Fall 2011
019:091:AAA
Media History & Culture
12:30-1:20 p.m. TTh Lecture Room 1 Van Allen Hall

Dr. Frank Durham
Office: E330 Adler Journalism Building (AJB)
frank-durham@uiowa.edu
ph. 335-3362
Office hours: Wed. 1-3:00, Thurs. 9-10
or by appointment

The Journalism School office is located at room E305
in the Adler Journalism Building (AJB)
ph. 335-3401

<table>
<thead>
<tr>
<th>Section</th>
<th>Time, day &amp; room</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A01</td>
<td>8:30-9:20 AM Friday</td>
<td>E205 AJB</td>
</tr>
<tr>
<td>A02</td>
<td>9:30-1020 AM Friday</td>
<td>E205 AJB</td>
</tr>
<tr>
<td>A03</td>
<td>10:30A - 11:20 AM Friday</td>
<td>E238 AJB</td>
</tr>
<tr>
<td>A04</td>
<td>11:30A - 12:20 PM Friday</td>
<td>E238 AJB</td>
</tr>
<tr>
<td>A05</td>
<td>12:30P - 1:20 PM Friday</td>
<td>E205 AJB</td>
</tr>
<tr>
<td>A06</td>
<td>3:30P - 4:20P Thursday</td>
<td>E205 AJB</td>
</tr>
<tr>
<td>A07</td>
<td>10:30A - 11:20 AM Friday</td>
<td>E246 AJB</td>
</tr>
<tr>
<td>A08</td>
<td>11:30A - 12:20 PM Friday</td>
<td>E246 AJB</td>
</tr>
</tbody>
</table>

Xianwei Wu

AJB = Adler Journalism Building
Course description

This class fulfills a general education requirement in history and a prerequisite requirement for the Journalism major. I present a number of writing tasks, including a note-taking exercise, a 10-pp. paper, and two essay-based exams—a mid-term and a final. I will coach you on these, but be sure that the lecture notes are the basis for passing the exams. This means that you will have a difficult time passing the class, if you do not attend lecture and take good notes. While the history of American journalism is rich with heroic stories about how journalists shaped and were shaped by events and trends, the content of the class—journalism—will be new to almost all of you. Read, study and enjoy.

Required texts


Reading packet. Available at Zephyr Copies at 124 E. Washington St. (351-3500).

Note: The readings, except for the text, are also on electronic reserve on ICON under the “Journalism & Mass Comm. Electronic Rsrv. Rdgs.” link.
“The Iowa Dozen”

These lectures, discussions, and related writing assignments reflect the School’s guiding principles, which are known as “The Iowa Dozen:”

We learn:

1. to write correctly and clearly
2. to conduct research and gather information responsibly
3. to edit and evaluate carefully
4. to use media technologies thoughtfully
5. to apply statistical concepts appropriately

We value:

6. First Amendment principles for all individuals and groups
7. a diverse global community
8. creativity and independence
9. truth, accuracy, fairness and diversity

We explore:

10. mass communication theories and concepts
11. media institutions and practices
12. the role of media in shaping cultures.

1 Does not apply to this course.
COURSE RULES AND GUIDELINES

- **Computer responsibility** — You are responsible for knowing how to use a PC. In all cases, you are expected to maintain **back-up files** of your work. Excuses relating to disk and drive failures will not be accepted. If you lose an assignment due to failure to back up a file, you will be given a “zero.”

- **E-mail** — You must be able to receive e-mail via your “@uiowa.edu” account. Please set other e-mail accounts up to forward messages we send to any other e-mail accounts you use. You will be responsible for any messages you miss, if you do not use this university-assigned address. Class announcements may also be posted on ICON. Check for them regularly.

- **Studying** — Put sufficient time and attention in preparing your writing assignments. The Center for Teaching estimates a 2:1 ratio of time spent studying per hour in class. Take adequate notes in lecture. If you miss a lecture, get the notes from a classmate, preferably someone in your discussion section. I also recommend taking concise reading notes of the assigned readings before lectures.

- **Discussion section preparation** — To be counted present in each of these meetings — which count for 20 percent (200/1000 points) of your total course grade — you must come to class prepared to turn in any written homework assigned. Your work will be accepted on a pass-fail basis. Homework will not be accepted after section meetings under ordinary circumstances.

- **Submitting written assignments** — You will submit your note-taking assignment and historical interview (see below) as a printed hardcopy in your Friday section meetings.

- **Meet your deadlines.** Late papers will be marked down one letter grade per day, after they have been graded. This, a “C” paper that is two days late will receive an “F.” NO paper will be accepted late unless you have notified your discussion section leader in advance with an explanation. No paper will be accepted more than three weekdays after it's due.

- **Office hours.** Office hours are for you. The University requires us to hold them, but they are for your benefit. And we — your TAs and I — are in favor of that. If you come by during our office hours, you can learn about the course, its content and study strategies. Make it a project to visit office hours once before mid-term.

- **Attendance is not optional.** Except in cases of a death in the family, serious illness, or other genuine emergencies or crises, you are expected to attend all lecture and section meetings. If you must miss a class, notify your TA in
person or by e-mail in advance. If extenuating circumstances make advance notice impossible, you must provide a written explanation of your absence as soon as possible. Depending on the circumstances, you may still lose credit for missing the section, which will lower your course grade.

Missing the classes immediately before and after a scheduled holiday will not be excused. Make your travel (or grade-based) plans accordingly.

- **Make-up work.** Except in exceptional and documented situations, all make-up work (arranged prior to your absence) must be completed within two (2) calendar weeks of the set due date or the grade reverts to a zero. See your section leader to authorize such work.

- **Arriving to class late/leaving class early.** This is disruptive and inappropriate behavior. If other classes or obligations overlap with the times scheduled for this course, rearrange the other matters or drop this course. The same holds for discussion sections.

- **Sleeping/text-messaging/talking/doing the crossword puzzle in the DI during class:** I know that you are bombarded with distractions here on campus. But you should focus when you are in my classroom. Perk up! Put the phone away! Take notes! Ask questions! Learn something!

- **Unethical conduct.** We use Turnitin.com to find out whether your papers are original. Webster’s New World Dictionary defines “plagiarize” as “to take ideas, writings, etc., from another and pass them off as one’s own.” The University provides penalties for plagiarism ranging from grade reduction to dismissal from the University. We will learn how to research and write papers and tests correctly to avoid even accidental plagiarism. If you are in doubt as to whether you may be plagiarizing, ask for help from your section leader. For more details of definitions of cheating, procedures and penalties, see the University’s detailed definitions of academic misconduct may be found in the Student Academic Handbook of the College of Liberal Arts and Sciences, at www.clas.uiowa.edu/students/academic_handbook/ix.shtml.

- **Reacting Safely to Severe Weather.** If severe weather is indicated by the UI outdoor warning system, class members will seek shelter in the innermost part of the building, if possible at the lowest level, staying clear of windows and of free-standing expanses which might prove unstable. The class will resume after the severe weather has ended.

- **Special accommodations.** I need to hear from anyone who has a disability, which may require some modification of seating, testing or other class requirements so that appropriate arrangements may be made. Please contact me during my office hours, by e-mail or after class. Special academic arrangements for students with disabilities are handled with the cooperation of Student
Disability Services, 133 Burge Hall, ph. 335-1462. Students who feel they need special accommodations for any aspect of the course are encouraged to contact SDS and to speak with the instructor and/or TAs early in the semester.

- **Final grades and the “curve:”** Final grades are scored on a whole letter basis only. There are no pluses, minuses. And there is no curve. Because of the built-in curve shown on the grading scale—all grades automatically round-up to the next letter grade break if they are at .5 or higher—no grades will be raised.

- **Conflict resolution.** The instructor and section leaders are open to hearing student concerns related to the course. We are eager to work with you to resolve conflicts or misunderstandings. In fact, even though this may be difficult for you, we encourage you to resolve conflicts with us directly. If you feel uncomfortable bringing a concern to your section leader, you may consult the following university authorities in the following order: Dr. Frank Durham, associate professor and associate director of the School of Journalism and Mass Communication; Dr. David Perlmutter, director of the School of Journalism and Mass Communication; Dr. Helena Dettmer, Interim Assoc. Dean for Academic Programs in CLAS; the University Ombudspersons. For more information, see the CLAS Student Academic Handbook at: www.clas.uiowa.edu/students/academic_handbook/ix.shtml.

- **Sexual harassment policy** — Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Comprehensive Guide on Sexual Harassment at www.uiowa.edu/~eod/policies/sexual-harassment-guide/index.html for assistance, definitions, and the full University policy. Report any concerns to Prof. Durham or Director David Perlmutter (AJB 305).
WRITING REQUIREMENTS

One objective of every General Education course in the College of Liberal Arts and Sciences at the University of Iowa is to provide students with sound writing experiences. In spite of its large size, this is a writing class. To that end you will complete the two written exercises and two essay-based exams described below. Each assignment has been designed to emphasize an important aspect of the writing process. The first, a note-taking exercise, is aimed at developing your studentship skills in class. The second, a historical interview, will give you the chance to write an interpretive analysis of a figure in journalism history. To integrate the writing component into the tests, each will be based on essay questions.

The schedule of papers and tests, as well as the credit assigned to each, will be as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note-taking exercise</td>
<td>25</td>
<td>Sept. 23</td>
</tr>
<tr>
<td>Exam review 1—Sunday evening</td>
<td></td>
<td>Sept. 25</td>
</tr>
<tr>
<td>Exam 1²</td>
<td>150</td>
<td>Sept. 29</td>
</tr>
<tr>
<td>Pop quizzes in lecture</td>
<td>100</td>
<td>Oct. 21</td>
</tr>
<tr>
<td>(10 @ 10 points apiece)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Historical interview³</td>
<td>150</td>
<td>Nov. 21-25</td>
</tr>
<tr>
<td>Thanksgiving break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sectional meetings</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Exam review 2 —Sunday evening</td>
<td></td>
<td>Dec. 11, 6-8 p.m. Currier MPR</td>
</tr>
<tr>
<td>Final exam</td>
<td>350</td>
<td>Dec. 16 @ Fri. noon (Exam period 27). Site TBD.</td>
</tr>
<tr>
<td>Final statement (due at final exam)⁴</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Course total</td>
<td>1000</td>
<td></td>
</tr>
</tbody>
</table>

² See grading rubric for both exams on pp. 35-36.
³ See grading rubric for historical interview on pp. 33-34.
⁴ See guidelines for final statement on p. 34.
Grading scale for individual assignments

This grade scale rounds all grades up from the half-point below the regular grade cut-off. Note: This scale is firm. I will not raise or otherwise improve grades that fall below the numbers posted here.

A    above 89.5
B    above 79.5
C    above 69.5
D    above 59.5
F    below 59.4
Calendar of Reading Assignments

Aug. 23  First day of class

Introduction to the course

A. Syllabus review—Reading the course description

B. Developing survival skills for this course

Read the Web sites at the URLs (below) for note-taking strategies:

www.bucks.edu/~specpop/Cornl-ex.htm

www.ucc.vt.edu/stdysk/cornell.html

1. Reading
   a. Finding the outline
   b. Reading as “un-writing”
2. Listening to lectures as note-taking
   a. Copying the bullets
   b. Writing down the discussion in between!
3. Studying
   a. Note-taking during reading
   b. Using the computer
4. Writing essays for tests
   a. Essay development for tests
   b. The outline
   c. The essay
Aug. 25  Streitmatter, “Sowing the seeds of revolution,” pp. 5-21. (Note: page numbers are drawn from the 1st edition of the book and do not apply to the 2nd edition)

• I will explain the following terms in lecture:
  • Framing
  • Ideology
  • Propaganda

Answer these points in writing to turn in on Friday, January 21 in your discussion section:

• Who wrote against the Stamp Act in The Boston Gazette?

• Which three kinds of publications made up Sam Adams’ journalistic strategy?

• Why is The Journal of Occurrences compared to a modern “wire service?”

• What kinds of publications did Thomas Paine produce as journalism?

• What was his purpose in writing?

• Briefly describe one point from your reading that you found interested and would like to know more about.

Note 1:  If you do NOT find the answer to a study question in your assigned reading, ask me in lecture or ask in your discussion meeting. But check the text via the index first. Most factual questions are listed in the index of your text.

Note 2:  Note-taking assignment begins with today’s lecture and continues through the lecture of Sept. 22. Photocopies of your notes are due in your section meetings class on Friday, Sept. 23. Don’t wait until the last minute to make copies!
Aug. 26 — Friday Sections

Aug. 30


I will explain these points in lecture:

• “historiography.”

• What is “primary” evidence? “Secondary” evidence?

• How do the authors use each to solve the mystery of Rivington?

*See the glossary at the back of the study guide for concept definitions.*

Answer these points in writing to turn in on Friday in your discussion section:

• Was Rivington a spy for Washington? How can you tell?

• How can you tell the difference between “hearsay” evidence against Rivington and documented fact?

• How do the two authors/articles show this difference?

• Which one ties the answer to fact best?

• Which point most interested you? Why?

Comment [JS1]: Compare these two articles:

• each other.

—to the period when they were written, i.e. the 1950s as McCarthyism was fading, and Alger Hiss and the Rosenberg trial were taking place.

Homework: Answer these points in writing to turn in on Friday in your discussion section:

- What is “advocacy journalism?” How was it practiced by the abolitionists?
- How can you know that Thomas Paine was an abolitionist?
- Name the African-American advocacy journalists described in this chapter, their newspapers and the relevant dates.
- Name the white, mainstream abolitionist newspapers in this period.
- What did his death mean to the abolitionist movement?
- Who was William Lloyd Garrison? Name his newspaper and its dates of operation. Who did he work with (and eventually break with?)
- What was/is “moral suasion?” How is it related to religion?
Sept. 2 — Friday Sections

- Discussion of Cornell method of note-taking assignment.

**New Concepts** — The concepts listed in these study guides will be explained in your section meeting and in lecture:

- incorporation
- agency
- power

Answer these points in writing to turn in on Friday in your discussion section:

- When Garrison burned the Constitution, Douglass left the *Liberator*. Why? What was the role of race in this conflict?
- Name the newspapers that Frederick Douglass *edited*.
- Mindich revises the notion of popular democracy in the Jacksonian era. Describe his position.
- Mindich’s (Carey’s) main point is that American history and journalism history should be written with reference to each other. How does he tie this discussion into his assessment of Douglass?
- What happened at Seneca Falls in 1848?
- What was the role of the suffragist press in the movement? Name the publications.
- Who were the principal people involved in this movement?
- What was the close connection between the abolitionist and the suffrage movement? Hint: How was Frederick Douglass involved in both?

(cont.)


### Sept. 9 — Friday Sections

Answer these points in writing to turn in on Friday in your discussion section:

- Politics and journalism were entwined in this case. What were the political affiliations of the newspapers. Name the newspapers and their party affiliations.
- Which publications led the charge against the Tweed Ring?
- Political cartooning played a prominent role in this case. Who was the cartoonist? Briefly describe the way his work reached New Yorkers and others.
- Name the set of events that led to the expose’ of the Tweed Ring.
- What is most different about the role of the press in this case compared to the advocacy press?
- The journalism of the Spanish-American War reflects much of the same cultural context of the Tweed case. But while the partisan affiliations remained the same, the role of the press versus government changed. How?
- Specifically, describe the positions on the impending war with Spain held by the *Journal*, the *World*, and the *Times*?
- Following their political affiliations, how can you explain their various positions on the war and its build-up?
- What are the differences among the advocacy press, the watchdog press, and yellow journalism?

(cont.)


Sept. 16 — Friday Sections

- List the legal outcomes of the Progressive journalists’ work—laws, Acts, Constitutional amendments—along with the journalists’ names and publications.
- How was the Progressive era a form of watchdog journalism?
- Most muckrakers worked for magazines. Which advantages did they gain from working there vs. working for newspapers?
- What was the typical political position of the journalists?
- In the KKK case, name the three newspaper editors mentioned in the chapter and their newspapers.
- Why did each react against the Klan?
- What was the one big unintended consequence of the newspapers’ coverage?
- In each of these cases, what surprised or interested you most?


Note-taking assignment is due in your Friday section meeting this week (Sept. 23). Bring photocopies of your notes to turn in then.


Review these concepts before:
- frame(s)/framing
- ideology

Comment [FD3]: Show:
2) O brother, where art thou? [videorecording] / Published [S. I.] : Touchstone Home Video ; Burbank, CA : distributed by Buena Vista Home Enter Format Visual Material Location MAIN MEDIA SERVICES Video record 10804 DVD
Sept. 23 — Friday Sections

Note-taking assignment due in section meetings today.

Exam review: *We will practice writing an exam-style question in class.*

Answer these points in writing to turn in on Friday in your discussion section:

- How did the newspaper in this case allow the Klan to frame itself?
- How did that frame differ from the way that the Klan was otherwise known?
- What does this article teach you about the definition and process of framing?

Sept. 25  Study session at Currier MPR, 6-8.


Sept. 29  EXAM 1

*See “Essay questions explained” on p. 29 of this study guide. Also read the exam rubric to see how you should write a successful exam based on how we will grade the exam.*
Sept. 30 — Friday section meeting

- Name the stages of political development that Coughlin went through.
- Which one caused him to get in trouble with the US government?
- What was his view of Jews?
- What was his contribution to journalism? Discuss the magazine he published, as well as his innovation with radio.
- How did Coughlin’s approach to journalism compare to the formal, watchdog press, advocacy press, and the concepts of propaganda we have studied?

Oct. 4  Historical interview assignment explained in lecture.

Presentations by Librarian Erika Raber and Prof. Frank Durham.
(This will be extremely helpful to understand how to conduct research for the historical interview)

See “Historical Interview Assignment” explanation on pp. 32-35 of this study guide.


Concept to watch for in Tuesday’s lecture: Populism.
How is this concept common to the political Left and Right?
Oct. 7 —Friday Section meetings

- What was the pattern of Lippmann’s political development? Where did his political affiliations start and end? What was his association with the Muckraking era?
- How many presidents of how many parties did Lippmann endorse?
- Lippmann was a newspaper columnist. What did that position allow him to do regarding the concept of “objectivity?”
- How does Patterson define “descriptive” and “interpretive” journalism?
- How do these definitions relate to Lippmann and his efforts to shape the way journalism was done?
- What does Patterson say about the two concepts—which does he regard as preferable? Why?
- *The Suffragist*—How was this publication central to the final push for woman suffrage?
- Which amendment to the Constitution gave women the right to vote?
- How does this compare to the earlier period of the movement, including the goals and the cultural opposition to the vote for women?
- How did race limit some American women from participating in the suffrage movement? and from claiming the right to vote?


Optional reading:


Concepts to watch for in lecture:

- Patriarchy—How is *patriarchy* represented in the goals outlined by Stanton and Anthony in the *Revolution*?
- Social movements
- Radicalization

Comment [FD5]: Show:

Title  : Iron jawed angels [videorecording] /
Format: Visual Material
Location: MAIN MEDIA SERVICES Video record 16212 DVD
Oct. 14 — Friday Sections

Answer these points in writing to turn in on Friday in your discussion section:

- What was the role of the national, mainstream media in WW II?
- How did journalism become propagandistic? Did it work?
- What were the key social outcomes of the shift by women to jobs traditionally held by men?
- Were (and are) those outcomes simple in terms of the way we mediate gender roles and sexuality?
- Joe McCarthy compares most to Father Coughlin as a propagandist. In that sense, they share the use of the “fear appeal” to bully people into sharing their beliefs. How did McCarthy take advantage of the press’s daily routines to “propagate” or spread his fear appeal of Communism in America? Give examples.
- How did the press’s “descriptive” style of journalism make McCarthy’s strategy more likely to succeed?
- Edward R. Murrow stood up to Joe McCarthy—and undid him. Why did he do this? How did he do it? And what the role of television throughout?
- What was Ralph McGill’s position on Joe McCarthy? Explain it in terms of the regional politics between them, as well as in terms of the difference between “McCarthyism” as a form of demagogic anti-Communism and the mainstream version of anti-Communism that McGill supported.
Oct. 18  Streitmatter, “Creating ‘Rosie the Riveter’: Propelling the American Woman into the Workforce,” pp. 137-152

Concept to learn in lecture:
- Define “hegemony” in terms of the patriarchal norms that were challenged in this case. (Antonio Gramsci’s concept of power relations.)


Oct. 21 — Friday Sections

- Historical interview due in class today.

Answer these points in writing to turn in on Friday in your discussion section. (You may also view the one-hour documentary on the course ICON site under “Content” ahead of time or afterwards):

- When was the Decatur trial? (Look up the time-line at: www.pbs.org/wgbh/amex/scottsboro/timeline/index.html or search “PBS Scottsboro timeline.”)
- How did Ruby Bates and Victoria Price embody issues of race, class, sex, and regionalism in the South at that time?
- How was Ruby Bates forced to support the charges against the boys?
- Why were Bates and Samuel Liebowitz variously reviled by these Southerners?
- How did the editors of Birmingham’s three newspapers react to the Decatur trial? Name the papers and their editors.
- How was the suspicion of Communist influence expressed after the trial by Southern newspapers? Name examples.
- By contrast, where was the Communist Party in evidence?
• What was the role of lynching in the South at this time and in this case, in particular?
• Why didn’t the Decatur trial and Judge Horton’s ruling stand?

Oct. 25  Film in class: “Scottsboro: An American Tragedy” from the American Experience series by PBS. Come prepared to take notes on the film. This will be on the test.


Oct. 28 — Friday Sections

Answer these points in writing to turn in on Friday in your discussion section:

• What was the role of the regional press in exposing the Civil Rights movement to the nation?
• How did the new medium of television function in this context?
• How would you compare the television coverage of the Selma Bloody Sunday” march to the Army-McCarthy hearings?
• How did certain members of the press advocate against lynching?
• What were the themes in common with the Scottsboro Boys’ case (and Coughlin and McCarthy) that allowed a cultural mythology to exist that made lynching a preferred social behavior?
• What does this case tell you about the role of journalism in democracy?
• Can you name examples of this kind of journalism today?
• What most interested you in these readings?

Nov. 1  Streitmatter, “Pushing the Civil Rights Movement onto the National Agenda,” pp. 170-186.

Nov. 4 — Friday Sections

Answer these points in writing to turn in on Friday in your discussion section:

- What were Ralph McGill’s various positions on desegregation?
- How do they help you to explain the “gradual” approach he took to endorsing desegregation?
- From your reading, can you discern his motivations for changing his mind?
- In the “Rising Voices” article, name the three ads in question.
- Which organization sponsored them?
- What can we learn about the Southern press from the use of these ads? (Think “regionalism” and editorial control.)

Nov. 8  

Nov. 10  
Nov. 11 — Friday Sections

Answer these points in writing to turn in on Friday in your discussion section:

- What does Streitmatter say about the role of television in coverage of the Vietnam war?
- What does he say about the relationship of the coverage of public opinion about the war?
- What was the “Zippo incident?”
- What was the My Lai massacre?
- What is “revisionism?”
- What are the main themes presented by Culbert? (See his p. 254; do you recognize them?)
- What do McClure and Patterson say about the value of print vs. television journalism?


Comment [JS8]: See the “Caught on tape” recording on the Kent State massacre (video—on book shelf; personal copy)
Nov. 18 — Friday Sections

- What is the difference between the revisionism of the Reagan era, and the reports presented in and by the underground GI press?
- List the major underground GI newspapers.
- List the main wire services they developed.
- What interested you most about these readings?
- If collective identity formation was a product of the gay liberation press—it was—find an example of how complicated defining gay identity was prior to the Stonewall riots. Specifically, name the publications that chose to reflect mainstream definitions of and values for homosexuality.
- When did the gay liberation press begin to advocate for a separate identity?
- What sense can you make of the role of this late form of advocacy journalism?

THANKSGIVING BREAK—Nov. 21-25

Nov. 29  

Dec. 1  

Dec. 2 — Friday Sections


Dec. 8 — **Mock exam.** We will hold a practice exam in lecture today. It will not be graded, but will give you a chance to see how prepared for the real thing you are. This should help you to identify study points.

Dec. 9  **Section meetings: Review for final.**

**Final exam. 12:00 P.M. Friday,**  
December 16, 2011(Exam period 27). **Location TBD.**
Note-taking assignment

See the syllabus listing for week one that shows you a set of URLs explaining the Cornell note-taking method. Take your course notes in this fashion through Sept. 22 (including the in-class discussion about the historical interview). Turn in photocopies of your notes in your Friday section meetings on Sept. 23.

Syllabus and practice study questions

Your written responses to these questions will usually be due in your weekly section meetings the week before the reading assignments are due in lecture. This means that you will be reading ahead of the next week’s lectures. Although these responses will count significantly toward the 200 points you may earn in your sectional meetings, they should not be confused with the sum total of information needed to pass the tests. Your broader note-taking from lecture should include points that are presented only in lecture. In that way, these questions are not comprehensive but are intended to prompt you to study your notes and assigned readings more thoroughly for the two tests.
Essay questions explained

Study and prepare the questions listed with your daily reading assignments to prepare for section meetings and, thus, for the exams. The typical exam question will be in essay form. It will require you to describe two cases, analyze their similarities based on one or more concepts, and to develop a more general conclusion about both the cases and the concepts.

Here’s a practice essay question: How did the abolitionists’ use of journalism compare to the colonial use of propaganda as journalism?

Fill in this generic essay outline with your notes to complete the 1-2 pp. weekly practice exercise. Note that you don’t need to write out the whole essay:

- **Topic sentence/introduction** of the organization of the essay.

- **I. Explanation/definition** of the concept (its definition and main points)

- **II. Description** of the (two) case(s) in terms of the designated concept.
  - Name the figures, newspapers, locations, and other facts accurately.
  - How does each demonstrate the concept?

- **III. Analysis**  Discuss how the cases compare or contrast as examples of the designated concept.

- **Conclusion** (synthesis) What does your analysis show? What have you learned and how can you explain that as a conclusion?
In this 9-10 pp. paper, you will write an interview with a figure from the history of journalism based on an imaginary write-up of your subject's reaction to a news event from the past eight weeks. It is important to make a relevant connection between your subject and the news event, e.g. Frederick Douglass and a recent affirmative action case.

Although your primary reference will be a published biography (rather than an autobiography) of the historical figure you choose, you may also conduct research on your interviewee by examining press statements about the person, articles and critiques published about their actions, and biographies that help to explain their life and actions. Because the goal of the imaginary part of the exercise is for you to demonstrate how well you understand this person, in your research you will be looking for indicators of your interviewee’s political affiliation, what his or her main cultural concerns were, how he or she earned their money (what his or her financial concerns might be), and who they have important relationships with. Once you have gathered this data, you will apply it to a pre-formulated set of questions you would ask this person if you could. You will answer for them, basing your answers on the data you have gathered.

In the interview, you will assume the role and identity of a reporter. Choose the name of a newspaper or broadcast news organization as your identity. Describe yourself that way in the paper.

Once the deadline for choosing a subject has passed, you may not change topics or subjects. So, choose well based on materials and the subject’s fit with the chosen news item (and vice versa).
To develop the paper:

1. The paper (9-10 pages) should include an introduction that clearly defines who you are as interviewer and who your interviewee is (or was) and how he or she is relevant to our overall discussion. Introduce yourself in 1-2 paragraphs.

2. Select a prominent historical figure who either worked in news journalism or who was greatly affected by journalism. You may refer to our reading or to another source. Note: The journalist you select must be the subject of a published biography. Internet sources may supplement this information, but a published biography is required first.

3. Then write a one-page, double-spaced biographical sketch of the person, including:
   - Birthplace and date of birth
   - Education
   - Any early experiences that shaped the person
   - Professional experience
   - Major professional highlights, focusing on the person's political and professional perspective(s) on major events during his/her lifetime.

4. Write questions that are directly related either to the person’s work (questions about the innovations or strategies the journalist used) or a topic related to his or her career (e.g., comparing Spanish-American War coverage to Gulf-War coverage or the War on Terrorism).

5. Write a list of ten questions to pose to your subject. Bring these to your section meeting prior to drafting your paper to proof them. They should follow this general format:
   - Three questions about the figure’s career. These should be answerable from the biography you're reading. (In your paper, give the page numbers that these answers come from in parentheses at the end of each answer in the following form: Author, date of publication, page number(s).
• **Five** questions about the chosen current event, e.g. "How is war correspondence in the War on Iraq different today than during the Spanish-American War?"

• **Two** questions about some unexpected point that you think would interesting, e.g., “Have you had the chance to surf the Internet?”

**Formatting instructions:**

• Italicize this biographical introduction above your Q. & A.-formatted interview.

• Write your questions in italicized type, numbering each (1-10).

• The finished paper should be 9-10 pages long, typed, double-spaced, and in a 12-pt. *Times New Roman* font with 1-inch margins.

• Use a running header to list your name and a page number on each page.

• Include a bibliography listing the full references for the book(s) you have used, as well as the news article(s) you are referring to. (You may use the same book and subject of your book review, if it was biographical. As before, e-mail Prof. Durham to check any new titles.)

• The finished product should also have attached a typed summary of the questions you have “asked” your historical figure (attached behind the bibliography).

• The finished product is due in your Friday section meeting. See syllabus for due date.
## Historical Interview Grading Rubric

**Stage 1— General Comments**

1. Appropriateness of topic and interviewee
   10

2. Biographical sketch
   (Concise, complete and coherent)
   10

3. Interview questions
   (Well-informed, appropriate)
   15

4. Answers
   (Fit character of Interviewee and well-supported)
   15

5. Research used in the paper
   (In-text citations and bibliography page)
   10

6. Format
   (follows all assignment guidelines)
   10

**Mechanics**

7. Accuracy and mechanics (per error)
   (Facts = 5 pts. Grammar =5 pts. Spelling = 5pts. Punctuation = 5 pts.)

8. Creativity and style
   (Voice, transitions, approach, strategy)
   15

9. Overall effectiveness
   (Why the piece work or does not)
   15

---

**Final draft due**


**Topic proposal due/bio. sketch & outline of questions**


**Total/final grade**


Final written statement instructions

Write a 2 pp., double-spaced statement about what you have learned in this course. Answer the question, ‘What I know now that I did not know before.” As a guideline, you may review your various assignments, including tests, to cite examples of ideas that you understand now that you did not understand before.

Turn this document in with your last test in class.
Grading rubric for exams in Cultural-Historical Foundations of Communication

I. **Explanation/definition** of the concept (20%)

- Clearly **defines the concept** called for in the essay question 5 (20)
- Partially **defines the concept** called for in the essay question 4 (16)
- **Names but does not define the concept** 3 (12)
- **Misidentifies the concept** called for in the essay question 2 (8)
- Fails to **mention the concept** called for in the essay question 1 (0)

II. **Description** of the (two) case(s) in terms of the required facts. (30%)

- **Names all of the relevant facts** called for in the essay question 5 (30)
- **Names two-thirds of the relevant facts** called for “ ” 4 (20)
- **Misnames several facts** called for in the essay question 3 (15)
- **Recites irrelevant facts** from the case without regard to the concept-driven question (data dump) 2 (10)
- Fails to **name the facts** called for in the essay question 1 (0)

III. **Analysis**  *Discuss how the cases compare or contrast as examples of the designated concept.* (40%)

- Clearly demonstrates the concept called for in explaining the cases(s) 5 (40)
- Partially demonstrates the concept called for in explaining the cases(s) 4 (30)
- Barely demonstrates the concept called for in explaining the cases(s) 3 (20)
- Names but does not apply the concept successfully to the facts 2 (10)
- Fails to apply the concept called for in the essay question 1 (0)
Conclusion (synthesis) What does your analysis show? What general statement does the writer make to show what s/he has learned? (10%)

Clearly shows a more general understanding of the case and the concept 10
Partially shows a more general understanding of the case and the concept 8
Barely a more general understanding of the case and the concept 6
Repeats concept labels and facts only 2
Fails to show a more general understanding of the case and the concept 0

Total _____/100 X 1.5 (150) points—Exam 1

Total _____/100 X 3.5 (350) points—Exam 2 (final)
Glossary of concept terms used in class

In most definitions, I have noted the topics in class that correspond. Many will be used throughout and will not be labeled specifically.

Advocacy journalism — journalism practiced by cause-driven groups, e.g. the abolition movement, the woman suffrage movement, the GLBT movement. Advocacy journalists promote a non-mainstream ideology intended to lead to action for social change.

Agency — the “potential to act otherwise” to effect social change (Anthony Giddens, sociologist); the innate free will to act against prevalent social norms; in this course, the quality associated with journalists who wrote against prevailing social norms.

Anti-Communism/-ism— The belief system that dominated the American national psyche following World War II through the fall of the Soviet Union in 1991. Its roots date back to anti-labor, anti-immigrant reactions in the 19th c.; In the American South, ant-communism reflected a reaction by whites of all classes against the threat to the social order of racial change.

Anti-Communism came in different versions. McCarthyism represented a kind of demagogic belief (ideology) in anti-Communism promoted by Sen. Joseph McCarthy (D.-WI) from 1950-54. It differed from the prevalent version of anti-Communism associated with patriotism, because it served McCarthy’s use of fear against Americans as he built his own power. Regionalism played a role in these differences as shown by Ralph McGill’s opposition to McCarthy.

Demagogue/-ic/-uery — “a leader who makes use of popular prejudices and false claims and promises in order to gain power,” e.g. Father Coughlin, the KKK. Source: Merriam-Webster on-line.

Framing — “Principles of selection, emphasis and presentation composed of little tacit theories about what exists, what happens, and what matters.” (Gaye Tuchman, media sociologist).

“Little tacit theories” means common sense “ideologies,” or belief systems.
Conservative (racial) — With ref. to the Ralph McGill reading and to the desegregation era: Position held by whites rejecting desegregation during the Desegregation Movement.

Gradualism — The political position to racial change exemplified by Ralph McGill’s slow move toward accepting desegregation as inevitable; tacitly calculated to ensure that powerful white institutions, including the mainstream press, remained so.

Hegemony — Perhaps the most important concept of the semester. A theory of culture developed by Antonio Gramsci (1891-1937) that explained the development and reproduction of social class, as well as the maintenance of such class systems. This process is explained in the Walden KKK lecture. See the graphic (below). One key point made there is that, while we might expect a revolution from the oppressed lower classes (Marx), that does not consider the consent of the oppressed to their own domination. In our reading, we see that by engaging each other as the Klan wanted, poor whites and blacks did not engage in the overthrow other elite whites who were actually responsible for the poverty the lower classes, black and white, suffered. The lower classes, instead, accepted their class positions as ‘Natural.” That is hegemony.

Re: Frames: The mainstream press has historically had a strong role in supporting the normalcy of such imbalanced power relations. The evidence of the role of mainstream journalism is in the frames that it has produced as definitions of social meaning. (While framing is an ongoing, conflict-based process, its artifacts can be seen in the daily residue of the press and the frames it has constructed.)

![Diagram of racial and class-based hegemony]

---

The Klan as hegemonic: Class & race in the post-Civil War South

White oligarchy

Poor Black ex-slaves Poor Whites

Joel Williamson’s model of race- and class-based hegemony
Historiography — historical research method discussed in Rivington lecture.

Ideology — “Meaning in the service of power” (John Thompson, sociologist); belief systems. To explain, media frames represent the successful construction of “meaning in the service of power.”

Incorporation — the acceptance by the mainstream—in our case, the mainstream media—of a minority group’s challenge to a dominant social definition, e.g. the mainstream’s growing acceptance of gay and lesbian culture as represented by its representation (framing) in the mainstream news; incorporation is a Marxist concept that reflects the mainstream’s exercise of its prerogative to accept challenges to the dominant order as a way to obviate or avoid revolution and the destruction of its power. See sociologist Raymond Williams.

Journalism — American journalism was developed with the protection of colonial values that took the form of the First Amendment; practiced by mainstream and minority groups, including social movements; associated with the terms, “advocacy journalism,” “watchdog journalism,” “Investigative journalism,” and “the Fourth Estate;” associated with the practices of verification and transparency; practiced in various media, including print (newspapers, magazines, broadsides, pamphlets, brochures), electronic (radio, television, Internet).

Liberal (racial) — With ref. to the Ralph McGill reading to the desegregation era: Position accepting, however slowly, the inevitability of legal desegregation in the South. See “gradualism.”

Use with reference to racial “radicals, liberals, conservatives” as the three ideological categories we will discussion. These are all defined here.

Moral suasion — The rhetoric of the New Testament used by abolitionists to persuade pro-slavery Whites of the validity of the anti-slavery argument and cause. Maria Stewart provides a good example of this in lecture.

Nativism — “a policy of favoring native inhabitants as opposed to immigrants” (Source: Merriam-Webster on-line dictionary); In the 19th c., this applies specifically to white elites of Anglo-heritage, often in reaction
to the Irish and, later, Italian and Eastern European immigrations of the late 19th c. Broadly, this racial belief system, or ideology contributed to the development of anti-communism.

Patriarchy — The ideology the privileges and values men over women; the belief system that the woman suffrage press and movement worked against, for example.

Populism — “A political philosophy supporting the rights and power of the people in their struggle against the privileged elite;” in our reading, this is seen in the populist spirit of the Muckrakers (or, as a political movement, Progressives) from the Left, or the KKK or Fr. Coughlin from the Right. Or it may be false as in Father Coughlin’s demagogic rhetoric. Source: dictionary.reference.com

Power — the basis for and goal of ideological contests. Dominant media frames represent the construction of powerful social meanings. But as supported and seen by the process of journalism, power is the product (and prize) of a constant contest to define social meanings in the media.

Primary evidence — historical data in the form of artifacts (writings, objects) that come from the original scene of an event. Alain McLane’s diary in the Rivington case is an example.

Propaganda — Presented in class as the opposite or antithesis of journalism. Propaganda involves “1. the spreading of ideas, information, or rumor for the purpose of helping or injuring an institution, a cause, or a person; 2. ideas, facts, or allegations spread deliberately to further one’s cause or to damage an opposing cause; also : a public action having such an effect” (Merriam-Webster online dictionary); 3. We discuss three types of propaganda: a. Black propaganda as in Lenin’s or Hitler’s totalitarian societies where there was no way for journalists (or others) to investigate government or other claims to power; b. Gray propaganda where such verification of the facts is possible, but not certain; and c. White propaganda, which is wholly verifiable. (Most propaganda we will study is “gray.”) These terms come from Jacques Ellul’s book, Propaganda.

Secondary evidence — Published histories are a form of secondary evidence; they provide us with indirect evidence of events and their meanings. All histories rely on previously published histories to situate new, “primary evidence. In that way, they add to our overall understanding of events.
Social movement— A collective, cause-related organization that acts to effect some change in society, e.g. abolitionists, woman suffragists, gay liberationists. May also espouse reactionary, demagogic, or hyper-conservative values, e.g. the KKK.

A general distinction between Left- and Right-oriented social movements is that the Left works to change the social system and its dominant values, while the Right works to protect or conserve the status quo.

Spheres of consensus/legitimate controversy/deviance

These are described in concentric fashion, with the sphere of consensus at the center, the sphere of legitimate controversy outside of that center, and the sphere of deviance in the outside ring.

1. The sphere of consensus is described as “the region of ‘motherhood and apple pie;’ it encompasses those social objects not regarded by journalists and most of society as controversial.’ When the nation enters a war or experiences a collective tragedy like 9-11 or the Arizona shootings, reporters enter the sphere of consensus to adhere to the government’s position. This is the opposite of the watchdog function of the press.

2. The sphere of legitimate controversy reflects the normal, adversarial role of the press toward government. This is the Fourth Estate or watchdog function of the press.

3. The sphere of deviance is different, because in it journalists feel free to marginalize those people and issues who are not commonly regarded as legitimate.

Hallin (1986) points out that there are degrees of each of these spheres and “the boundaries between them are often fuzzy. Notably, the practice of objective journalism varies considerably” across the three spheres.


Radical (racial) — With ref. to the Ralph McGill reading and to the desegregation era: A minority position held by some whites and blacks that racial segregation must end immediately.
Regionalism — With reference to the journalism of the desegregation movement era: The antagonism felt by Southerners against Northern media outlets and reporters; The related inference by Southerners that Northerners interested in racial change in the South must be Communists; related to the assumption that Jews from New York and other Northern locales were Communists.