

Columbia
Journalism
School 

Master of Arts Program





Columbia.

Because Journalism Matters.

To educate new generations of journalists and uphold standards of journalistic excellence has been the mission of the Columbia University Graduate School of Journalism since it opened nearly a century ago. The quality, vitality, and innovation of our degree programs remain unsurpassed, providing the foundation for students not only to succeed, but to shape the future of journalism.



The M.A. Program

A Specialized Journalism Degree for Experienced Journalists

The prestigious Master of Arts program, inaugurated in 2005, is for experienced journalists who wish to study a specific subject area, such as business and economics. Unlike the Master of Science program, which focuses on teaching basic reporting, the M.A. is designed to equip journalists with subject-area expertise, so that they may cover complicated issues in a sophisticated, nuanced manner. Students

develop the knowledge that will allow them to situate news events in their larger context, to ask more informed questions, and to evaluate competing claims made by sources. The focus is on content as much as on skills, and the result is that the program imparts a deeper understanding of journalism and the many forms it takes.

During the application process, candidates select a major in one of four subject areas: arts and culture; science: health and the environment; business and economics; or politics. Once enrolled, M.A. students work closely with professors from both the Journalism School and academic departments and professional schools throughout Columbia University. Each student also designs and completes a master's thesis, an ambitious reporting project that results in a written piece of 8,000 to 10,000 words or its broadcast or online equivalent.

The program is full time and runs from August through May.

www.journalism.columbia.edu/maprogram



Haley Sweetland Edwards

Freelance journalist, Middle East
M.A. Politics, '09

"I left a reporting job at The Seattle Times to enroll in the M.A. program. In old-school journalism, that may have seemed an odd choice: journalists are advised to get on a ladder in the

workplace and start climbing. The M.A. program is a year away from that ladder. It allows you to question the foundations on which you build your reporting and pour yourself into a long-form project in a way you never could in a modern newsroom. The M.A. program is not another rung on a ladder; it's a launching pad."

An Overview

COURSES

The M.A. Program is full-time, and runs from August through May. The following is a description of the curriculum of a typical academic year.

The Seminar in a chosen concentration, taken in both the fall and the spring semesters, is the most intensive part of the M.A. degree. Taught by members of the Journalism School faculty and subject-area experts from Columbia and beyond, the seminars combine course readings, case studies, field trips, and visits with experts to provide expertise in the student's chosen concentration.

Evidence and Inference is a one-semester course that teaches advanced research techniques for journalists—skills in gathering and assessing information, often adapted from other areas of the University, which most working journalists don't have but that are highly useful in journalistic work. These include statistical literacy, rigorous interviewing techniques, understanding the work of experts, and locating material in historical archives and data bases. The course also teaches a disciplined "journalistic method" of testing assumptions and hypotheses, recognizing ways stories can distort the truth and making sure that reporting firmly proves its points. A distinguished group of leading Columbia faculty from outside the Journalism School helps teach the course.

A History of Journalism for Journalists provides an overview of American journalism from colonial days to the present. It empha-

sizes the relationship between journalism and other institutions in a democracy, examining how the role of the press emerged, how it has changed, and how this role is similar or different from that in other democracies.

Digital media courses are offered as part of the M.A. curriculum. Each student has the option to enroll in a digital skills class during the fall semester. Topics include video and audio production, photography, and social media.

Electives

Each M.A. student takes three electives over the course of the academic year: one in the fall and two in the spring. Students may enroll in almost any graduate-level course throughout Columbia University, including the other professional schools, provided it will deepen their understanding of the chosen area of study.

Master's Thesis

All M.A. students are required to complete a master's thesis, a yearlong project jointly advised by a member of the Journalism School faculty and a member of the Columbia faculty or a subject-area expert from outside the School. The result is an ambitious journalistic work of about 10,000 words or its equivalent in broadcast or online media.

SAMPLE M.A. COURSE SCHEDULE

Fall Semester

Graduate seminar in major
Evidence and Inference
History of Journalism
Elective

Master's thesis

Spring Semester

Graduate seminar in major
Elective
Elective
Master's thesis



Dorian Merina

Reporter/Anchor

Free Speech Radio News

M.S. '07; M.A. Arts and Culture, '08

"The M.A. program was an opportunity to take a deeper look at what we do as journalists and how we do it. Evidence and Inference encouraged me to ask questions about how a story is framed, what is included, and how new

technology is shaping news. It also taught me research skills, challenged and refined my interviewing techniques, and gave me the tools to approach specialized academic fields and primary documents. One highlight of the year was the courses I took outside the J-school. One course, in the Spanish Department, helped me research and write my thesis, which reported on a 19th-century revolutionary figure in the Philippines."

Subject-Area Seminars

ARTS AND CULTURE

Professors: David Hajdu and Alisa Solomon

This seminar aims to develop historical knowledge, analytical understanding, and nimble thinking about arts and culture across a range of disciplines. Through a combination of extensive reading, case studies, site visits, and teaching collaborations with scholars, artists, and other leaders in the arts, students consider the formal and emotional force of the arts as well as the ways they function as commodities in a global marketplace. Students also learn about policy and economic issues: private and public funding models, intellectual property law, and trade agreements. Students develop the skills, analytical habits, and flexibility to cover a wide range of stories, and work on becoming cultural reporters and critics in the fullest sense.

BUSINESS AND ECONOMICS

Professors: Sylvia Nasar and James Stewart

The fall term stresses three attributes of excellent economics reporting: a firm grasp of basic economic theory and institutions; hands-on knowledge of data for measuring economic performance and assessing the validity of economic arguments; and the ability to find and report compelling stories. The primary objective is to teach students simple, fast, and effective ways to break down complicated problems, locate relevant data, and compensate for inherent biases. The spring term provides students with the analytical skills to conceive and execute stories about the business sector. Academic subjects are not taught in the abstract but in the context of recent news. Students learn basic skills in accounting, corporate finance, securities law, securities analysis, and portfolio management, while the course is firmly rooted in the journalistic process.

POLITICS

Professors: Thomas Edsall and Alexander Stille

This seminar offers a concentrated introduction to what a journalist needs to know about politics. It will provide a historical context for the main political systems and institutions, as well as a series of tools that reporters can use to analyze and understand stories and situations they may confront. This concentration is appropriate for candidates who want to be foreign correspondents, legal reporters, education reporters, city hall reporters, and political reporters. Across all of these domains, certain themes and issues recur, and this course is therefore organized around eight such themes: power; identity and nationalism; mobilization; collective action and social conflict; rights; institutions; the distribution of resources; and bargaining and negotiation. Student assignments will include exploring the manifestation of these forces in the greater New York area.

SCIENCE: HEALTH AND THE ENVIRONMENT

Professors: Marguerite Holloway and Jonathan Weiner

Students in this seminar learn to see science in its widest perspective—from quarks and black holes to the quirks of the human genome and NASA's travails. Experts take the class through some of science's most compelling subjects, including contemporary physics, the ethics of public health, climate change, epigenetics, the history of industry, and trends in conservation biology. Students learn to deconstruct scientific studies and bolster science coverage with context, history, and the careful use of data. Students are also taught to use all of the tools of narrative nonfiction to convey complicated concepts with force and energy. The field of science writing is changing explosively, and this course is designed to help our students hone lasting skills, adapt to its transformations, and shape its future.



Moises Velasquez

Environmental Reporter
Christian Science Monitor
M.S. '05; M.A. Science: Health and the Environment, '06

"Professor Marguerite Holloway led us fearlessly and enthusiastically through everything from quantum mechanics to human migrations out of Africa. And the classes I took outside the Journalism School have proven immensely important, especially one on climate science

that I took at the Goddard Institute for Space Studies. I didn't know it, but climate was about to blow up as a topic; I'm lucky I had some understanding of the basic science. Also, elements of the Evidence and Inference course have come in handy. Even the simple task of learning the terms sociologists have for the various human biases has proven immensely helpful. You can't change how you think until you know you're thinking it."



Miriam Gottfried

Reporter, *Barron's* magazine
M.A. Business and Economics, '09

"After working in business journalism for several years, I was unsure about the value of journalism school. But when I learned about the M.A. Business concentration, I saw an opportunity to gain deeper technical knowledge of the financial world, which I lacked after an undergraduate degree in the humanities. I took accounting, corporate finance, and corporate strategy classes at the Business School and the School of International and Public Affairs. Professors Nasar and Stewart showed us how to interpret economic data to become our own analysts. The skills I learned have unquestionably made me a more critical and confident reporter."

The Master's Thesis

Justine Sharrock, '07

Sharrock came to the M.A. program from an editing job at San Francisco magazine. For her thesis, she explored a hot issue of the day: harsh interrogation tactics used by the U.S. military. But she took a unique approach, focusing on the experiences of the individual soldiers involved in these programs, and their bumpy reintegration when they returned to the United States. Her powerful piece was published—in only slightly condensed form—in the March/April 2008 edition of *Mother Jones* under the headline "Am I a Torturer?" Sharrock's book on this subject, *Tortured*, was published in June 2010.

The prisons in Iraq stink. Ask any guard or interrogator and they'll tell you it's a smell they'll never forget: sweat, fear, and rot. On the base where Ben Allbright served from May to September 2003, a small outfit named Tiger in western Iraq, water was especially scarce; Ben would rig a hose to a water bottle in a feeble attempt to shower. He and the other Army reservists tried mopping the floors, but the cheap solvents only added a chemical note to

Students in the M.A. program must produce a master's thesis—a sophisticated work of long-form journalism—of about 10,000 words (or the equivalent in another medium). The thesis is an integral part of the program, intended to give students the opportunity to explore a topic in depth and synthesize what they learn in a sophisticated manner. Ideally, the M.A. thesis balances the demands of writing for a general audience with the need for thorough and nuanced journalism about complex issues. The thesis is advised by both a journalism professor and a professor or expert with a deep background in the subject covered by the thesis. With the help of these two advisers, the M.A. student sets out to complete the sort of work that an educated reader (or viewer, or listener) would consume with pleasure and that an expert in the field would deem informed and thoughtful.

the stench. During the day, when the temperature was in the triple digits, the smell fermented.

It got even hotter in the Conex container, the kind you see on top of 18-wheelers, where Ben kept his prisoners. Not uncommonly the thermometer inside read 135, even 145 degrees. The Conex box was the first stop for all prisoners brought to the base, most of them Iraqis swept up during mass raids. Ben kept them blindfolded, their hands bound behind their backs with plastic zip ties, without food or sleep, for up to 48 hours at a time. He made them stand in awkward positions, so that they could not rest their heads against the wall. Sometimes he blared loud music, such as Ozzy or AC/DC, blew air horns, banged on the container, or shouted. “Whatever it took to make sure they’d stay awake,” he explains.

Barbara Kiviat, '06

A business and economics reporter at Time, Kiviat completed the Business M.A. in 2006. She found an unlikely subject for her thesis: an Alabama town that was poised to lose its Wal-Mart and was fighting to keep the much-maligned retail behemoth around. In the process, Kiviat also explored the

transformation of small-town America in recent decades.

There are places in this country that fight to keep Wal-Mart out, that rail against the store’s size and homogeneity, that holler about how it crushes local merchants, that complain about the company’s treatment of its workers, its suppliers, and the environment. Livingston is not one of those places. In Livingston, Wal-Mart, with its unrivaled selection, is a wonderland. Wal-Mart’s promise of “every day low prices” is taken as gospel here, in one of the poorest state’s poorest counties, where the median household income is \$18,991, less than half the national average, and where nearly 40% of people fall below the poverty line—it is a place where many people can’t afford to buy a car, let alone \$3-a-gallon gasoline. Wal-Mart is also a steady provider of jobs—a real asset considering that the county’s unemployment rate is, at 8.4%, twice the national average. But beyond that, Wal-Mart is a social hub, a modern-day town square where neighbors run into each other and college kids hang out after class. “Wal-Mart is more than a store,” says one resident. “It is a part of the community. People over there are like family.”

Natasha Del Toro

Producer, *Time.com*

M.S. '05; M.A. Arts and Culture, '06

“If it weren’t for my time at Columbia, I wouldn’t be where I am today. The M.A. program bolstered my confidence in arts reporting and deepened my respect for journalism. Professor Solomon gives a terrific survey of dance, theater, art, music, and architecture. The most invaluable parts of my experience were my fellow classmates, many of whom are now working at the most respected media outlets in the country, and the faculty, some of the most respected journalists in the business.”



Amanda Fairbanks

Education Editor, *Good Magazine*

M.S. '06; M.A. Politics, '07

“As someone who went straight from the M.S. to the M.A., I can attest to the M.A. program’s career-altering qualities. The M.A. plumbs depths that other programs simply gloss over.”

After graduation, I began work in The New York Times’ Editorial Department, where the M.A.’s value is resoundingly clear: it is only by delving deeply into a subject area that we can aspire to become great at what we do. For me, the M.A. was the beginning of that aspiration.”

Scott Dodd, '07

Dodd had been a newspaper reporter for more than a decade when he applied to the M.A. program. He’d covered campaign irregularities, NASCAR, and Hurricane Katrina, but he’d always relished the opportunity to write about science. For his thesis, Dodd tackled a medical story with personal resonance: efforts to untangle the mysteries of hearing. Today, Dodd is the Web editor of OnEarth, the environmental magazine published by the National Resources Defense Council.

The most important machinery of human hearing lies hidden inside a bone called the cochlea. It’s coiled like a snail shell and roughly the size of a chickpea. Inside are the hair cells that humans share with all vertebrates, and even many invertebrates. Primitive jellyfish developed hair cells as a way to determine up from down in the dark ocean. The tiny stalks sticking out from the main body of the cell are sensitive to movement and gravity. Evolution later co-opted them to sense sound. Humans are born with roughly 16,000 hair cells devoted to hearing in each ear. The distinctive appendages

that give them their name vibrate when hit by sound waves, like blades of tall grass waving in a strong wind.

The hair cells and their supporting tissues make up a spiraled organ that coils around inside the cochlea. It was named the organ of Corti in the mid-1800s after its Italian discoverer. But for more than a century after Corti’s find, the way the organ worked remained a mystery. Dr. James Hudspeth, a researcher at New York’s Rockefeller University, is considered one of the leading auditory neuroscientists in the country. He says the cochlea is as hard as ivory and almost impossible to see inside, even with the latest high-tech imaging scans. And just removing the bone from an animal “is like taking a jackhammer to it,” he says. That made the inner ear one of the most difficult parts of the body to study.

Over the past couple of decades, though, through a series of experiments on fish, frogs and other animals, Dr. James Hudspeth and other hearing researchers have started to understand the complicated process that occurs inside the cochlea.

Our Faculty



M.A. faculty members are preeminent in their fields and bring a particular subject-area expertise to their journalistic knowledge.

They are award-winning reporters, columnists, authors, and magazine editors. They are experienced, independent thinkers with a history of personal accomplishment and are deeply committed to teaching, challenging, and supporting their students. Professors work closely with students, providing intensive one-on-one editing, mentoring, and career guidance.



Thomas B. Edsall
Politics

Thomas B. Edsall, Joseph Pulitzer II and Edith Pulitzer Moore Professor, joined the faculty after 25 years at *The Washington Post* covering presidential elections, the House and Senate, campaign finance, lobbying, tax policy, demographic trends, values conflicts, and social welfare policy. He is currently the political editor of *The Huffington Post* and a correspondent for *The New Republic* and *National Journal*. He is the author of *Chain Reaction* (a Pulitzer finalist in General Nonfiction); *The New Politics of Inequality*; *Power and Money*; and *Building Red America*. He has written for *The New York Times*, *The Atlantic*, *The New York Review of Books*, *The Nation*, and *Dissent*, and won the Carey McWilliams Award of the American Political Science Association, and the Front Page and the Pryor Awards of the Newspaper Guild. Edsall is a graduate of Boston University.



David Hajdu
Arts and Culture

David Hajdu is the music critic for *The New Republic*. He is a contributor to *The Atlantic*, *The New Yorker*, *The New York Review of Books*, *The New York Times Magazine*, and *Vanity Fair*. He is the author of *Lush Life*, *Positively 4th Street*, and *Heroes and Villains*, all three of which were finalists for the National Book Critics Circle Award, and *The Ten-Cent Plague*, which Amazon named the Best Book of the Year on the arts. Hajdu is a graduate of New York University.



Marguerite Holloway
Science: Health and the Environment

Marguerite Holloway is the director of Science and Environmental Journalism at Columbia University. She has been teaching at the Journalism School since 1997 and was awarded Columbia's Presidential Award for Excellence in Teaching in 2009. She is a contributing editor at *Scientific American*, where she has covered many topics, particularly environmental issues, public health, neuroscience, women in science, and physics. Holloway is a graduate of Brown University and Columbia Journalism School.



Nicholas Lemann
Evidence and Inference

Nicholas Lemann, Dean and Henry R. Luce Professor of Journalism, has worked at *The Washington Monthly*, *Texas Monthly*, *The Washington Post*, *The Atlantic*, and *The New Yorker*, where he has been a staff writer since 1999. Lemann has published five books, most recently *Redemption: The Last Battle of the Civil War*; *The Big Test: The Secret History of the American Meritocracy*, which helped lead to a major reform of the SAT; and *The Promised Land: The Great Black Migration and How It Changed America*, which won several book prizes. Lemann is a graduate of Harvard University, where he was president of *The Harvard Crimson*.



Sylvia Nasar
Business and Economics

Sylvia Nasar is the James S. and John L. Knight Professor of Business Journalism. Trained as an economist, Nasar was a *New York Times* correspondent from 1991 to 1999, and before that a staff writer at *Fortune* and columnist at *U.S. News & World Report*. Her award-winning biography, *A Beautiful Mind*, inspired the movie directed by Ron Howard and the American Experience documentary, “A Brilliant Madness.” Her *New Yorker* article “Manifold Destiny,” written with David Gruber, was honored in *The Best American Science Writing 2007*. Nasar is a graduate of Antioch College and holds an M.A. from New York University and an honorary doctorate from DePaul University. *Grand Pursuit*, her historical narrative about the greatest invention of modern times, is scheduled for publication in March 2011.



Michael Schudson
History of Journalism

Michael Schudson is an expert in the fields of journalism, sociology, and public culture. He is the author of *Discovering the News*, *The Good Citizen*, and the recent *Why Democracies Need an Unlovable Press*, in addition to several other books about the history and sociology of the American news media, advertising, popular culture, Watergate, and cultural memory. He is widely published in the media and academic journals, and has received many honors, including Guggenheim and MacArthur fellowships. Schudson graduated from Swarthmore College and holds an M.A. and Ph.D. in sociology from Harvard University. In 2009, he co-authored—with Leonard Downie Jr. of *The Washington Post*—the Columbia Journalism School-sponsored report on the future of the U.S. news media, “The Reconstruction of American Journalism.”



Alisa Solomon
Arts and Culture

Alisa Solomon came to Columbia from Baruch College-CUNY and the CUNY Graduate Center, where she taught in the English, journalism, and theater programs. She contributes to *The Nation*, *The Forward*, *The New York Times*, and other publications, and to WNYC radio and the WBAI radio program *Beyond the Pale*. She was on the staff at *The Village Voice* for 21 years, covering theater and cultural issues, and winning awards for her reporting on reproductive rights, electoral politics, women’s sports, and immigration policy. Her book, *Re-Dressing the Canon: Essays on Theater and Gender*, won the George Jean Nathan Award for Dramatic Criticism. Solomon holds a Doctorate of Fine Arts in dramaturgy and dramatic criticism from Yale University.



James B. Stewart
Business and Economics

James B. Stewart is the Bloomberg Professor of Business Journalism. He writes *Common Sense*, a column in *SmartMoney* and on *SmartMoney.com*, which also appears in *The Wall Street Journal*. Stewart contributes regularly to *The New Yorker* and was formerly page one editor of *The Wall Street Journal*. In 1988, he won the Pulitzer Prize for Explanatory Journalism for his articles in *The Wall Street Journal* about the 1987 upheaval in the stock market. He is the author of eight books, including the recent national bestseller, *DisneyWar*, an account of Michael Eisner’s tumultuous reign at Disney; *Den of Thieves*, about Wall Street in the 1980s; *Blind Eye*, an investigation of the medical profession; and *Blood Sport*, an account of the Clinton White House. Stewart is a graduate of DePauw University and Harvard Law School.



Alexander Stille
Politics

Alexander Stille, the São Paolo Professor of International Journalism, is a contributor to *The New York Times*, *la Repubblica*, *The New Yorker*, *The New York Review of Books*, *The New York Times Magazine*, *The Atlantic*, and *The New Republic*. He is the author of four books: *The Sack of Rome: How a Beautiful European Country with a Fabled History and a Storied Culture Was Taken Over by a Man Named Silvio Berlusconi*; *The Future of the Past*; *Excellent Cadavers: The Mafia and the Death of the First Italian Republic*; and *Benevolence and Betrayal: Five Italian Jewish Families under Fascism*. Stille is a graduate of Yale University and earned his M.S. at Columbia Journalism School. He was awarded a Guggenheim Foundation Fellowship in 2008.



Jonathan Weiner
Science: Health and the Environment

Jonathan Weiner spent twenty years as an independent writer and has focused on science reporting since 1979. His latest book is *Long for This World*. Previous books include *The Beak of the Finch*, winner of the 1995 Pulitzer Prize for General Nonfiction; *Time, Love, Memory*, winner of the National Book Critics Circle Award for General Nonfiction; and *His Brother’s Keeper*. Weiner has written for *The New Yorker*, *The New York Times Magazine*, *The New Republic*, and many other newspapers and magazines. He served as Rockefeller University’s first Writer in Residence in 2000 and 2001, and was awarded a Guggenheim Foundation Fellowship in 2008.

IDEAL APPLICANTS

We seek students who are experienced journalists, have excellent writing skills, and have mastered the fundamentals of reporting and journalistic ethics. In addition, we look for candidates who are curious about the world, eager to learn more about a particular subject area, determined and resourceful, motivated to dedicate their careers to journalism, and exhibit leadership potential.

www.journalism.columbia.edu/apply

ADMISSION DEADLINE

The deadline for fall 2011 applications is January 15, 2011.

SCHOLARSHIPS AND FINANCIAL AID

The Graduate School of Journalism is proud to offer generous financial assistance to students who demonstrate excellent academic achievement, financial need, and exceptional promise for leading careers in journalism. We work with each student to ease the cost of attendance through a combination of scholarships and need-based programs, including grants and federal and private loans. For more information, please visit www.journalism.columbia.edu/scholarships

Basharat Peer

Fellow, Open Society Institute
Author, *Curfewed Night*

M.A. Politics, '07

"The M.A. program is the best antidote to the current media obsession with instant analysis in that it trains reporters to survey scholarly literature on the subjects they cover. The core seminar in politics, taught by journalism professors, political scientists, and sociologists, is a real gift. A year after graduating, Random House India published my first book, *Curfewed Night*, an account of the Kashmir conflict. I am now working on my second book about India's Muslims."



CAREER SERVICES

Graduates of the program have been hired at news organizations including *The New York Times*, *The Washington Post*, *The Wall Street Journal*, *Newsweek.com*, *Time* magazine, *Pro Publica*, Reuters, the "PBS NewsHour," *American Banker*, and CNN. They are also writing books, teaching journalism, producing independent documentaries, creating international blogs, and freelancing for magazines, newspapers, and broadcast and online media.

Our Career Services staff—all former journalists with strong industry connections in print, broadcast, and online media—work closely with students to help them pursue the most meaningful jobs in the U.S. and abroad. Students meet with a Career Services counselor for one-on-one consultations throughout the year and may attend any of the dozens of job-hunting strategy sessions held at the School. For more information, please visit the Career Services Web site:

www.journalism.columbia.edu/careers



Jeff Horwitz

Reporter, *American Banker*

M.A. Business and Economics, '09

"I left a reporting job covering federal lobbying in Washington to attend the M.A. program in order to rethink some of the choices I've made under deadline pressure. I also wanted to work with Professors James B. Stewart and Sylvia Nasar, who offer a kind of mentoring

that is all too rare for reporters in a newsroom. Columbia taught me skills that no business reporter should be without: the ability to read balance sheets, fluently discuss financial markets, and burrow into economic data to find strong stories. Columbia has been a perfect place to improve my focus, pitch stories and grant proposals, and plan what comes next."

STAY IN TOUCH!

Look for news about us on these social-networking sites:

columbiajournalism	
columbiajournalism	
columbiajournalism	
columbiajourn	
Columbia J-School	
Columbia Journalism	

To set up an informational interview, or to visit a class, please contact the Admissions Office:

Columbia University
Graduate School of Journalism
2950 Broadway (at 116th Street)
Room 203 (lobby)
New York NY 10027

212 854-8608
admissions@jrn.columbia.edu
www.journalism.columbia.edu

Columbia Journalism School

ABOUT OUR DEGREE PROGRAMS

The Graduate School of Journalism offers four academic degree programs:

The 10-month **Master of Science** degree offers aspiring and experienced journalists the opportunity to study the skills, the art, and the ethics of journalism by reporting and writing stories that range from short news pieces to complex narrative features.

The new five-semester **dual Master of Science in Computer Science and Journalism**, a close collaboration between the Engineering and Journalism schools, will offer unique and highly specialized training in the digital environment, including technical and editorial skills in all aspects of computer-supported news gathering and digital media production.

The 9-month **Master of Arts** program is designed for experienced journalists who would like to deepen their knowledge of journalism, while studying a particular subject area: politics; science: health and the environment; business and economics; or arts and culture. Students

in both master's degree programs receive training in digital journalism.

The **Doctor of Philosophy** in Communications, which typically runs five to seven years, takes a multidisciplinary approach to the study of communications. Ph.D. students craft individual courses of study at departments and graduate schools around the University, as well as at Teachers College.

The Journalism School also offers a wide range of dual-degree programs.

For more information, please visit www.journalism.columbia.edu/academics

COMMITMENT TO DIVERSITY

Columbia Journalism School is committed to creating and supporting a community diverse in every way: race, ethnicity, geography, religion, academic and extracurricular interest, family circumstance, sexual orientation, socioeconomic background, and more. We offer a curriculum as pluralistic and polyphonic as New York itself, and a community of scholars who embody this commitment to diversity and who encourage discussion and debate. Students at Columbia find a setting that allows them to explore diversity in a variety of ways and a university that prides itself on serious intellectual inquiry, the exploration of diverse ideas, the strength of interdisciplinary investigation, a culture of dialogue and debate, and a student body committed to service and civic engagement. In this setting, students seek to understand each other and themselves. This is the transformative power of diversity in education—its ability to enrich the individual as it enriches the community and society as a whole.