

What Makes a Journalist a “Journalist?”

IRB Proposal



This packet includes:

IRB Appendix D Form

Brief Description of Proposed Research

Consent Form A: Student Journalists

Consent Form B: Editors and Teachers

Consent Form C: Interviewees

NIH Certification

Senior Project Pitch w/ Resume

Appendix D
STATE UNIVERSITY OF NEW YORK AT NEW PALTZ
Institutional Review Board

Protocol #
Approval Date:

Application for Research Proposal Review

Note: Incomplete applications will be returned. Refer to IRB guidelines & policies available on the web at www.newpaltz.edu/sponsored_programs/humansubs.html

Allow a minimum of 15 days for processing of your application (if it is delivered to the Office of Sponsored Programs by noon Monday through Thursday. Allow more time if delivered on Thursday p.m. or Friday.) You will receive e-mail notification of approval or of modifications required.

For proposals falling under the categories of Expedited and Exempt, **the original, one hard copy and one electronic copy** via e-mail attachment **must be** submitted to the IRB secretary. Please submit the hard copies to: Institutional Review Board, c/o Office of Sponsored Programs, HAB 604 and the electronic copies to: irbsecretary@newpaltz.edu. The hard copies must include the signed cover sheets and all relevant materials, i.e., consent form(s), questionnaire(s), advertisements, etc. The protocol submitted as an electronic attachment should include the unsigned cover sheets and the same relevant materials as a single file in MS Word or PDF format. After the signed hard copies are received by the IRB secretary, the secretary will then forward the electronic proposal to the IRB Chair and one IRB member for review. For Full Board Review applications, submit 12 hard copies of your application to the IRB secretary. Applications will be distributed for review at convened meetings. For all proposals submit two copies of grant/contract proposals, if any.

Full
(all international studies)
(see Appendix H of the IRB Manual)

Expedited Category _____
(see appendix B of the IRB Manual)

Exempt 45 CFR 46.101 _____
(see appendix A of the IRB Manual)

Note: If this study qualifies as an Exempt Survey (see appendix A of the IRB Manual) please use the abbreviated Survey Research Application instead.

Title of Study: What makes a journalist a "Journalist"? **Date of Submission:** 20 Jan 2013

Principal Investigator Name: J.p. Lawrence

Specify: Faculty/Staff Graduate Student Undergraduate Student Other

Local Mailing Address: 30 Campus Road, Annandale-on-Hudson N.Y., 12504

Department: Anthro **Division:** Social Sciences **Phone:** 507-430-9545 **email:** jl5893@bard.edu

If PI is a Student

Name of Faculty Sponsor: Laura Kunreuther **Department:** Anthro **email:** kunreuth@bard.edu

Name of Faculty Sponsor: Susan Rogers **Department:** Writing **email:** rogers@bard.edu

Institutional Affiliation (if not SUNY at New Paltz): Bard College

To complete the required CITI human subjects training program, go to www.miami.edu/citireg. This training must be completed prior to submission of application. Please note that if your research involves any of the issues below, you are required to take the corresponding CITI modules. Please check all that apply: International Research Vulnerable Subjects – Women, Fetuses Vulnerable Subjects – Groups/Communities Res. using internet Records Based Research Genetics Research VA Research HIPAA

Principal Investigator (I have attached my National Institutes of Health Certification CITI completed? Yes No

Study Team: List all individuals who assist the PI in the design or conduct of the study. **Attach additional pages as needed.**

Name: **Department:** **CITI completed?** Yes No

Revised 9/9/09

Name:
Name:

Department:
Department:

CITI completed? Yes No
CITI completed? Yes No

Rates of Pay to Subjects, if applicable:

Funding Source(s) and Application Deadline(s) (if applicable): N/a

Agency/Organization: _____ Application Date: _____

Is this project expected to continue for more than one year? Yes No Anticipated completion date Dec 2013

Approval for projects is valid for one year only. Investigators must request a continuation of the approval yearly if the activity is ongoing for more than one year. The *Application for Continued Approval/Final Report* in Appendix G of the Institutional Review Board Manual is to be used for this purpose. The same form is to be used for your final report upon completion of the project.

Signature of Principal Investigator (PI)

Signature certifies that the information in this application is correct and that the research will be conducted in full compliance with SUNY New Paltz policies and federal regulations. The period of approval is determined by the IRB and continuing review is required in order to maintain approval status. The PI must submit progress reports for this review. Adverse events must be reported to the IRB according to the guidelines and changes in the study must be approved by the IRB prior to implementation.

Signature of Principal Investigator
Date 20 January 2013



Statement of Assurance for Investigators Applying for Full or Expedited Review

Disclosure of Financial Relationships and Interests in Research

Do you, your spouse, or dependent child(ren) have any financial relationships that may create financial interests in research studies that may bias the design, conduct, or reporting of the research or that may adversely affect the rights and welfare of subjects?

No



Signature, 20 January 2013

Principal Investigator(s) and Faculty Sponsor (if a student investigator) must sign the following Statement of Assurance if the research proposal is being submitted for Full or Expedited Review Procedures.

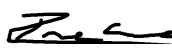
The proposed investigation involves the use of human subjects. I am (we are) submitting this form with a description of the project prepared in accordance with institutional policy for the protection of human subjects participating in research

X I (We) understand the SUNY New Paltz policy concerning research involving human subjects and agree to:

1. Accept responsibility for the scientific conduct of this project.
2. Assure that the information in this application is correct;
3. Obtain informed consent of all subjects, provide subjects with copies of consent forms and maintain consent forms for the required three years, unless these procedures are waived by the IRB. (Faculty sponsors will keep consent forms on file for student investigators below the thesis level.)
4. Assure that all key personnel have completed the SUNY New Paltz educational requirements for human subject research prior to assuming duties;
5. Use only an IRB approved and stamped copy of the consent form.
6. Obtain prior approval from the IRB before amending or altering the scope of the project or implementing changes in the approved consent form and utilize only the revised, stamped copy of the consent form.
7. Maintain research data and consent documents under appropriately secure conditions in order to protect subject confidentiality.

8. Report promptly to the IRB any injuries to human subjects or any problems which involve risks to the human subjects or others, which become apparent during the course of or as a result of experimentation and any actions taken.

9. Cooperate with the IRB with the continuing review of this project including submission of the Application for Continued Approval/Final Report.
10. Report promptly, both to subjects and the IRB, significant new findings developed during the course of the research which may relate to the subjects' willingness to continue participation.
11. Comply with all IRB decisions, conditions and requirements.
12. Report to the IRB any serious or continuing noncompliance with the requirements of the SUNY New Paltz human subjects policy or determinations of the IRB.
13. Train and supervise study personnel who are obtaining consent.

Printed Name of Investigator J.p. Lawrence	Signature of Investigator 	Date 20 jan 2013
Printed Name of Faculty Sponsor	Signature/Approval of Faculty Sponsor	Date

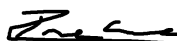
Statement of Assurance for Requests for Certification of Exempt Status

Principal Investigator(s) and Faculty Sponsor (if a student investigator) must sign the following Statement of Assurance.

The proposed investigation involves the use of human subjects. I am (we are) submitting this form with a description of the project prepared in accordance with institutional policy for the protection of human subjects participating in research. **I have ensured that all items on the Research Proposal Checklist are included.**

I (We) understand the College's policy concerning research involving human subjects and agree to:

1. Accept responsibility for the scientific conduct of this research;
2. Assure that the information in this application is correct
3. Assure that all key personnel have completed the SUNY at New Paltz educational requirements for human subject research prior to assuming any duties;
4. Obtain parental permission for all subjects (if required) and maintain permission forms for the required three years, unless these procedures are waived by the IRB. (Faculty Sponsors will keep permission forms on file for Student Investigators below the thesis level.).
5. Maintain research data and permission documents under appropriately secure conditions in order to protect subject confidentiality;
6. Report to the IRB any unanticipated effects on subjects which become apparent during the course or as a result of experimentation and any actions taken;
7. Obtain prior approval from the IRB before amending or altering the scope of the project or implementing changes in the approved consent form.
8. Comply with all IRB decisions, conditions and requirements.



20 January 2013

Signature of Investigator	Date
Approval/Signature of Faculty Sponsor	Date

Brief Description of Proposed Research:

“What Makes a Journalist a “Journalist?”

J.p. Lawrence, Bard College

Category A: Brief Description of Proposed Research:

Question 1: State the purpose of your research.

My name is J.p. Lawrence, a senior at Bard College. Since high school, I've done journalism in Iraq, Australia, Germany and all over the United States. I've done the long hours, the stress, the pressure, the deadlines and the rules. I love it, but I've never really asked why. What makes a person want to be a journalist? Why not a writer? Or a blogger? Or a historian? What's so special about journalism?

To find out, I want to go where journalism begins. I want to research college newspapers, college journalists, the people who teach them and the people affected by them. I want to find the eager journalists of tomorrow and spend several months studying and interacting, taking notes and interviewing, and simply hanging out.

Question 2: State the major hypotheses, research question and/or the aims of your study.

By observing the process of journalism over a longer amount of time, at multiple locations, I hope to understand how models of journalism are recreated and transmitted. What makes a person want to be a journalist? And how are they taught what a journalist is?

Question 3: Provide a brief review of literature including citations

My goal is a long-form journalism ethnography, in the style of *The Kingdom and the Power*, by Gay Talese, or *Dateline Soweto: Travels with Black South African Reporters*, by William Finnegan.

My background is rooted in the works of media anthropology, headlined by Pierre Bourdieu, Hayden White and Mark Allen Peterson. These works focus on strategies journalists create in the production of news. They also focus on the crises and conditions that cause these strategies. Their aim is that by focusing on the process, and not the product of media, one can determine how the language of media is shaped. An initial bibliography, used for my proposal paper to Bard, is attached.

Question 4: State the source of the participant population

For my senior project, I will research college newspapers and college journalists in and around the Hudson Valley as well as in colleges such as Columbia and Syracuse. The college newspapers will be defined as both student-run and curriculum-based publications, but not internship-based work partnerships. I make this distinction because I want to be able to see the process of how students, as opposed to pre-professionals, are taught how to be journalists, although I also plan to study this borderline.

I will recruit participants by reaching out to student editors and journalism teachers at journalism schools at SUNY New Paltz, Columbia, Syracuse University, Yale and Pomona. Since journalism programs are usually out-spoken communities, I also plan to use the method of “snowball sampling” by asking the participants for the names of other journalists in their program or in their paper. In the course of observing journalists, I will also have to get consent from the people they interview and interact with. I am already in contact with a number of participants, and they have informed me of the need for IRB approval from both Bard and each college I will be studying.

Question 5: State the approximate number of subjects.

Due to the nature of snowball sampling and ethnography in general, I do not know how many subjects I will talk to. I hope to have at least ten to twenty in-depth interviews.

Question 6: Discuss the characteristics of participants as individuals and as a pool (including age, gender, student status, disease conditions, behavioral abnormalities and affiliations or memberships).

Participants will be of college age or older, in college or with a degree. They will also be the varied groups that the journalists interact with throughout their day.

Question 7: If your research involves non-English speaking subjects or subjects from a foreign culture, include contact information for someone who can act as a cultural consultant for your study, i.e., name, address, telephone number, and email. (The cultural consultant should be familiar with the culture of the subject population and/or be able to verify that translated documents are the equivalent of the English version of documents submitted.)

Does not apply. Participants will be English speaking.

Question 8: State criteria for including subjects in the study or excluding them from the study.

Subjects will be included based on their proximity and prominence in the news process. There is an element of self-selection. If a source wants to participate, they can. If they don't, I can talk to someone else.

Question 9: Provide a rationale for the inclusion or exclusion of vulnerable subjects.

Vulnerable subjects include journalism students, as they are under the authority of teachers and editors. Reports of bad conduct may cause their position harm. Sources, who are under the authority of the reporters, are also vulnerable. Inclusion is predicated on whether or not they want to be on the record and using their real names. If due to fear of retribution they are uncomfortable using their names, then I will not use their experiences.

Question 10: Describe how you will recruit subjects for the study. Include all relevant materials, e.g., advertisements, fliers, scripts, translations, psychology pool sign-up sheets, etc. (Student researchers using the Psychology Pool are to include a blank copy of the sign-up sheet and departmental authorization for use of the pool.)

I plan to snowball sample. People will refer me to other sources. I do not anticipate crafting outreach campaigns.

Question 11: Discuss other matters pertinent to human participants.

I will discuss more of these matters in Category D.

Category C: Procedures

Question 12: Specify the location of the study. (If this is an external agency or organization, a letter of cooperation is necessary.)

Research will be done wherever the source allows me to view their place of work. This may be in a classroom, out on the beat, or in a study hall. If a source does not want me to be somewhere, I'll leave.

Question 13: List and briefly describe all variables to be studied.

I want to ask about views of objectivity, how one conducts interviews, how journalism ought to function, what kind of person these journalism students want to be.

Question 14: Describe Procedures including:

(a) Describe the methods of study administration in detail (Attach a complete copy of all instruments).

(b) Describe the methods of record-keeping

(c) Describe the methods you will use to analyze the collected data.

(d) Document authorization of use or permission to modify a copyrighted instrument, or document access in the public domain of non-copyrighted instruments.⁴

I will be taking notes on a notebook and a tape recorder. These notes will be kept with me.

Question 15: Describe all activities involving participants, including:

(a) Frequency of each activity.

(b) Duration of each activity.

(c) Participant's total time commitment.

(d) Instructional script for administration of the study.

I will act based on what is allowed for me by the sources themselves. They will be conducting the activities and will let me watch if they wish. I want to spend several months studying and interacting, taking notes and interviewing, and simply hanging out.

If possible, I'd like to participate in classes, meetings, interviews — anything related to the production of student news. I want to ask about views of objectivity, how one conducts interviews, how journalism ought to function, what kind of person these journalism students want to be. This will go on for a time to be negotiated based on the needs and desires of the participants.

Question 16: Describe all equipment used with participants, if any.

A voice recorder and a notebook.

Question 17: Specify what factors will lead to cessation of procedures causing physical or emotional stress. Outline procedures for stopping or interrupting the protocol.

If a source does not want their experiences on the record, I will not use their experiences. This will occur through their talking to me.

The consent process for interviews is this:

- The journalist is going to an interview. They may bring me along or not.
- I introduce myself to the source. The source or the journalist may want me to be around or not.
- At this point, if the conversation is on the record between the journalist and the source, then I announce it is on the record for me.
- At the end of the interview, I will ask the source if they would like to an interview.
- If they say yes, I will interview them away from the journalist. At the end, they may say they want anonymity or not.
- The journalist or the source may talk to me later to talk about any ethical concerns they may have.

Question 18: Describe biological samples to be taken, the method for their handling and the qualifications of individuals taking samples.

No biological samples to be taken.

Question 19: Provide debriefing method, rationale for deception (if applicable) and debriefing protocol.

My Debriefing Statement

Thank you for participating in this research for my senior project “How Makes a Journalist a Journalist?” Please contact me if you have any questions in the future or think of anything else you’d like to share. My contact information is on your copy of the consent form. Do you have any questions for me now?

Question 20: Discuss any other aspects of the procedures.

n/a

Category D: Risks to Participants

Question 21: Describe potential risks and assess the likelihood, severity, duration and effects of each. (Consider risks of physical injury, psychological trauma or stress, social/economic harm, legal risks and loss of confidentiality. Could any of the questions be more offensive than those encountered in a participant’s everyday life? Note “no known risks” if none are anticipated.)

I will combine questions 21 and 22.

Question 22: Describe methods for minimizing risks. For example, document how potential psychological distress will be addressed, by whom, and with what credentials.

The risks discussed do not include those encountered in normal daily living. That said, there have been a few journalistic accounts of journalism in the past, and I plan to use them as an example. With journalists who write in the public sphere, put their names in the public sphere, and put the names of their sources in the public sphere, confidentiality, not anonymity, may be the key fact. People will have to know that while their published work is open to all, their private

interactions with me will be used to minimize their risk. The strategies regarding incriminating information must be adjusted for journalists, as often times, the gathering of incriminating information is the point, and I must try to observe this process. If the journalist feels they cannot gather this information while I am present, I will not come. If I do come, my policy is that if it's on the record with names in the paper for the journalist, it's on the record with names in my project for me.

There are four groupings I will have to deal with for managing risk:

1. The journalists will be hamstrung by another person in their interactions. My presence could intimidate their sources and could hamper their ability to act as journalists. Furthermore, my reports on journalists would cause embarrassment to my sources if I observe them breaking rules. My plan is to begin most observations "off the record," which means I would hang out and not take notes; if the journalist wants to talk about them later and place them on the record, then I would interview them then based on my recollections. Conversing off the record allows the sources to negotiate what really happened and will allow me to talk to them as peers, as opposed to researchers. After a certain amount of trust and familiarity has been granted to me, I would then ask to move observations to "on the record." At this point, I would take a tape recorder and notepad with me. My key: if at this point the journalist is producing something "on the record" for them, it's "on the record" for me. I am confident that if people trust me and if I am a good researcher, any thing that I learn "off the record" I can later corroborate and move "on the record." This method allows the source to decide whether or not it is worth having me around. It also allows discourse and conversation with the source and me about whether it is appropriate, case by case, to have a researcher present. This method would not be possible if I had a shorter deadline, but since I have blocked a year and a half for this research, I hope to be able to do this. I hope to be able to explain my situation and how rookie journalists sitting in on other journalists to learn is a commonplace trope. As a fellow journalist myself, I hope to provide a benefit to my sources by serving as sounding board. Potential benefits of participation include the opportunity to reflect on and share one's knowledge of journalism, as well as implicit feedback on interviewing and research-gathering with a fellow peer. By talking through my interactions with my sources, I hope to create a good understanding of where they stand on my

presence. Off-the-record conversations are what will create this understanding.

2. The editors/teachers would also perhaps act differently in my presence. My hope is to spend the first few encounters watching off the record, so that when I switch to “on the record,” both I and the people involved can have an understanding of the situation. Once I switch to “on the record,” the editors and teachers can tell me whether or not they want me present. My concern is that “off the record” would become the norm, but I feel that if I explain to my sources the risks and benefits, they will decide that having me around isn’t so bad after all. In addition, in their consent forms, I will place: “As editors and teachers, please note that decisions made by you will be part of the project. The edits, the feedback and the discipline used as part of the teaching process are of great interest to my research. You can tell me if at any point you do not want me in the room or to be privy to your instruction and I will comply.” Additionally, it is important that I do not become a snitch for the editors. My journalist sources should be securing in knowing that I am not recording their specific journalism mistakes and bringing them to their editors, and vice versa.

3. The interviewees would perhaps be intimidated by my presence. Since the interviewees change throughout time, it is not possible to ease into a relationship with them. My plan is to introduce myself, observe according to the rules afforded to the journalist, and afterward solicit the interviewee to see if they would like to be interviewed. This is a multi-step consent process. Consent to observe and then consent to use “on the record.” This is needed, as it’s not always possible for a journalist to know in advance that a subject may reveal incriminating information during the course of an interview. If in the course of an after-interview interview, a source says something that the journalist did not pick up, I will make sure that that knowledge stays with me. This holds true especially if the interviewee divulges to me incriminating information. If this happens, I will ask if the source would like anonymity or would like the statement taken “off the record.” I will also make it clear that I do not have a legal right to withhold my interview audio recordings and notes in the event that they are subpoenaed in a court of law. My hope is to appeal to the interviewee’s interest in “getting the story right” by serving as a kind of ombudsmen, someone who can offer perspective on what happened though an interview. Since

I am basically researching a researcher, I plan to mimic whatever level of confidentiality they give their sources. If they are interviewing someone whose name will be in the paper, I will proceed with their real name. If they are interviewing someone using a pseudonym, I will use a pseudonym.

4. The public will be measured through conversations on the status and standing of the newspaper. The risk to this group is that their opinions on the paper and its staff will become known to the paper and its staff. Anonymity may be granted in the form of large scale polls, but for individual responses to the newspaper, I feel it is unethical to show responses without the context of personal allegiances and beliefs. Because of this, I feel that if I can find people who are willing to offer their thoughts on the paper with their names, I will use them as opposed to people who don't want to use names.

For these four groups, if the participants say anything that could get them or others in legal trouble, I will mimic the standing of the journalist at hand. If it's "on the record" and going in the newspaper with a name, then I shall use the data gathered with a name, as long as there is consent. If it is off the record to the journalist I am following and they do not want me to take notes, I will not take notes but observe "off the record," as the journalist does. "Subpar" methods of journalism might also be seen. There are also potential physical risks, but these risks would not exceed the everyday risks of working on student newspaper. The interview will also take time that could be spent doing something else. Interviewees might be intimidated by the presence of another interviewer, but I will explain my situation and rookie journalists sitting in on other journalists to learn is a commonplace trope.

Question 23:

I considered giving pseudonyms as a norm, but I will not use that tact unless warranted. If they are not comfortable using their names attached to an experience, I will not use that experience.

Question 24: State any other matters relative to risk to participants.

I do not anticipate any physical risks other than that of a normal college student experience.

Category E: Anticipated Benefits to Participants

Question 25: Describe the anticipated direct benefits to these participants because of their participation.

As a fellow journalist myself, I hope to provide a benefit to my sources by serving as sounding board. Potential benefits of participation include the opportunity to reflect on and share one's knowledge of journalism, as well as implicit and explicit feedback on interviewing and research-gathering with a fellow peer.

Question 26: Describe the anticipated benefits accruing to the class of participants these individuals represent.

By analyzing journalism techniques, I will create a body of feedback that journalists at these institutions can use for self-critique and possible improvements.

Question 27: Describe the anticipated benefits accruing to society-at-large or other.

The field of media anthropology seeks to understand the underpinnings of how current journalism models came to be, and from there, understand how the affects these models have on ways of communication.

Question 28: State any other aspects of anticipated benefits to participants.

Other benefits could include local publicity.

Category F: Consent Procedures

Question 29: Describe how potential participants will be informed about the project activities.

Potential participants will be informed through word of mouth. From there, I will have written consent forms and oral consent forms.

Question 30: Attach consent form and assent form/script, if appropriate. (Use reading level and terminology understandable to participants. If participants are non-English speaking, include translations of all consent/assent documents and certification of the validity and reliability of the translation in relation to the English language documents See Question 7.)

Consent forms are attached.

Question 31: Discuss any other aspects of the consent process.

Oral Consent Process

I am a student at Bard College conducting research for my senior project on “How Does One Be a Journalist?” If you agree to participate in this study, I will ask you to answer questions about your experiences with student journalism. The interview is designed to last approximately 30-45 minutes, and will be audio recorded with your permission, and/or recorded on paper. If you’re ever uncomfortable for any reason and would like to skip a question or stop participating, that’s OK, just say so.

It’s important that you read this consent form carefully. It describes potential risks and benefits of participation. It explains that you can decide whether or not I should use your real name, how I plan to preserve confidentiality, and how I will store data. If you have any questions later on, you can contact me, my faculty adviser, or the chair of the Bard College Institutional Review Board. The contact information is on the consent form. You can mark on the form whether you agree to an interview, to letting me volunteer on your paper/class, or both. You can also mark whether or not you want the interview to be audio recorded and whether it’s OK for me to use your real name.

After you fill out and sign two copies of the form, I’ll keep one and you’ll keep the other. Do you have any questions?

Category G: Privacy and Confidentiality Procedures

Question 32: Describe the method(s) used to protect the identity of individual participants.

As journalists put their paper's names, their person names, and their sources names into the public, I will offer the option of pseudonyms, but I expect most to be "on-the-record" as is the journalistic custom. My policy is that if it's on the record with names in the paper for the journalist, it's on the record with names in my project for me.

Question 33: Describe your plans for maintaining data after the study is complete.

I will keep all interview audio recordings and notes secure: audio recordings and paper notes will be kept in a locked container and computer notes in a password protected file on my personal computer. I plan to keep my notes after I am finished with my senior project, as suggested by the American Anthropological Association:

"The AAA supports the sharing of research data and encourages ethnographers to consider preserving field notes, tapes, videos, etc. as a resource accessible to others for future study. Ethnographers should inform participants of the intent to preserve the data and make it accessible as well as the precautions to be undertaken in the handling of the data." - American Anthropological Association Statement on Ethnographic Research and Institutional Review Boards (www.aaanet.org/stmts/irb.htm)

I plan to keep my notes because after I graduate I plan to start an ongoing project on journalism and its philosophical ramifications.

Question 34: Describe how the federal requirement for consent forms to be retained for three years following the conclusion of the project will be met. (If an institution/organization requires retention of consent forms on site, then the investigator may request a waiver of this requirement.)

I will keep consent forms in a private folder on my computer.

Question 35: If you are audiotaping, videotaping or photographing, specify tape/film storage, use, and when and how disposition of the tapes/film will take place.

I will be recording all conversations as an mp3 file, which I will store on my computer in a separate private folder.

Question 36: Discuss any other aspects of confidentiality.

N/a

Category H: Justification of Request for Exempt or Expedited Review Processes

Question 37: Give a full justification for an exemption or expedited review request. (Refer to p. 13 in Manual.) Include the category of exemption (Appendix A) or expedited review (Appendix B) you are requesting and discuss the relationship of your study to the criteria for the specified exemption/expedited review category.

I am applying for exempt status. This research would fall under category 1 (Research conducted in established or commonly accepted educational settings). It runs into issues with category 2 (I will be using the real names of journalists and sources if they are published in the newspaper), but these names would already be in the public domain. The risk in this project is minimal in regards to physical or emotional contexts. Most of the risk lies in exposure of internal workings.

Category I: Justification for Request for Waiver of Informed Consent Process and/or Documentation

Question 38: Give a full justification for a request for waiver of the informed consent process. (Refer to p. 13 in Manual)

Not applicable. All sources will be over age of 18 and able to represent themselves.

Question 39: Give a full justification for a request for waiver of documentation of the informed consent process. (Refer to p. 13 in Manual)

Not applicable.

What Makes a Journalist a “Journalist”?

A study by J.p. Lawrence, a senior and writing and anthropology major at Bard College
Contact: 507-430-9545 and j.p.lawrence3@gmail.com
Project Advisors: Susan Rogers and Laura Kunreuther

For Student Journalists:

This is a journalistic research study. This research study includes only participants who choose to take part. Please take your time to make your decision. Discuss it with your friends and family. You are being asked to take part in this study because I am studying how journalism is taught. As student journalists, your participation would help me understand how models of journalism are recreated.

WHY IS THIS STUDY BEING DONE?

The goal of this study is to create a long-form journalism ethnography, in the style of *The Kingdom and the Power*, by Gay Talese, or *Dateline Soweto: Travels with Black South African Reporters*, by William Finnegan. By observing the process of journalism over a longer amount of time, at multiple locations, I hope to understand how models of journalism are recreated and transmitted. What makes a person want to be a journalist? And how are they taught what a journalist is?

This type of media anthropology seeks to understand the underpinnings of how current journalism models came to be, and from there, understand how they affect these models have on communication.

HOW MANY PEOPLE WILL TAKE PART IN THE STUDY?

I hope to talk to as many student journalists and editors as possible. If you know of anyone else who would be interested in talking, feel free to contact me at any point.

WHAT IS INVOLVED IN THE STUDY?

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HOW LONG WILL I BE IN THE STUDY?

I will be gathering data for a paper due in spring of 2013. You can stop at any time. For more information about risks, ask me or contact my advisors. While in the study, you are at risk in these ways:

Likely but not serious: You may be embarrassed if I write about poor conduct, your job might be harder with someone on your shoulder, and you may fear that I am transmitting information about you to your teachers or editors. Unlikely but serious: an important source may alter their quotes, reporting on poor conduct leads to decreased faith in the newspaper. The risks discussed do not include those encountered in normal daily living.

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WHAT OTHER OPTIONS ARE THERE?

Instead of being in this research study, you have the options of phone interviews.

WHAT ABOUT CONFIDENTIALITY?

Efforts will be made to keep your personal information confidential. We cannot guarantee absolute confidentiality. Your personal information may be disclosed if required by law.

As journalists put their paper's names, their person names, and their sources names into the public, I will offer you option of pseudonyms, but I expect most to be "on-the-record" as is the journalistic custom. My policy is that if it's on the record with names in the paper for the journalist, it's on the record with names in my project for me. You may go "off the record" if you wish.

The consent process for interviews is this:

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- At the end of the interview, I will ask the source if they would like to an interview.
- If they say yes, I will interview them away from the journalist. At the end, they may say they want anonymity or not.
- The journalist or the source may talk to me later to talk about any ethical concerns they may have.

Participants may decide whether or not I should include their real name in my senior project. If participants choose to have their interviews remain anonymous, I will assign them a pseudonym. I will also remove all other identifying information from my senior project. I will also keep all interview audio recordings and notes secure: audio recordings and paper notes will be kept in a locked container and computer notes in a password protected file on my personal computer.

I plan to keep my notes because after I graduate I plan to start an ongoing project on journalism and its philosophical ramifications. "The AAA supports the sharing of research data and encourages ethnographers to consider preserving field notes, tapes, videos, etc. as a resource accessible to others for future study. Ethnographers should inform participants of the intent to preserve the data and make it accessible as well as the precautions to be undertaken in the handling of the data." - American Anthropological Association Statement on Ethnographic Research and Institutional Review Boards.

WHAT ARE THE COSTS?

There are no costs but your time.

WHAT ARE MY RIGHTS AS A PARTICIPANT?

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WHOM DO I CALL IF I HAVE QUESTIONS OR PROBLEMS?

For questions about the study or a research-related injury, contact me at 507-430-9545 or Laura Kunreuther at 845-785-7215. For questions about your rights as a research participant, contact the State University of New York at

New Paltz Institutional Review Board (which is a group of people who review the research to protect your rights) at 845-257-3282.

OTHER INFORMATION:

The Institutional Review Board of the State University of New York at New Paltz has determined that this research meets the criteria for human subjects according to Federal guidelines. - You will get a copy of this form. Revised 08-20-04

CONSENT:

Participant Information

Please check one of the following options

- I agree to both the interview and the observation
- I agree to the interview only
- I agree to the observation only

Please check one of the following options:

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- I do NOT agree to have the interview audio recorded

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What Makes a Journalist a “Journalist”?

A study by J.p. Lawrence, a senior and writing and anthropology major at Bard College
Contact: 507-430-9545 and j.p.lawrence3@gmail.com
Project Advisors: Susan Rogers and Laura Kunreuther

For Editors and Teachers of Student Journalists:

This is a journalistic research study. This research study includes only participants who choose to take part. Please take your time to make your decision. Discuss it with your friends and family. You are being asked to take part in this study because I am studying how journalism is taught.

As editors and teachers, please note that decisions made by you will be part of the project. The edits, the feedback and the discipline used as part of the teaching process are of great interest to my research. You can tell me if at any point you do not want me in the room or to be privy to your instruction and I will comply. It is important to my journalist sources that they know I am not recording their specific journalism mistakes and bringing them to their editors, and vice versa.

WHY IS THIS STUDY BEING DONE?

The goal of this study is to create a long-form journalism ethnography, in the style of *The Kingdom and the Power*, by Gay Talese, or *Dateline Soweto: Travels with Black South African Reporters*, by William Finnegan. By observing the process of journalism over a longer amount of time, at multiple locations, I hope to understand how models of journalism are recreated and transmitted. What makes a person want to be a journalist? And how are they taught what a journalist is? This type of media anthropology seeks to understand the underpinnings of how current journalism models came to be, and from there, understand how the affects these models have on communication.

HOW MANY PEOPLE WILL TAKE PART IN THE STUDY?

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For Those Interviewed by Student Journalists:

This is a journalistic research study. This research study includes only participants who choose to take part. Please take your time to make your decision. Discuss it with your friends and family. You are being asked to take part in this study because I am studying how journalism is taught. My hope is to appeal to the your interest in “getting the story right” by serving as a kind of ombudsmen, someone who can offer perspective on what happened in an interview. I want to talk to you about your interactions with a student journalist.

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Printed Name of Participant


Signature of Participant

Date

Printed Name of Person Obtaining Consent

Signature of Person Obtaining Consent

Date



Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **J.p. Lawrence** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 02/19/2012

Certification Number: 871662

What Makes a Journalist a “Journalist”?

By J.p. Lawrence

Bard College



To Analyze Journalism, Go to Its Source

My name is J.p. Lawrence, a senior at Bard College. Since high school, I've done journalism in Iraq, Australia, Germany and all over the United States. I've done the long hours, the stress, the pressure, the deadlines and the rules. I love it, but I've never really asked why. What makes a person want to be a *journalist*? Why not a writer? Or a blogger? Or a historian? What's so special about *journalism*?

To find out, I want to go where journalism begins. I want to research college newspapers, college journalists, the people who teach them and the people affected by them. I want to find the eager journalists of tomorrow and spend several months studying and interacting, taking notes and interviewing, and simply hanging out.

If possible, I'd like to participate in classes, meetings, interviews — anything related to the production of student news. I want to ask about views of objectivity, how one conducts interviews, how journalism ought to function, what kind of person these journalism students want to *be*.

My goal is a long-form journalism ethnography, in the style of *The Kingdom and the Power*, by Gay Talese, or *Dateline Soweto: Travels with Black South African Reporters*, by William Finnegan. My goal is to observe this spring semester and summer, and then to write next fall and spring.

I will be going through my college's Institutional Review Board to ensure I follow ethical research practices. Logistically, what I'd like is to find a teacher that will allow me to follow a class through a semester or more. I would drive to campus and report from there. I'm a low-maintenance character.

I understand if you have any questions. I've attached my resume and I hope to talk to you more about this soon. I can be reached at j.p.lawrence3@gmail.com or at 507-430-9545. I understand this project's going to be a lot of work, but I think together we can figure out this business of *journalism*.

J.P. LAWRENCE

30 College Road
Annandale-on-Hudson,
NY 12504
T 507-430-9545

j.p.lawrence3@gmail.com
@jplawrence
jplawrence.cpm

PROFILE

Dynamic and ambitious young journalist with vision, drive and experience. Accomplished, award-winning and published photojournalist who knows how to complete jobs in stressful environments. Has experience in the journalistic field through his deployments to Iraq and around the world. Knowledgeable of basic web coding, office productivity, photo-editing and layout/design software.

EDUCATION

Bard College — BA expected May 2014

Writing and Anthropology, GPA: 3.5. Has taken classes with Verlyn Klinkenborg of the editorial board of the New York Times; Liz Frank, Pulitzer Prize winner, and the photographer Larry Fink.

New York Film Academy, Digital Journalism Seminar — 2009

Defense Information School, Basic Public Affairs Writers Course — 2008

Redwood Valley High School — 2004-2008

EXPERIENCE

JOURNALIST, U.S. ARMY — 2008-PRESENT

Gathers, writes and photographs stories. Produced more than 200 published pieces in Iraq, Kuwait, Qatar, Germany and Australia. Seven national military journalism awards, including 2009 National Guard "Rising Star" Rookie Journalist of the Year. 2009 Department of Defense Sports-writing Winner. Covered events such as Hurricane Sandy recovery and Iraq War Drawdown.

EDITOR-IN-CHIEF, BARD FREE PRESS — 2010-PRESENT

Senior editor, writer at Bard College's student-run newspaper, the Free Press. As editor, ultimately responsible for every word going in the paper each month. Manages writers, training, contacts, and potential stories. Contributed 42 pieces over the last two years, including interviews with Ralph Nader, Neil Gaiman, An-my Le and Teju Cole. Spearheaded international writers network, with contributors from Russia, Germany and Palestine appearing in the paper.

MEDIA SPECIALIST, NEW YORK COUNTERDRUG TASK FORCE — 2012

Worked to promote visibility and outreach of program. Created 59 press releases and photos pieces as part of 3434 media outlet pitches. Worked 9 to 5 and spearheaded new initiatives.

JOURNALISM INTERN — 2010

Credentialed reporter for Fox Sports North. Interviewed veterans before every Minnesota Twins baseball game at Target Field. Wrote profile and uploaded it before end of the night.

PUBLICATIONS AND AWARDS

Works have appeared in The Guard Times, the Red Bull Report, Talking Writing, The Ink Filled Page, CHA: An Asian Literary Journal, The Redwood Falls Gazette, Southern Highland Reader, Bemidji Free Press, City Pages and countless web-based publications. Served as content manager of 200-page Iraq deployment yearbook and photo-journal. Winner of the Arendt Center Award for Excellence in Political Thinking for video project. Wrote column for high school newspaper and served as editor for school yearbook. Published in a Stone Canoe anthology.

EXTRACURRICULARS

Runs Division III cross country. Has gone ski-diving, scuba diving, polar bear plunging and mountain climbing. Led high school Knowledge Bowl team to state championships and Academic Challenge team to national championships. Head of the Stand-up Comedy Club. Runner-up to Soldier of the Cycle in Basic Combat Training, earned Army Commendation medal, qualified as an Army Sharpshooter. Received maximum scores in military physical/mental aptitude tests. Avid traveler.