Who said the only good news is no news?

At the conclusion of the movie, the Yes Men stage an action where they produce and distribute a Special Edition of the *New York Times*. We will produce our own 'Different Mirror.'

Step 1:

To start, compare and contrast *New York Times* (http://www.nytimes.com/) or other daily newspaper with the *New York Times* Special Edition and think about the power of news media's ability to shape views about race, gender, class, sexuality…   Now chose 3 articles to address questions in Step 2.

Step 2:   Questions to address:
(You need to use concepts from the class and books explicitly to accomplish Step 2) This is not an extensive list of questions to address, rather some ideas to consider when writing your analysis.

- Which groups of people or stories are featured prominently or are missing from each article?
- Who are the intended audiences of each article?
- How is race, class and gender featured? Are there positive representations or stigmatization of 'Others'?
- What is each trying to convince its audience of, in broad terms? What are the 'common sense' understandings embedded in the articles?
- What assumptions do stories in each article make? What biases does each demonstrate?

Step 3:   As part of the final project, you are to create a "what if" news article that reflects your comprehension of course themes and concepts. We have discussed many outcomes of durable racial inequality, the need to see history from a 'different mirror,' and ways to recognize, calls out and analyze privilege, and if we dare…to use our privileges to become allies. As part of imagining a more just and equitable future we must do just that…imagine. What would your ideal news look like? Create a news story that you would like to see.

Point Breakdown and Timeline
Total Points: 150

April 7 - Selection of Articles and Identification of Analytical Framework
      (25 Points)

   • Select 3 articles from New York Times to analyze and e-mail me links for approval.
   • Explicitly state what and why you are choosing to analyze. Provide list of concepts you will be using.
   • Approval will be given by April 10 with feedback.
   • Friday April 6 and April 20 will be an independent work day. Class will not be held. Use this time to work on your project.

May 2 - Application [email to me <joseph.herrera@wsu.edu>by noon]

   1. Analysis of Articles (100 Points; 25 of which is from the writing workshop)
   • 3-5 page paper; format should follow conventional structure including introduction that explains your reasoning for choosing the articles, body paragraphs that critically analyze your articles using concepts and materials from the class, and a conclusion that ties together your analysis of the three articles as well as your final thoughts on what you learned from this project. Additionally, include a brief description of your "what if" article and your reasoning for writing this piece.
   Example: If you chose an article to analyze that deals with Arizona's book ban or ethnic studies ban you can use Takaki's concept of the 'master narrative' in constructing a vision of America that is structured on hierarchies of race. If you chose articles dealing with health or healthcare you can use the Brown book to discuss disparities of access to health care and overrepresentation of disease caused by 'durable racial inequality.'
   • Turn in your writing workshop sheet in class by Friday April 27 to receive credit

   2. Ideal Story Piece (25 Points)
   • Creative 400-600 word article
   • Format should follow traditional news article layout including: title, picture(s), column layout.

Score Levels	Content	Conventions	Organization	Presentation
A	▪ Is well thought out and supports the solution to the challenge or question ▪ Reflects application of critical thinking ▪ Has clear goal that is related to the topic ▪ Is pulled from a variety of sources ▪ Is accurate	▪ No spelling, grammatical, or punctuation errors ▪ High-level use of vocabulary and word choice	▪ Information is clearly focused in an organized and thoughtful manner. ▪ Information is constructed in a logical pattern to support the solution.	▪ Multimedia is used to clarify and illustrate the main points. ▪ Format enhances the content. ▪ Presentation captures audience attention. ▪ Presentation is organized and well laid out.

B	- Is well thought out and supports the solution - Has application of critical thinking that is apparent - Has clear goal that is related to the topic - Is pulled from several sources - Is accurate	- Few spelling, grammatical, or punctuation errors - Good use of vocabulary and word choice	Information supports the solution to the challenge or question.	- Multimedia is used to illustrate the main points. - Format is appropriate for the content. - Presentation captures audience attention. - Presentation is well organized.
C	- Supports the solution - Has application of critical thinking that is apparent - Has no clear goal - Is pulled from a limited number of sources - Has some factual errors or inconsistencies	- Minimal spelling, grammatical, or punctuation errors - Low-level use of vocabulary and word choice	- Project has a focus but might stray from it at times. - Information appears to have a pattern, but the pattern is not consistently carried out in the project. - Information loosely supports the solution.	- Multimedia loosely illustrates the main points. - Format does not suit the content. - Presentation does not capture audience attention. - Presentation is loosely organized.
D	- Provides inconsistent information for solution - Has no apparent application of critical thinking - Has no clear goal - I pulled from few sources - Has significant factual errors, misconceptions, or misinterpretations	- Exorbitant spelling, grammatical, or punctuation errors - Poor use of vocabulary and word choice	- Content is unfocused and haphazard. - Information does not support the solution to the challenge or question. - Information has no apparent pattern.	- Presentation appears sloppy and/or unfinished. - Multimedia is overused or underused. - Format does not enhance content. - Presentation has no clear organization.