and others require intense digging? Whose stories are always covered, and whose are marginalized? How do differences of race, class, gender, sexuality, ethnicity, and nationality impact the news – its readers, writers and subjects? Together we will evaluate news stories and sources and share tips on finding and filtering information.

II. TEXTS

The primary goal of this course is following, reading, watching and discussing the news. Of course there are a lot of news sources and reporting today. During the first weeks of class, we will develop a plan for what each of us will read, watch or follow. Reading the news will take time and effort. To compensate, assigned readings are fewer than usual, but following the news is a consistent expectation.

There is no text book for the course. However, do read the New York Times at least three times a week, paying careful attention to the front page and most prominent stories. We will talk about this regularly in class. You can subscribe for free using your UMass email, details here: https://www.library.umass.edu/news/electronic-resources/new-york-times-academic-pass-subscription/

In addition we encourage you to read and watch and listen to as much news as you can. The library has a number of sources, for example here is their site on "Fake News" with links to tools that may help: https://guides.library.umass.edu/fakenews

All the course readings (or links to readings) are available on Moodle.

MOODLE: We will use Moodle throughout the course. Surprise extra credit assignments, news and information will be posted on Moodle. Once you register for the course, you will automatically be added to the course on Moodle. Use your IT username and password to sign into the course. Please contact IT if you have any problems.
Readings are available online on Moodle (organized by week)
In the News! We will email and post on Moodle news stories that pertain to the themes of the class. In addition, you are also required to post articles on the discussion board.

III. COURSE REQUIREMENTS

This is largely a discussion-based class. We will discuss, debate, and decipher the news – all kinds of news. In the first weeks of class, we will discuss various ways to follow the news. It is incumbent on you to follow whatever strategy you have chosen. It is essential that you complete the readings and reflect upon them before coming to class, and be prepared to contribute to the discussion. Half of each class will focus on discussing the news and the other half on building some tools of analysis - critical reading, historical background, politics of information, shifting patterns of news reporting and consumption. Your attendance and participation are required for the entire session of each class meeting. Our sincere hope is for animated and engaged discussion, and we hope it will be fun, thoughtful, and energizing!

ATTENDANCE: Your attendance & participation is **required** for the entire session of each class. More than 3 unexcused absences will reduce your grade.

GUIDELINES FOR ASSIGNMENTS: In your writing for this class, you will be asked to respond to the issues and topics we are studying. We want BOTH your opinion and your analysis based on the readings and the class discussions:

➢   *One Analytic Paper (10%):* Pick any of the news stories posted on Moodle and analyze the article using class readings and discussion. The paper should be 2-3 pages long (double spaced, standard margins). You must refer to course readings in this paper. Details in class and posted on Moodle. This analytic paper is due anytime between 9/18 and 10/18 (your paper should reflect the material we have covered up to that point).
➢   *An Election Paper in Two Parts (10%):* This paper is due in two parts, the first on November 1, the second part on November 8.   Write 1-2 pages prior to the mid term election and 1-2 pages after. Look at the coverage overall and then select a particular set of races you want to follow. The first 1-2 pages are due (no exceptions!) November 1. Explain what you are planning to follow (which races and why) and give a prediction for how you think the coverage will go. For the November 8 class turn in the 2nd 1/2 of the paper, 1-2 pages on the election coverage. Were your predictions accurate? Did anything surprise you? Use class readings in your analysis.
➢   *Final Project – Paper and presentation (20 + 10 = 30%):* A final project, 8-10 pages (details in class and Moodle) is due on December 6. The project will focus on the "topic" you picked during the first weeks of classes as your focus during the term. In addition to the

paper, you will do a short 10 minute presentation – aimed at a first year UMass Audience – on what you have discovered about following the news with your topic – how can we teach others to tell real from fake and strain the "spin" from the facts. What are the historical contexts to our discussions, and what critical thinking skills would you introduce?   What are the key ideas, articles and analyses that you would introduce? What is vital context for understanding the topic?   The project requires you to do analytic work focusing on class discussions and material, as well as library research for background on your topic (especially if it is a topic we have not covered in class). The paper is due in class on the day of your presentation. The paper will count for 20% of your grade and the presentation 10% of your grade. A topic and brief abstract are due on October 2.

➢ *Discussant Essay and Presentation (5 + 5= 10%):* You will sign up to introduce the news one week during the semester. For this week, read the newspaper carefully and introduce the key news items, presenting them in the context of our readings and the critical tools we have covered up to that point. Two page paper, due the day you present.

➢ *In-Class Writing and Show & Tell (10%):* We will periodically have brief in class writing assignments based on the readings assigned for the class and the class discussion. If you have done the readings these will be a breeze. We will do this several times typically at the start of class. Your 2 lowest scores will be dropped. Throughout the syllabus you will see signs for "show and tell." Here we will ask you to bring a relevant news article on the topic to class and be ready to discuss it.

➢ *Class Participation (20%):* Class participation (quality not quantity!) counts for 20% of your grade. Participation includes discussions in small and large groups, written reflections and all in class activities. Once during the semester, you will work as a group to help shape class discussion. Details on Moodle.

➢ *Your Topic in the News (10%):* During the first few weeks in class, you will pick a "topic" that you wish to follow. At least three times during the semester, you are required to post (on Moodle) a story from the news connecting your topic to the news. Include a brief explanation/comment. **Do at least one posting and two responses to other postings prior to October 23. Each of these posts counts for 2% of your final grade.** You should respond to someone else's posting at least 4 times during the semester; each of your postings counts for 1% of your final grade. More details on Moodle.

➢ *Extra Credit:* Throughout the semester, we will post events in the five colleges relating to the concepts and ideas of the course. You can attend an event and write a 2 page summary for a 2% extra credit. The summary must be turned in within one week of the event. You can earn up to 6% in extra credits for the semester.

GROUND RULES FOR DISCUSSION: We are aware that these are polarizing times. Many have deep felt beliefs, and are personally and emotionally affected by events in the world. It is imperative that while we encourage spirited debate, we are also respectful of each other. We may disagree with each other, but we hope we can conduct this debate by focusing on the issues and the news, and not making them personal. We cannot fully understand an issue without understanding the many issues that shape it – our hope is to move beyond our initial responses and to consider issues in their complexities. Throughout the semester we will work to develop arguments and positions in class discussions and written work – if you have any concerns or are feeling uncomfortable, please come see the instructors immediately. We mean to create an environment that is open, inviting, spirited and respectful of all views.

During the semester, we will discuss many issues that deal with the complexities of the world. Sometimes, these debates may get heated. In general, we ask that you approach the discussions with openness, curiosity, and respect. Listen--don't speak for others--don't assume a speaker represents an entire group--practice mutual respect, approach one another with curiosity. We hope we can create a climate of engaged and intellectual debate without personal attacks. At any time of the semester if you are uncomfortable or have suggestions, please see the instructors.

WGSS classes are a place where issues of sexual violence and other sexual misconduct are discussed as a matter of course. It's not a taboo subject, and feminists have long worked to develop theory and activism around sexualized violence, including rape, dating violence, child sexual abuse, and the like. If you want to discuss your own personal experiences of sexual violence in a class, we don't consider that a "report" covered by Title IX (although if you want faculty help and support in reporting sexual violence, we are here to help you do that). Other available resources on campus for addressing sexual violence include both confidential and non-confidential resources—non-confidential resources will keep your concerns private but will report your concerns to the Title IX coordinator, or, the Dean of Students Office who will provide you with different options to assist you. Confidential resources will keep your concerns confidential and will provide you support, assistance in addressing safety concerns as well as other services such as providing you with an advocate. The resources can be found at www.umass.edu/titleix/.

There is a long history of dialogue and activism around how we address one another, with respect to both names and pronouns. Students should be referred to by the name they prefer, and with the proper pronunciation, by faculty and other students. We will gladly honor your request to address you by the name you prefer and gender pronouns that correspond to your gender identity. Please advise us of your name's proper pronunciation, and any name or pronouns not reflected by the record in Spire early in the semester so that we may make appropriate changes to the records.

ACCOMMODATION POLICY STATEMENT: The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS) or the Center for Counseling and Psychological Health (CCPH), please notify us within the first two weeks of the semester so that we may make appropriate arrangements. For more information, please contact Disability Services at: http://www.umass.edu/disability/

STATEMENT OF ACADEMIC HONESTY: The course will strictly follow the university policy on Academic Honesty: See the University Academic Honesty Policy:
https://www.umass.edu/honesty/

WGSS HAS A WRITING TUTOR:
You can access everything you need to know about WGSS Writing Tutoring (announcements, session sign ups, resources, office hours, updates, a writing blog, etc.) on the Tutoring Website, www.wgsswritingtutor.com. Email: wgsswritingtutor@gmail.com.

IV: SCHEDULE

As you will see if you follow the schedule, we begin with some general discussion about the news (Weeks 1-6).

During the first few weeks, each of you will pick a topic/theme you want to focus on during the semester. We invite you to be adventurous and follow your interests. To guide you, we have some suggestions. Select a topic, for example: (1) reproductive politics, especially the "right to choose" (big in the news with the new Supreme Court nominee); (2) climate change and environmental issues; (3) Rise of populism (in the U.S. and/or globally); (4) immigration and/or labor; (5) Race and Racism; (6) Queer movements; (7) Election coverage (following a politician, new generation of activists running for office, polling data, demographic patterns of voting, voter suppression efforts etc.) This will be your final project topic.

During Weeks (7-8) we will cover two "topics" to guide you on your final project should you choose a specialized topic. You are not bound by the topics we cover. Do see us if you have questions.

During weeks (9-14) we continue our discussion on the news and build our critical skills.

As the nature of this class is the news itself, we will augment the schedule given world events and press coverage.

Week I: Setting the Stage – Introductions and Background

Tuesday, Sept 4 – Where Do You Get Your News? What are the Issues?

(In Class Discussion: Sample the News with news clips and stories)
Introductions and begin to think about topics in addition to Reproductive Politics and Climate Change. Read the New York Times and other sources. Follow the coverage of the Supreme Court nomination process (hearings are scheduled to begin today).

*Thursday, Sept 6 – **Where can you get the news?** Discussing News Sources (national patterns of news consumption)*

- News Sources, *Pew Research Center*: http://www.pewresearch.org/topics/news-sources/ (Read the top 5 on this list)
- The Media Insight Project, "How Millennials Get News," March 2015.
- Laura Marjorie Miller, "Down the Rabbit Hole," *UMass Magazine*, Summer 2018: https://www.umass.edu/magazine/summer-2018/fake-news?utm_source=newsletter&utm_medium=email&utm_campaign=summer18magazine&utm_content=rabbithole
- Donald Barclay. "The Challenge facing libraries in an era of fake news," *The Conversation*: https://theconversation.com/the-challenge-facing-libraries-in-an-era-of-fake-news-70828
- Craig Silverman, "This is how hyperpartisan Political News Gets Made," *BuzzFeed*, Feb 27, 2017: https://www.buzzfeednews.com/article/craigsilverman/how-the-hyperpartisan-sausage-is-made

Week II: The Politics of "Bias": Unpacking True and Fake News

Tuesday, Sept 11 –Unpacking True and Fake News

- Craig Silverman, "50 of the Biggest Fake News Hits On Facebook from 2016." *BuzzFeed News*, Dec 30, 2016: https://www.buzzfeednews.com/article/craigsilverman/top-fake-news-of-2016#.igyGKLZDG
- Claire Wardle, "Fake News. It's Complicated." *First Draft*: Feb 16, 2017: https://medium.com/1st-draft/fake-news-its-complicated-d0f773766c79
- Amanda Kooser, "Jordan Peele turns Obama into foul-mouthed fake news PSA." *CNet.com*: https://www.cnet.com/news/jordan-peele-buzzfeed-turn-obama-into-foul-mouthed-fake-news-psa/
- "Detecting 'deepfake' videos in the blink of an eye," *The Conversation*, Aug 29, 2018: https://theconversation.com/detecting-deepfake-videos-in-the-blink-of-an-eye-101072
- Sapna Maheshwari, "How Fake News Goes Viral: A Case Study," *New York Times*, Nov 20, 2016: https://www.nytimes.com/2016/11/20/business/media/how-fake-news-spreads.html
- Jacob Soll. "The Long and Brutal History of Fake News," *Politico* Dec 18, 2016.

Thursday, Sept 13 – A Feminist Analysis: A Brief Introduction

- Michelle Tracy Berger, "Introduction to Women's Studies: So You Want to Change the World," *Ms Magazine*: http://msmagazinedigital.com/ReaderPreview.pdf (Read all the short Introductions and all the articles link to the following: (The 2016 Elections, Chapter 2 & 3)

Week III: The Politics of "Truth"

Tuesday, Sept 18: The Politics of Truth
Guest speaker, Lisa Di Valentino, Law and Public Policy Librarian, W. E. B. Du Bois Library

- Sean Illing. "Are we a post truth society?" *Vox News*, Aug 14, 2018: https://www.vox.com/2018/8/14/17661430/trump-post-truth-politics-philosophy-simon-blackburn

- Andrew Higgins et al. 2016. "Inside the Fake News Sausage Factory" *New York Times*, Nov. 25, 2016: https://www.nytimes.com/2016/11/25/world/europe/fake-news-donald-trump-hillary-clinton-georgia.html
- Caitlin Dickerson. "How Fake News Turned a Small Town Upside Down." *New York Times*, September 26, 2017: https://www.nytimes.com/2017/09/26/magazine/how-fake-news-turned-a-small-town-upside-down.html

Tuesday, Sept 20: What is Truth?

- Brian Resnick, "What Roy Moore's Campaign Can Teach Us," *Vox*, Dec 12 2017: https://www.vox.com/science-and-health/2017/12/11/16737742/roy-moore-alabama-psychology-voters
- Sean Illing. "What is the future of news? Bleak, probably," *Vox*, March 23, 2018: https://www.vox.com/conversations/2016/11/28/13714596/donald-trump-fake-news-journalism-social-media-snopes
- Glenn Kessler. "Rapidly expanding fact-checking movement faces growing pains." *Washington Post*, June 25 2018: https://www.washingtonpost.com/news/fact-checker/wp/2018/06/25/rapidly-expanding-fact-checking-movement-faces-growing-pains/?utm_term=.27ce2572f6b0

Week IV: Real, Fake News, and Fact Checking

Tuesday Sept 25 – Why We Believe Fake News:

- Jeff Stibel, "Fake News: How our brains lead us into echo chambers," *USA Today*, May 15, 2018: https://www.usatoday.com/story/money/columnist/2018/05/15/fake-news-social-media-confirmation-bias-echo-chambers/533857002/
- Katy Steinmetz, "How Your Brain Tricks You Into Believing Fake News," *Time Magazine*, August 9, 2018: http://time.com/5362183/the-real-fake-news-crisis/?utm_source=time.com&utm_medium=email&utm_campaign=social-button-sharing
- Saroush Vasoughi et al. "The Spread of True and False News Online," *Science*, March 9, 2018: http://science.sciencemag.org/content/359/6380/1146
- Joshua Zeitz. "Lessons from the Fake News Pandemic of 1942," *Politico Magazine*, March 12, 2017: https://www.politico.com/magazine/story/2017/03/lessons-from-the-fake-news-pandemic-of-1942-214898

Thursday, Sept 27 – The Information Age and Information Eco-Systems
(Twitter, Youtube and more)

Guest Speaker: Kate Freedman, Undergraduate Education and History Librarian, W. E. B. Du Bois Library

- Erin Brodwin, "There's a fascinating new explanation for why fake news goes viral," *Business Insider*, June 26, 2017: https://www.businessinsider.com/why-fake-news-spreads-study-2017-6
- Amy Mitchell et al. "The Modern News Consumer" *Pew Research Center*

- Andrew Kohut et al "In Changing News Landscape, even television is Vulnerable," *Pew Research*. (for Class read pages 1-15. There is a lot of interesting information, so we encourage you to skim the whole report): http://assets.pewresearch.org/wp-content/uploads/sites/5/legacy-pdf/2012%20News%20Consumption%20Report.pdf
- "Why online politics gets so extreme so fast," *The Ezra Klein Show* Podcast: Listen to at least the first 15 minutes. https://art19.com/shows/the-ezra-klein-show/episodes/109611fa-b762-49ba-a954-0489a827ed06

Week V: Critical Tools for Media Analysis

October 2: Tools to Evaluate the News

- Jessica Bennett, Our New Gender Editor Answers Your Questions, *New York Times*, Dec 13, 2017: https://www.nytimes.com/2017/12/13/reader-center/jessica-bennett-our-new-gender-editor-answers-your-questions.html,
- EVALUATING RESOURCE GUIDE: http://guides.lib.berkeley.edu/evaluating-resources
- Research Tools: https://callingbullshit.org/tools/tools_legit.html
- Factcheck.org: https://www.factcheck.org/wp-content/cache/wp-rocket/www.factcheck.org/2016/11/how-to-spot-fake-news//index.html_gzip
- Choosing the Best Sources: https://guides.library.utoronto.ca/c.php?g=251905&p=1675733
- Fake News, Misinformation, and Propaganda: https://guides.library.harvard.edu/fake
- Factfulness: https://www.gapminder.org/factfulness/
- Media bias chart: http://www.adfontesmedia.com/
- Tips to Spot False News: https://www.facebook.com/help/188118808357379?qp_instance_log_data
- Read this critically – Facebook ad on Facing Facts: https://newsroom.fb.com/news/2018/05/inside-feed-facing-facts/#watchnow

Thursday, October 4 How Different Sources Cover And Prioritize Stories

- Rick Noack, "Trump complained about his Google Results. Good thing he didn't try to search from Europe." *Washington Post,* August 29, 2018: https://www.washingtonpost.com/world/2018/08/29/trump-complained-about-his-google-results-good-thing-he-didnt-try-that-search-europe/?utm_term=.3b9d49f18f6e
- Kevin Uhrmacher et al. June 9, 2017. "Seven Telling Moments in the cable news coverage of Comey's hearing." *Washington Post,* June 9, 2017: https://www.washingtonpost.com/news/the-fix/wp/2017/06/09/seven-telling-moments-in-the-cable-news-coverage-of-the-comey-hearing/?utm_term=.4e1681d35642
- Alvin Chang, "Why Fox News Limited Coverage of the Raid of Trump's Lawyers' Office." *Vox News,* April 1, 2018: https://www.vox.com/2018/4/12/17224088/fox-news-fbi-raid-cohen-stormy-daniels
- Philip Bump. "Here's how much more cable and broadcast news talked about Roseanne than Puerto Rico." *Washington Post,* June 1, 2018: https://www.washingtonpost.com/news/politics/wp/2018/06/01/heres-how-much-more-cable-and-broadcast-news-talked-about-roseanne-than-puerto-rico/?utm_term=.79318e414836

WEEK VI: The Politics of Conspiracy Theories

Tuesday, Oct 9 (Monday Schedule, no class)

Thursday, Oct 11 – The Politics of Conspiracy Theories and How to Keep Calm
Guest speaker: Linda D. Scott, Ph.D., Interim Co-Director, Center for Counseling and
Psychological Health, Psychologist

- Jesse Walker, "Belief in Conspiracies" Reason, Oct 25, 2016:
  http://reason.com/blog/2016/10/25/pollsters-made-up-a-conspiracy-theory-an
- Russell Muirhead and Nancy Rosenblum. "The New Conspiracists," *Dissent*, Winter 2018:
  https://www.dissentmagazine.org/article/conspiracy-theories-politics-infowars-threat-democracy
- Brendan Nyhan, "Why More Democrats are New Embracing Conspiracy Theories," *New York Times,* Feb 15, 2017: https://www.nytimes.com/2017/02/15/upshot/why-more-democrats-are-now-embracing-conspiracy-theories.html
- Linda Qiu. "Do Women Have to Register for the Draft?" *New York Times*, April 26, 2017:
  https://www.nytimes.com/2017/04/26/us/politics/fact-check-women-register-for-draft.html?smid=tw-share
- https://www.npr.org/2018/08/22/640883503/long-before-facebook-the-kgb-spread-fake-news-about-aids
- Laura Skenazy. "When Fear of Strangers is Fatal," *New York Times*, Aug 23, 2018:
  https://www.nytimes.com/2018/08/23/opinion/stranger-fear-children-kidnapping-india.html

WEEK VII: Breaking down a topic: REPRODUCTIVE POLITICS

Tuesday, Oct 16 – What is at stake in reproductive politics?

- Carrie Baker, "Breaking Down how All Politics Became Reproductive Politics: A Conversation with Laura Briggs." *Ms Magazine*, November 7, 2017:
  http://msmagazine.com/blog/2017/11/07/breaking-politics-became-reproductive-politics/
- Marlene Gerber Fried, "Reproductive Rights Activism After Roe," In *Radical Reproductive Justice: Foundations, Theory, Practice, Critique*, edited by Loretta Ross, Lynn Roberts, Erika Derkas, Whitney Peoples, Pamela Bridgewater. Feminist Press.
- Kalpana Wilson, "The 'New' Global Population Control Policies: Fueling India's Sterilization Atrocities." *Different Takes*, No 87, Winter 2015:
  https://dspace.hampshire.edu/bitstream/10009/940/1/popdev_differentakes_087.pdf
- Michelle Berger, "Introduction to Women's Studies: So You want to Change the World," *Ms Magazine*: http://msmagazinedigital.com/ReaderPreview.pdf (Read Chapter 4 and all the articles linked to it)

Thursday, Oct 18 – Show and Tell: Tracking the News

- Following the News on the Confirmation of New Supreme Court Justice Brett Kavanaugh – How did the issue of Reproductive Justice play out in the confirmation process?
  LAST POSSIBLE DATE TO TURN IN ANALYTIC PAPER

WEEK VIII: Breaking down a topic:
ENVIRONMENT AND CLIMATE CHANGE

Tuesday, Oct 23 – How the environment became politicized

- Naomi Oreskes and Erik Conway, 2010. "Doubt Is Our Product," *In Merchants of Doubt: How a Handful of Scientists Obscured the Truth On Issues*. Bloombury Press. (excerpts)
- Raymond Bradley. "Global Warming and Political Intimidation." Introduction
- Cass Sunstein et al. "How People Update Beliefs about Climate Change: Good News and Bad News: http://cornelllawreview.org/files/2017/10/Sunsteinetal.final_.pdf
- Ed Lavandera and Jason Morris. "As the seas around them rise, fisherman deny climate change," *CNN,* May 31, 2017: https://www.cnn.com/2017/04/20/us/louisiana-climate-change-skeptics/

Thursday, Oct 25 – Show & Tell: Tracking the News on Climate Change

- Show and Tell – Bring articles to class

WEEK IX: Election Coverage – Class Discussion

Tuesday, Oct 30 – Fact Checking

- Brendan Nyhan, "Fact-Checking Can Change Views?" New York Times, Nov 5, 2016: https://www.nytimes.com/2016/11/06/upshot/fact-checking-can-change-views-we-rate-that-as-mostly-true.html
- Brooke Borel. "Fact Checking Won't Save Us From Fake News," *FiveThirtyEight*, Jan 4, 2017: https://fivethirtyeight.com/features/fact-checking-wont-save-us-from-fake-news/
- Emma Roller, Confirmation Bias: "Your Facts or Mine," *New York Times*, Oct 25, 2016: https://www.nytimes.com/2016/10/25/opinion/campaign-stops/your-facts-or-mine.html?smprod=nytcore-iphone&smid=nytcore-iphone-shar
- Laura Hazard Owen, "What will misinformation look like in 2030), *NiemanLab*, July 21, 2017: http://www.niemanlab.org/2017/07/what-will-misinformation-look-like-in-2030-and-will-we-be-better-at-spotting-it-by-then/

Thursday, Nov 1 – Election coverage – Show & Tell – Predictions about the coverage:
Election Coverage Prediction paper due

Week 10: How To Confront Fake News

Tuesday, Nov 6 – Rumors, misinformation, social media

- Sarah Kaplan. "How a journalist tricked news outlets into thinking chocolate makes you thin." *Washington Post,* May 28, 2015. https://www.washingtonpost.com/news/morning-mix/wp/2015/05/28/how-and-why-a-journalist-tricked-news-outlets-into-thinking-chocolate-makes-you-thin/?utm_term=.29dfb593f16b

- Joanna Berkhardt, "Combating Fake News in the Digital Age," *Library Technology Reports.*
- Jack Nicas. "How youtube drives views to the internet's darkest corners," *Wall Street Journal.* Feb 7, 2018: https://www.wsj.com/articles/how-youtube-drives-viewers-to-the-internets-darkest-corners-1518020478
- Selena Larson, "Facebook modifies the way it alerts users to fake news," *CNN Tech*, Dec 21, 2017: https://money.cnn.com/2017/12/21/technology/facebook-fake-news-related-articles/index.html
- "Homeland Security will start collecting data on thousands of journalists," *The Week*, April 6, 2018: http://theweek.com/speedreads/765665/homeland-security-start-collecting-data-hundreds-thousands-journalists
- Jessica Glenza, "Russian trolls spreading discord over vaccine safety online." *The Guardian*, August 23, 2018: https://www.theguardian.com/society/2018/aug/23/russian-trolls-spread-vaccine-misinformation-on-twitter?CMP=twt_a-science_b-gdnscience

Thursday, Nov 8: Election coverage – Show & Tell – How right were the polls?
Election Coverage Prediction paper due

WEEK XI: Comedy, Satire And The News

Tuesday, Nov 13 – Comedy, Satire- Rise of news comedy shows

- Maggie Hennefelt, "Comedy is part of Feminist Theory – and we need it now more than ever." *Ms Magazine*, April 19, 2018: http://msmagazine.com/blog/2018/04/19/comedy-part-feminist-history-need-now-ever/
- Frida Ghitis, "In 2017m Trump Revived Feminism, saved satire and reinvigorated journalism" *CNN News*, Dec 19, 2017: https://www.cnn.com/2017/12/19/opinions/trumps-five-big-achievements-frida-opinion/index.html
- Kerry Elson, "The Belladonna Dishes out Feminist Comedy and Satire: BUST Interview." *BUST,* https://bust.com/entertainment/194212-belladonna-interview.html
- Daniel Talamantes, "The Growing Influence of Comedy and Satire." *Wall Street Journal*, https://wsimag.com/economy-and-politics/28767-the-growing-influence-of-comedy-and-satire
- Grace Banks. "Follow the funny feminists: How Instagram became a home for women's comedy." *The Pool*, July 28, 2017: https://www.the-pool.com/people/women-we-love/2017/30/grace-banks-on-feminist-satire-of-instagram
- Ryan McCarthy. "Jon Stewart Changed Journalism Before Journalism was ready to change," *Wall Street Journal*. Feb 11, 2015: https://www.washingtonpost.com/news/wonk/wp/2015/02/11/how-jon-stewart-changed-journalism/?utm_term=.e028507ec060
- Comedy News and Verification: Excerpt from *The Daily Show: An Oral History,* by Chris Smith.

Thursday, Nov 15: Comedy Contd: Show and Tell

- Bring your favorite comedy clip
- Bonnie Wertheim, "Reductress Takes Its Satirical Voice Beyond the Internet.' *New York Times*, March 9, 2017. https://www.nytimes.com/2017/03/09/style/reductress-satire-upright-citizens-brigade-how-to-win-at-feminism.html

******* Tuesday/Thursday, Nov 20 & 22– THANKSGIVING BREAK *******

Week XII: Special Topics and Presentations

Tuesday, Nov 27 – Popular Choice Topics/Presentations
Thursday, Nov 29 – Popular Choice Topics/Presentations

Week XIII: Special Topics and Presentations

Tuesday, Dec 4 – Popular Choice Topics/Presentations
Thursday, Dec 6 - Popular Choice Topics/Presentations
Final project paper due

Week XIV: Conclusion

Tuesday, Dec 11 – Wrap Up and Conclusion