

Cmu 203, Mass Media
Test #3, December 10, 1997

Name _____

You may use your own handwritten notes during this test, but you may **not** use books or the Hersch handout. Please write in blue or black ink on one side of each sheet of lined paper. When you are finished, number the pages consecutively and staple them, with this question sheet underneath.

I. Short-answer questions (15 points each).

1. Why was legislation needed to allow joint operating agreements? What law permitted it?
2. List the five points that Professor Doig said were demonstrated in FCC v. Pacifica.
3. Why are media effects hard to determine, according to the text?
4. On November 3, Jenny reported on four newspaper websites. Which did she find best for news, and why?
5. On November 17, in backgrounding the Watergate tapes, Sophia provided a list of criminal charges against members of the Nixon administration. List the charges.

II. Essays (25 points maximum each).

1. What developments in the 1940s and 1950s changed the radio industry and promoted its survival in the television era?
2. Compare and contrast the investigative reporting of I.F. Stone and Woodward/Bernstein.

Cmu 203, Mass Media
Test 3, December 10, 1997

Name _____

You may use your own handwritten notes during this test, but you may **not** use books or the Hersh handout. Please write in blue or black ink on one side of each sheet of lined paper. When you are finished, number the pages consecutively and staple them, with this question sheet underneath.

I. Short-answer questions (15 points each).

1. Discuss the problems with the test for obscenity set up by the Supreme Court decision in Miller v. California. Consider both class and text material.
2. Describe the basics of a joint operating agreement, using local newspapers as the example.
3. Why are media effects hard to determine, according to the text?
4. On November 7, Maryam and Paola presented a report analyzing local news. Which programs did they watch and how did they differ in emphasis? How much commercial time did they identify in each program?
5. List and provide brief answers for the constitutional questions raised by Watergate.

II. Essays (25 points each).

1. Why are audience estimates needed? How do networks get audience estimates for programs, and what do the critics say about their use?
2. Compare and contrast the investigative reporting of Seymour Hersh with that of Woodward and Bernstein.

Cmu 203W, Mass Media and Society
Fall 1997
Study suggestions for Test #3

The format for test #3 will be similar to test #1: short-answer questions and short essays. As in test #1, you may bring handwritten notes. You may also bring enterprise handouts provided by other students since test #1. You may **not** refer directly to any books or to the Hersh handout, so take notes beforehand, as needed.

As with every other grade possibility in this course, you may choose whether to take test #3. If it is not taken on Wednesday, December 10, the course grade will be based on the points earned up to that time, and the result would be significantly lower.

CLASS NOTES

Review these, and bring them to class.

INVESTIGATIVE REPORTING

Prepare notes that will allow you to compare and contrast the work of all or some of the investigative reporters studied: I.F. Stone, Seymour Hersh, and Woodward and Bernstein.

THE BIAGI TEXT

Pay particular attention to the following, with specifics.

Chapter 6, Radio. What developments in the 1940s and 1950s changed the radio industry and promoted its survival in the television era?

Chapter 8, Television. Why are audience estimates needed? How do networks get audience estimates for programs, and what do the critics say about their use?

Chapter 13, Media Effects. Why are media effects hard to determine?

Chapter 10, Advertising. The text says that advertising is not a mass medium. What is it, and how important is it?

Chapter 11, Public Relations. How does the text define public relations? Give examples of how public relations tries to affect media coverage.

Chapter 2, Mass Media and the 21st Century. List and explain the five challenges cited for a new communications network.

5-75s

1-70

Bernstein

Cmu 203, Mass Media
All the President's Men test
Thursday, November 20, 1997

Name _____

Please write in blue or black ink, and use page reference numbers at the end of your answer, if you have them. No incident or reference can be used for more than one answer. Maximum of 25 points per question.

1. Provide one instance where W/B admit to breaking the Washington Post ethics code.

Jay Crimmins,
* Chris Carpenter
Alan Hoppe

2. Give an instance where W/B got a source to talk by adopting an unusual technique so that the source wouldn't need to directly name the person to be accused of wrongdoing.

Jennifer Martin
Jay Crimmins
Alan Hoppe

- 249 3. Describe the situation, context and importance of the following: "It took the reporters several moments to understand what had happened, that that was the end of it. They had gone free."

(Write a full -page answer on the reverse side.)

Jean Powers
Bitten Reader
Jennifer Martin

4-75s
2-70s

Cmu 203, Mass Media
Test #2, All the President's Men
Thursday, November 20, 1997

Name _____

Please write in blue or black ink, and use page reference numbers at the end of your answer, if you have them. No incident or reference can be used for more than one answer. Maximum of 25 points per question.

1. Provide one instance where W/B admit breaking the law

Several choices.
Here's one:

Ann Walsh
→ Steve Hupm

2. What was the rule if W/B disagreed among themselves about whether a story was ready to be published? Give an example.

Rule is explained repeatedly, incl. pp

Ann Walsh

114
179
229
246 - when in
doubt, let it out

204

3. Explain the context, significance and result of the following: "Bernstein thought for a moment and told the man they understood why he couldn't say anything. So they would do it another way. Bernstein would count to 10. If there was any reason for the reporters to hold back the story, the lawyer should hang up before 10...."
(Write a full-page answer on the reverse side.)

Danielle Hobbs

Ryan Mabbitt

Cmu 203W, Mass Media and Society
All the President's Men

STUDY SUGGESTIONS

All the President's Men provides the best contemporary book-length study of investigative reporting.

As you read, make note of how Woodward and Bernstein do their jobs.
What do they do regularly?

What unusual techniques do they use?

How do they handle sources when people making accusations do not want their names used?

How do they proceed when there are *criminal* accusations against officials of the Nixon administration who have not yet been charged with any crime?

What was the worst error they made in print?

Be prepared to describe the rules the reporters worked under. Note any references to the Washington Post ethics code. In rare instances they broke the rules; note those.

In this long and difficult investigation, Woodward and Bernstein came near to breaking the law, or broke it outright, a few times. Note the instances where *they say* they did. That is, don't guess.

Also note the agreements they established between themselves and their editors as the investigation progressed. These were aimed at being as accurate as possible under difficult conditions.

The test will cover *this book only*. You may bring your handwritten notes. You will be asked three questions.

Cmu 203W, Mass Media and Society
Quiz, All the President's Men

Name: _____

You may use your own books and notes. Limit each answer to one sentence and a page reference number. Do not use any reference for more than one answer. Questions count 15 points each.

1. Cite one specific instance where Woodward and/or Bernstein study a White House press release or statement both for what is said and for what is not.

104 - the cleverest denial yet.

167-68. Ziegler

181

74

- ✓ 2. The Washington Post ethics code insists that reporters always identify themselves when interviewing by phone. That is, they must never try to fool anyone into thinking they're not reporters. Cite a case where Woodward or Bernstein deliberately broke the rule.

121 - Bernstein calls Gordon Liddy's home ... but Mrs. Liddy answers.

3. Bernstein once became a fugitive in his own office building. He "dashed to a stairwell at the end of the lobby, then up seven flights of steps to the accounting department. Closing the door of an office...he dialed Bradlee's extension." What was going on?

260 only
Dodging a subpoena.

- ✓ 4. Identify the situation where Woodward and Bernstein thought they were going to be held in contempt of court, but then "It took the reporters several moments to understand what had happened....They had gone free."

223 only (+ ref. on 211)

5. What was the rule if either reporter thought a story was not yet ready to be published?

246 - When in doubt, leave it out.

114

224

179

Bradlee
KEEP

KEEP

simultaneous
rebuttal

june 5, 1997

Cmu 203W, Mass Media and Society
All the President's Men: Quiz

Name : MASTER

You may use your own books and notes. Limit each answer to one sentence and a page reference number. Do not use any reference for more than one answer. Questions count 15 points each.

1. Woodward, Bernstein and the Washington Post editors gradually developed a rule about publishing unattributed charges involving activity likely to be considered criminal. What was the policy?

79. "Gradually, an unwritten rule was evolving: unless two sources confirmed a charge involving activity likely to be considered criminal, the specific allegation was not used in the paper."

129. Lay it out piece by piece "

2. It was after midnight. At his dining room table, Woodward typed out a note and passed it to Bernstein. It read: "Everyone's life is in danger." What triggered the note?

ONLY 317.

3. Give an instance where Woodward and/or Bernstein followed I.F. Stone's method of carefully examining what an official statement had left unsaid.

104. The cleverest denial yet.

167-168. Ziegler.

181.

74.

4. Cite an instance where one of the reporters knew he was doing something that was not legal.

177 and mid-190. Monitoring a call across state lines.

87. FBI 302s.

210.

226.

5. Identify a rival reporter who said of a Watergate suspect: "I'd really love to get that son of a bitch, too....But he'll get no cheap shots from me; either I get him hard, with facts, solid information, evidence, the truth, or I don't touch him."

ONLY 282. Hersh.

Cmu 203W, Mass Media and Society
All the President's Men

STUDY SUGGESTIONS

All the President's Men provides the best contemporary book-length study of investigative reporting. As you read, make note of how Woodward and Bernstein do their jobs. What do they do regularly? What unusual techniques do they use? How do they handle sources when people making accusations do not want their names used? How do they proceed when there are criminal accusations against officials of the Nixon administration who have not yet been charged with any crime? What are the most significant scenes in the book?

Be prepared to describe the rules the reporters worked under. Note any references to the Washington Post ethics code. In rare instances they broke the rules; note those. Also note the agreements they established between themselves and their editors as the investigation progressed. These were aimed at being as accurate as possible under difficult conditions.

The test on Thursday, June 5, will cover *this book only*. You may bring your book and your handwritten notes. You will be asked five or six questions, and you must limit each answer to one full sentence and a page-reference number. (In this way the instructor can grade the tests quickly.)

Types of Questions

1. Answers to some of the questions can be found in various places in the book. Here is an example of such a general question:

Cite an instance where Woodward and/or Bernstein was uneasy with something he did.

2. Answers to other questions will be specific to one place in the book:

Woodward once made repeated trips to a men's room to write down memorized information. What was he writing down?

Mass Media and Society

Midterm critique

Here's a sample of successful answers produced during the test. The first was in response to Short-answer question 5 (green): Describe and explain the importance of the Alien and Sedition laws.

"Alien and Sedition Laws of 1798 set a fine of up to \$2,000 and a sentence of up to two years in jail to anyone found guilty of speaking, writing, or publishing 'false, scandalous and malicious writing or writings' against the government, Congress or the President. But the law expired in 1801."

II. Short essay (blue): What arguments have representatives of developing countries used to criticize news coverage by European and American sources as biased?

"Many developing countries argue, with reason, that the U.S. and Europe create biased news stories. They have many reasons for feeling this way. One of the major reasons is ethnocentricity; many Europeans/Americans portray their culture as being superior to other cultures. Thus, Euro-American issues receive more coverage, and when the U.S. especially is involved in an issue dealing with another country, the U.S. often is portrayed in a better than realistic way. This also relates to the view that the U.S. is the 'world's police,' that many Americans hold.

"There is also a bias towards the Judeo-Christian values that are prominent in the U.S. and Europe. This is often because most government/business leaders are of the Judeo-Christian faiths.

"The Western bias in the media is also reflected in the major news companies that dominate the media playing field. Some of these companies are the AP, United Press International, Reuters, and Agence France-Presse, CNN and more.

"There is also the problem of non-universal social values being used throughout news, so that there is a narrow flow of information into developing countries. More specifically, it is difficult to reach people of developing countries in their own languages. English is the primary language used in news and broadcast, but the whole world does not speak English. This is especially noticeable in Africa, where there are many dialects and languages.

"UNESCO of the UN attempted to help with this problem by issuing a 1978 declaration concerning it. It supports self-reliant media coverage in individual countries.

Hopefully, through efforts in developing countries and the UN, developing countries will be able to develop their own media that will reflect accurate news and values of their own cultures, not that of the western domineering powers."

III. Essay. The same question was asked, in slightly different form, blue and green. Here is an example of an unusually short essay which is well constructed and contains all the essential information. It's a fine example of concise writing:

"The growing trend in media across the globe is concentration of ownership, or the tendency of media organizations to cluster into groups. Chains such as Gannett, Knight-Ridder and The New York Times Company control a vast amount of media property nationally, and in the case of Murdoch and Turner, internationally. This kind of ownership limits press freedom in that it limits and consolidates the information available to the public. Message pluralism, a broad and diverse representation of opinion and culture, is reduced when fewer individuals control more media. This leads toward consensus journalism, the tendency of journalists to report similar findings when covering a news event. This limits free press ideals because the constitution guarantees that the people, in a democracy, are free to choose their officials and to do this must have complete and unlimited access to news and information about their government. Media conglomerates are limiting this."

Cmu 203, Mass Media and Society**Test #1, October 27, 1997**

Name _____

You may use your own handwritten notes during this test. Please write in blue or black ink on one side of each sheet of lined paper. When you are finished, number the pages consecutively and staple them, with this question sheet underneath.

I. Short-answer questions (15 points each).

1. What does the wording and punctuation of the First Amendment show about the meaning of freedom of the press?
2. Explain what is meant by vertical integration, using an example from class lecture or text.
3. Three kinds of censorship were discussed in class. List and briefly explain each.
4. List and briefly explain three steps a judge may take to protect fair trial, without direct conflict with freedom of the press.
5. In the section "Defining Ethical Dilemmas," the text lists truthfulness as a principal news virtue. List and briefly explain three of the kinds of problems discussed in this section.

II. Essays (25 points maximum each).

1. According to the text, what are the advantages and disadvantages of concentration of ownership? What forms may these concentrations take?
2. What are the criticisms by representatives of developing countries who claim there is a bias in international news reporting? Use specifics from the text.

Cmu 203, Mass Media and Society**Test #1, October 27, 1997**

Name _____

Please write all answers in blue or black ink, using only one side of each sheet of lined paper. You may refer to your own handwritten notes.

I. Short-answer questions (15 points maximum each).

1. What is the core idea of the Enlightenment that makes it important to this mass media class, according to the instructor?
2. What is meant by agenda-setting?
3. List and briefly describe the three categories of censorship as presented by the instructor.
4. Professor Doig suggested ways in which an author can make money, besides advances and royalties. List 3.
5. From Alan's enterprise report on October 20, explain why Microsoft would be interested in TCI. In your answer include mention of the area of communications that TCI is involved in.

II. Essays (25 points maximum each).

1. What change in libel law resulted from the Supreme Court's decisions in *Associated Press v. Edwin Walker* and *Curtis Publishing v. Wallace Butts*? What previous Supreme Court case did these decisions follow?
2. Explain the factors involved in the failure of general consumer magazines and in the current dominance of special interest publications.

Cmu 203W, Mass Media and Society

Test #1 study suggestions

The material from which questions will be selected includes the first four weeks of readings and class notes. You may bring your own handwritten notes to this test, including any that summarize text information. Keep in mind that 50 minutes is not a lot of time, and you'll want to have reviewed your notes carefully beforehand. All questions will require written answers, some no more than a few sentences long, some replicating lists discussed in class. The longest will be no more than a short essay.

Anything from lecture-discussion should be immediately available to you in your notes. The text questions pose more of a problem because of the amount of material involved. I don't expect anyone to have memorized all the names, dates and events covered in the text. You should concentrate on the following:

- Any material relating directly to information covered in class.
- Any material that I've particularly brought to your attention.
- Overviews of ownership issues and economics.

In the introductory chapter, as noted in class, concentrate on the communication process, the media as business, and the three communications revolutions.

✓ In the chapter about ownership issues and press performance, concentrate on the advantages and disadvantages of concentration of ownership, and on the differences between the news values presented in this chapter and the ones presented in class on October 1.

In the chapter on Legal and Regulatory Issues, you should pay particular attention to the areas covered in class. For this test I won't ask about broadcast regulation, because we'll discuss it later.

✓ In the chapter about ethical dilemmas, note especially the types given in the text, and examples of each.

In the chapter titled "A Global Media Marketplace" make note of the criticisms by representatives of developing countries who claim there is a bias in worldwide news, and be prepared to describe the specifics as noted in the text.

In the chapter about books, be prepared to discuss the effects of consolidation and the demand for higher profits.

✓ In the magazine chapter, consider especially the factors involved in the failure of general magazines and the dominance of special interest periodicals.

In the newspaper chapter, note the characteristics of historical eras, with particular emphasis on the penny press, yellow journalism, and the 20th Century.

Here are a couple of examples of the types of questions that may be asked:

1. In class lecture Professor Doig said that our interpretation of the meaning of "freedom of the press" is based on the First Amendment itself, laws passed, and court decisions, and that it consists of three parts. List and briefly describe those three parts.

2. People working as editors and reporters can expect to have to deal with ethical dilemmas. Name and explain two of the types discussed in the text.

Cmu 150, The Mass Media
Study guide
Final exam

Shoreline Community College
Professor Carol Doig
Winter 1983

The two essay questions which will appear on the in-class part of the final exam will be chosen from among the following. Your answers should be organized carefully, and they should be as detailed and specific as time allows. Remember that you will have two hours in which to work, and that an essay should be fully developed exposition. For the in-class part of the exam you will not be allowed any books, notes or aids other than your memory.

1. Compare and contrast the investigative reporting methods of I.F. Stone, Seymour Hersh, and Woodward/Bernstein.
2. List and explain the four theories of the press. What is the practical use of knowing these theories?
3. Explain how changes in technology have affected the legal basis on which we have regulated print, broadcast and common carriers.
4. Explain the role of advertising in the mass media. Include a discussion of Nielsen ratings.
5. Discuss the role of news services in relation to the mass media here and abroad.
6. What is meant by popular culture, and why is it important to our consideration of the news media?

Communications 150, The Mass Media
Major essay - 10:30 a.m. section
Final examination

Shoreline Community College
Professor Carol Doig
Fall 1982

On this page you'll find the major essay question of the final examination. You are to complete it out of class and hand it in at the start of the final examination period. During class time you will complete the rest of the exam, which will be similar in format to the midterm. As with the midterm, you will not be allowed books or notes.

For this major essay you are to write a specific essay which should not exceed the equivalent of approximately four doublespaced typewritten pages -- about 1,000 to 1,100 words. Choose the most relevant material from text and lecture.

The in-class part of the examination is scheduled on Monday, December 13, from 11 a.m. to 1 pm. Please bring a blue book and write in ink.

Essay Question

Justice William O. Douglas, a native of Washington State and the longest serving member of the U.S. Supreme Court until his resignation because of ill health, has written that "free speech has occupied an exalted position because of the high service it has given to our society."

Consider the quote in the full context of the course, and tell how it applies to the mass media, under the Constitution. Consider, also, the impediments to free information which have been discussed in this course.

Communications 150, The Mass Media
Major essay - 9:30 a.m. section
Final examination

Shoreline Community College
Professor Carol Doig
Fall 1982

On this page you'll find the major essay question of the final examination. You are to complete it out of class and hand it in at the start of the final examination period. During class time you will complete the rest of the exam, which will be similar in format to the midterm. As with the midterm, you will not be allowed books or notes.

For this major essay you are to write a specific answer which should not exceed the equivalent of approximately four doublespaced typewritten pages -- about 1,000 to 1,100 words. Choose the most relevant material from text and lecture.

The in-class part of the examination is scheduled on Wednesday, December 15, from 8 to 10 a.m. Please bring a blue book and write in ink.

Essay Question

Alexander Meiklejohn, law professor and constitutional scholar, has written: "Just so far as, at any point, the citizens who are to decide an issue are denied acquaintance with information or doubt or disbelief or criticism which is relevant to that issue, just so far the result must be ill-considered, ill-balanced planning for the general good...."

Show how that theme developed through major areas of course work, and cite specific examples to illustrate your points. Consider major impediments to information and, where appropriate, consider possible remedies.

Communications 150-2, The Mass Media
Final exam Part II
Monday, December 13, 1982

Shoreline Community College
Professor Carol Doig
Fall 1982

Base all answers firmly on text and lecture material; the more specific, the better. You may write notes on this sheet, which should be turned in along with the blue book. Please write in ink. You may leave when done.

I. In no more than three sentences each, identify and explain the significance of FIVE of the following. (4 points each)

1. A.C. Nielsen Co.

4. Amory Lovins

2. The Third Wave

5. Rupert Murdoch

3. Edward R. Murrow

6. Eichmann in Jerusalem

II. Short essay. Answer TWO. (20 points each)

1. What is meant by popular culture, and why is it important to our consideration of the mass media?

2. Is radio an effective or an ineffective medium for use in developing countries? Provide a full explanation for your answer. Also explain what is meant by a "developing country."

3. Compare and contrast the reporting done by I.F. Stone, Seymour Hersh, and Woodward and Bernstein.

Take-home questions

Communications 150, The Mass Media
Major essay - 10:30 section
Final examination

Shoreline Community College
Professor Carol Doig
Winter 1983

On this page you'll find the major essay question of the final examination. You are to complete it out of class and submit your essay at the start of the final exam period. During class time you will complete the rest of the exam, which will be similar in format to the midterm. As ~~was~~ with the midterm, you will not be allowed books or notes.

For this major essay you are to write a specific answer based firmly on text and lecture material. It should not exceed the equivalent of approximately four doublespaced typewritten pages -- about 1,000 to 1,100 words. Choose the most relevant material.

The in-class part of the examination is scheduled on Wednesday, March 16 from 11 a.m. to 1 p.m. Please bring a blue book and write in ink.

Essay Question

Columbia Journalism Review (March/April 1983) contains a commentary, "Keeping Government Honest." Here are excerpts:

For two years the Reagan administration has tried to weaken the federal Freedom of Information Act. It has tried frontal assault -- a rewrite sponsored by the Justice Department and submitted, unsuccessfully, to Congress. It has tried flank attack -- an executive order designed to keep more records secret and thus out of reach of the act. And it has tried covert action -- quietly making it harder to obtain the waiver of fees that the act specifies for information considered as "primarily benefiting the general public...."

In 1974, during the post-Watergate reaction against secrecy, Congress revised and enhanced the Act. Every president since has regarded it with discomfort....But Congress put in place, and has so far refused to withdraw, an instrument of peculiar power. The underlying presumption of the 1974 act is that federal records ought to be open to the public, and that any refusal to disclose them must have a specific statutory justification. In short, the burden of proof was placed on the government....

Even as it prepares to fend off new attacks on the Freedom of Information Act, the press can draw strength from the knowledge that it is engaged in an effort to make the giant government of our time truly accountable to the people.

Trace the key concepts of freedom of information as they have developed in this course, and discuss the problems of maintaining such free access in spite of what I.F. Stone has called "the new excuses for repression bound to arise in every generation."

Communications 150, The Mass Media
Major essay - 9:30 section
Final examination

Shoreline Community College
Professor Carol Doig
Winter 1983

On this page you'll find the major essay question of the final examination. You are to complete it out of class and submit your essay at the start of the final exam period. During class time you will complete the rest of the exam, which will be similar in format to the midterm. As with the midterm, you will not be allowed books or notes.

For this major essay you are to write a specific answer based firmly on text and lecture material. It should not exceed the equivalent of approximately four doublespaced typewritten pages -- about 1,000 to 1,100 words. Choose the most relevant material.

The in-class part of the examination is scheduled on Friday, March 18 from 8 to 10 a.m. Please bring a blue book and write in ink.

Background in the News

In "Why Presidents Go Wrong," the cover story in yesterday's Parade magazine, reporter Jack Anderson looks at the records of the last several Presidents and suggests that each made a number of wrong decisions because of the lack of information. Among the problems: "Too often, the President's top advisers see to it that he is told only what he wants to hear -- information that makes his predetermined policies or campaign promises look wise and wonderful." Another: "The NIE (national intelligence estimates) process discourages dissent, which is often relegated to footnote position, if mentioned at all...."

Meanwhile, says Anderson, "The public, of course, is kept in the dark. These documents are hidden under a protective cover so secure that even the classification labels stamped on them are secret. The public has no way of knowing what advice the President may have disregarded that could have prevented a foreign policy fiasco."

Essay Question

Free access to information by the citizens of a democracy has been the central theme of this course. Trace the argument for such free access, explain the role of the mass media in the process, and mention the major roadblocks to information.

Communications 150, The Mass Media
Major essay - 9:30 a.m. section
Final exam

Shoreline Community College
Professor Carol Doig
Winter 1982

On this page you'll find the major essay question of the final examination. You are to complete it out of class and hand it in at the start of the final examination period. During class time you will complete the rest of the exam, which will be similar in format to the midterm. As with the midterm, you will not be allowed books or notes.

For this major essay you are to choose the most relevant material from text and lecture and write a specific, organized answer which should not exceed the equivalent of approximately four doublespaced typewritten pages -- about 1,000 to 1,100 words.

The in-class part of the examination is scheduled on Friday, March 19, from 8 to 10 a.m. Please bring a blue book and write in ink.

Essay Question

In Washington Journal, The Events of 1973-1974, Elizabeth Drew writes of the government of the United States; during the Watergate crisis:

The institutions and the system are not self-implementing. They can work only if there are enough people who are sufficiently concerned and wise -- as well as in a position -- to make them work. There were such people -- in the Congress, in the Special Prosecutor's office, in the courts, and in the citizenry.

The necessity of active involvement by the citizens of a representative democracy, along with the necessity of a free flow of accurate information so that they may participate intelligently, has been a major theme of this course. Show how that theme developed through major areas of course work, and cite specific examples to illustrate your points.

Cmu 150, The Mass Media
Final exam: major essay
Fall 1981 - 10:30 class

Your written answer to the question below is due at the start of the final examination period, which for this class is scheduled from 11 a.m. to 1 p.m. on Monday, December 7.

The remainder of the exam will be written in class, without notes or books available, and will be similar in format to the midterm. Content may be drawn from the entire course. Please bring a blue book, and write in ink.

Essay Question

Lewis

The following excerpt from New York Times columnist Anthony/comes from the Watergate piece read in class. He says of the Congress:

Those who sat in judgment on the President in that extraordinary proceeding (voting of the Articles of Impeachment) were plainly moved by something very deep. It could be called a constitutional fear: a fear that all the defenses against concentrated power written into the Constitution by its framers nearly 200 years ago were in danger of being overridden.

The framers, after all, created a government subject to periodic elections -- but that democratic check was not enough of a safeguard for them. They so feared power that they limited it in the Constitution, divided it, gave individuals explicit rights against the government. The result was an immensely complicated system of government but, they hoped, a safe one.

What is the role of the mass media in helping maintain the complicated democratic system established under the Constitution?

Consider this question in the broad perspective of the entire course, choosing and discussing as many key points as no more than 1,000 words will allow.

Cmu 150, The Mass Media
Final exam: major essay
Fall 1981 - 9:30 class

Your written answer to the question below is due at the start of the final examination period, which for this class is scheduled from 8 to 10 a.m. on Wednesday, December 9.

The rest of the exam will be written in class, without notes or books available, and will be similar in format to the midterm. Content may be drawn from the entire course. Please bring a blue book, and write in ink.

Essay Question

Richard Allen, Mr. Reagan's National Security Adviser, has taken leave from his job while allegations of impropriety are investigated. "This is a case that is being prosecuted...in the press," he said during a radio interview.

In the tape played in class, Richard Nixon said much the same about Watergate. Over the years, so have others, the innocent as well as the guilty.

From the perspectives of this course, discuss the role of the news media in reporting the activities of political figures.

Consider the role of the mass media in a democracy, impediments to the news media doing their jobs well, ethical concerns, and other topics which you consider significant.

Please note that this question is not about the Richard Allen case. It is about the role of the press.

Maximum of 1,000 words

~~Michelle Wandler~~

Communications 150 - 9:30
Final Exam - Major Essay

50

In understanding the role of the news media in reporting the activities of political figures, one must reflect on the importance of free information in a democratic society. The framers of the Constitution realized that an informed public was vital to a democracy. However, it is not enough to simply have great amounts of information available; an informed citizen is responsible for sifting through all the media and to know the limitations of each in order to act knowledgeably and in a manner best befitting a self-governed society. It is after one considers the "why's" and the "how to's" of the people's right to know that the role of the media in reporting activities of political figures can be explored.

An informed citizenry is foremost to a democratic and free society. Recognizing that the press belongs to those in power, the framers of the Constitution were heavily influenced by the past experiences of the King's complete control of the press and provided the vehicle to maintain the freedoms of speech and of the press through the First Amendment to the Bill of Rights of the U. S. Constitution. Thomas Jefferson felt very strongly that an ignorant nation could never hope to be free and was inspired by the Period of Enlightenment which professed that men were rational beings. Rational beings were capable of self government, Jefferson believed, but needed a free form of expression to achieve that goal.

Freedom of speech and of the press ensure people access to the information necessary to a democratic process of government, but it is the responsibility of each individual citizen to be informed on matters affecting self-government. The vehicles or channels through which information is carried need to be considered carefully as each has unique characteristics and limitations. Radio, television, and newspapers (the press) are the three primary media which bring us the news. Newspapers detail accounts of the day; television gives us a visual accounting; and radio supplies us with the latest headlines.

Television, the newest and most pervasive of the media, is subject to several problems in providing complete and detailed news information. TV has been referred to as a license to print money; minutes of TV time are literally worth thousands of dollars, so the concept of time greatly reduces the amount of detail given to news stories. Television is primarily viewed for entertainment; the visual appearance and charismatic qualities of a newscaster are often exchanged for story content. When Barbara Walters conducts an interview, she is actually the story since often times she is far better known than her interviewee. Concentration on the visual image reduces the reporting of cerebral subjects such as the SALT Talks. Certainly one of the most significant problems affecting TV, as a news source, is the impermanence of the image on the screen: pictures and words are presented once, lost forever (unless, of course, you own a Betamax). The ability to rehash and clarify what was said or presented is impossible in the electronic media. David Brinkley best expressed television's contribution to news coverage when he gave this reaction to surveys showing that most Americans relied almost solely on television news: "Then they're getting damn little news."

Radio, as a news source, is plagued by similar problems of television. It is also an entertainment medium and relies on listener acceptance. The more music a station plays, the increased listenership it enjoys. Increased listeners mean increased commercials to pay for programming. It is a vicious circle: music, listenership, and commercials. The news is squeezed in at the top of the hour and allotted a small portion of air time. The resulting "headline coverage" is hardly an in-depth look at what is happening in the world. One important feature that must not be overlooked, however, is radio's extreme mobility. It can cover events that are happening at the moment, unlike television which needs cameras and sound equipment, or newspapers which take time to print the story.

Newspapers, on the other hand, while certainly impeded by deadlines and subsequent printing, offer a definite advantage over the electronic media: they are inexpensive to the public, and give research, thought, detail, and commentary to news events. They act as the watchdog for government and political figures and can be thought of as the fourth branch of government by keeping a check on the other three branches: legislative, executive, and judicial. It is important to note, however, that if the press were required to promote freedom of information, then it could also destroy that freedom through censorship. Stories such as Watergate and the Pentagon Papers would have never been exposed.

The role the news media plays in performing the watchdog function is extremely vital because it is from the detailed reports of the press that the freedom of information, so carefully preserved in the Constitution, is passed to the

citizens. The press has an unwritten obligation to promote responsible journalism. It is not hard to argue that newspapers are big business; the responsibility in choosing what is reported is also as important as how it is reported. A sensationalistic story tends to sell more newspapers (as evidenced by the National Enquirer), but citizens must rely on the press to keep them tuned to our political machinery. Newspaper publishers have an unwritten patriotic duty to assure the free flow of information is not clogged by commercial gains.

Ethical and moral considerations are certainly part of responsible journalism. The ambitious pursuit of the people's right to know may, at times, come in conflict with ethical behavior. Reporters in the Watergate case found themselves asking the question, "Does the end justify the means?" when calling people late at night hoping to catch them off guard and thereby divulge information in the midst of confusion. Exposing a confidential source by reporting him to his superior in the hopes of confirming a part of a larger story is an ethical question that the individual reporter must grapple with. Sound ethical behavior was demonstrated, for example, in reporting of the Pentagon Papers: the press led the fight against government secrecy in the Tonkin Gulf incident, but chose not to disclose items which would jeopardize national security. Citizens have placed their faith in the integrity of editors and reporters, and trust they will not abridge other freedoms in pursuit of the news story.

Lastly, responsible journalism sometimes demands "above-and-beyond-the-call-of-duty" performance. If it's true that you can't fight City Hall, then how

could a newspaper hope to fight the White House? The Washington Post did just that in the story of Watergate. When it was clear that the White House was out to destroy their paper for unyielding pursuit of the cover up, the Post decided to "spit in their eye and do what they thought was right."¹ In other words, they were prepared to fight for the people's right to know.

Freedom of speech and of the press, the people's right to know, and the ability to criticize those in public service are the cornerstones of our democracy which the founding fathers carefully preserved in the Constitution. The news media plays a vital role in maintaining these freedoms by affording us access to free information. John Milton has said that "...when complaints are freely heard, deeply considered, and speedily reformed, then is the utmost bound of civil liberty attained that wise men look for." Without the responsible role of the media, complaints of political figures such as Gordon Liddy and John Mitchell would have never been heard, Watergate would have never been deeply considered, and the illegal activities of Mr. Nixon and his conspirators would have never been brought to justice. The news media, through responsible journalism, can help to guarantee the free flow of information which must be maintained to preserve our democratic society.

¹ I. F. Stone has defined First Amendment Journalism as "the ability to spit in their eye and do what you think is right."

BLUE BOOK

Name

[REDACTED]

Subject

Communications 150

Date

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1. UPI & AP are the ~~2~~ ^{most} major wire service organizations, supply news stories internationally ~~to one million~~ to both the electronic and print media. AP is the largest & supplies about 3 Billion words a day. The stories are objective as can be and are ~~to~~ not editorialized. Because the 2 wire services provide so much news to the media, they are called the "Gate Keepers" of information as they chose what is reported & what is not.

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4. A.C. Nielsen Co is a marketing
research firm responsible for the
TV ratings which ultimately
determine which shows will
remain on the air. They sample
the viewing habits of over 70 million
Americans by placing 1200 "black
boxes" in the homes of consenting
"Middle America". It is argued
that such a small sampling
is not accurate enough to
measure what Americans see
on TV because the "boxes" only
record what station the TV
is tuned to - not whether people
are actually viewing the program.
In spite of the sampling techniques
TV programs live & die by
the ratings because if people
are not ~~estimated to be~~ tuned to a station, the

Diaries,
too.

thousands of dollars spent on advertising is wasted.

3 5. Amory Lovins is a young (≈ 32), controversial scientist. He is the British representative of Friends of the Earth, ^{an} ~~and~~ environmental-oriented publication which takes a hard stand against nuclear energy.

Amory contends that hard technology of today (oil & gas exploration, strip mining etc.) must give way to renewable energy sources such as solar power. Amory has written a complex article entitled "Energy - ^{Road} A ~~Path~~ Not yet Taken", published by F.O.E. which suggests several ways of making the transition from hard technology to soft technology.

Significance in terms of complexity?

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7. BBC stands for British Broadcasting Corporation and is comprised of 2 television ~~net~~ networks and 4 radio networks. The BBC does not have paid advertisements as does the U.S. because of its internal & external funding. Viewers pay a fee when they ~~buy~~ buy their TV & must renew each year; The government subsidizes the BBC so commercials are not necessary. The BBC employs a considerable number of employees (25,000), some actors & some singers.

25,000.

1. A joint operating agreement as discussed in class refers to 2 separate business entities joining forces for mutual benefit. The case of the P.O. & Seattle Times is an example as the P.O. is suffering financially & if it could operate jointly with the Times & share related departments such as advertising, classified, production, delivery ^{it} would be spared from economic disaster. The news function, would remain the same as it now exists, however. The concern about a joint operating venture is losing a diversity of voices in the news media - would one joint paper still provide a healthy diversity of information.

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1. J. F. Stone & Seymour Hersh are both investigative reporters, each ferreting out stories that might never ^{be} told except for their drive & ambition to ~~the~~ learn the facts. They both worked for themselves - Stone as an editor, writer & publisher of his publication, Weekly and Hersh as a free lance journalist. Their methods of reporting & gathering information are vastly different. Stone preferred to sift through vast amounts of government records (available to anyone) and analyze at ~~the~~ his desk. This was due to the fact that ~~he was~~ ~~for~~ his hearing was impaired & could not attend congressional meetings.

8 & get all the facts by listening.

10 Hersh on the other hand would think nothing of hopping on an airplane and chasing across the country to interview people to get to his story.

Stone seems to be more ~~ethic~~ ethical since ~~he~~ did not rely on contacts & sources to get information. As a result everything he reported could be checked out - his deductions were hard to

argue against - whether you were a conservative politician or a radical student. Hersh on the other hand would do all things in his power to get people to talk to him & give him the answers he needed for his story.

Sometimes his actions ~~is~~ were ~~bad~~ border line ethical.

2. Because language, and the written
10 word, can never recreate an
event as it actually was, it is
often distorted, sometimes intentionally -
sometimes not. In The Great War
and Modern Memory ~~"Society"~~
the severe anguish that people
were subject to as well as the
total confused state of the residents
of a village is easily lost when
it is reported that villagers
left to resettle in ~~some~~ southern
France. People wandering aimlessly
down a road, not knowing where
they are going is often not ~~just~~
portrayed in history. When the
~~British~~ British came out
of their trenches ~~to~~ and crossed
"no-man's land" & were obliterated

by machine guns, it is reported
that the ~~few~~ men fought a gallant,
tough battle - but they were
~~mass~~ slaughtered.

Other terms language is
misused as in euphemisms
where by one term of negative
or uncomfortable meaning is
replaced with another that
tries to hide the negativity.

Such as examples in the
Nazi concentration camps -
they were "resettlement" camps.
People were not murdered -
they were put ~~of~~ out of their
misery.

Language can also control the minds of people. In 1984 the words of "newspeak" had sometimes the opposite meaning. So that what people believed in & understood ^{were} ~~are~~ made opposite - they turned out hating things they loved & vice versa. As an example, the Minister of Love was actually the minister of "punishment" - the Minister of Peace was actually the Minister of War. If you can control the meanings of words, you can then begin to control their minds.