Welcome to Media History and Culture. This is an intensive course, so it’s important that you be familiar with the material and be in class every day. Please read the policies below, as they will be what I fall back on if we have questions about attendance, points, or your responsibilities. You should hold yourself accountable by them.

I am glad to have you in class this summer.

Homework

- There will be a short homework assignment based on the day’s reading almost every day of class. Turn in homework electronically on ICON each day BEFORE you come to class. Late assignments will not be accepted. Homework questions for any given day can be found in the syllabus below. Each assignment will be worth 10 points.
- Bring printed copy of homework to discuss with your classmates.

Attendance

- Attendance will be taken daily. You will receive 3 points a day for attendance. No absences will be excused except in the case of a medical emergency.

Textbook

- Defining the Mainstream: A Critical News Reader. (Online version only) is available via the instructions below.
- I will post PDFs of additional readings on ICON under the content tab.
- A hard copy of the text will be on reserve in the main library.
- How to get the textbook:
  - You must ONLY use your @uiowa.edu e-mail address to register the e-text online. No other e-mail address (yahoo, hotmail, gmail, etc.) will be accepted.
  - Go to www.grtep.com. In the lower right hand side of the page, click the “Click Here to Purchase” tab.
  - From the list of publications, choose University of Iowa.
  - From the list of online publications, choose “Defining the Mainstream: A Critical News Reader”.
  - Click next, and follow the instructions on the page.
  - You must buy the text in order to complete the homework assignments and to get credit for them.
Note: All profits from the sale of this text at the University of Iowa will be placed in an escrow account to benefit the students of the university. Professors Durham and Oates will receive none of these funds.

Historical Interview
- See appendix A for a description of this assignment

Points
- Homework 140 points
- Attendance 60 points
- Tests 400 points (two tests at 200 points each)
- Historical Interview 100 points
- Total – 700

Grades
- This grading scale rounds all grades up from the half-point below the regular grade cut-off. Note: This scale is firm. Because it is ALREADY rounded up, I will not raise or otherwise improve grades that fall below the numbers posted here.
  - A 89.5-100 (627 – 700 points)
  - B 79.5-89.4 (557 – 626 points)
  - C 69.5-79.4 (487 – 556 points)
  - D 59.5-69.4 (418 – 486 points)

Schedule
June 17 Introduction (textbook, class format, syllabus, self-introductions)

June 18 Chapter 1 Colonial Dissent
Objectives:
- Identify the historical figures and their work in promoting/resisting colonial independence from England
- Explain how colonists used the press to resist British oppression and to develop new ideas of a new nation
- Explain how the notion of the freedom of the press developed in the colonial era

Homework 1
- Read the news story from the March 12, 1770, Boston Gazette. To identify what is happening in this story, complete the following steps:
  - List the 5 main w’s (who, what, where, when, and why). How do they sum up the meaning of the story? Compare your list to the first sentence of a news story from today. How much like a modern news story is this?
  - Write a 100-word letter to the editor of the Journal of Occurrences in the voice of a British soldier who is trying to defend himself from charges he believes to be false.
  - What is propaganda? How did the anti-British Colonial newspapers use propaganda to persuade the public for a break with England?
June 19 Chapter 2 Abolitionism
Objectives:
- Define moral suasion and describe its use in abolitionism
- Define advocacy journalism and its difference from mainstream journalism
- Compare Maria Stewart, William Lloyd Garrison, and Frederick Douglass’s approaches to abolitionism in order to analyze the role race, gender, and slavery played in their approaches
- Explain interpretive historiography and how it helps us to understand minority figures in journalism history

Homework 2
- Explain The Liberator as an example of “advocacy journalism.” Who was its audience?
- How did Maria Stewart, William Lloyd Garrison, and Frederick Douglass differ in their approaches to abolitionism? What role did race, gender, and slavery play in their approaches?
- What is moral suasion? How was it employed in the abolitionists’ (Thomas Paine, Maria Stewart, William Lloyd Garrison, etc.) criticisms against slavery? Cite a specific example from each person listed here.
- Why do you think that Frederick Douglass ultimately needed to publish his own newspaper?

June 24 Chapter 3 Women’s Suffrage
Objectives:
- Define concepts of hegemony, patriarchy, and agency.
- Explain how advocacy journalism challenged mainstream ideas and contributed to social change in the woman suffrage movement.
- Explain the tensions and conflicts within the suffrage movement
- Explain the limitations of the suffrage movement regarding race and class

Homework 3
- How did William Lloyd Garrison and Frederick Douglass support the suffrage movement and why?
- What is advocacy journalism? How was advocacy journalism used to bring social changes in the woman suffrage movement?
- Article Analysis: The Declaration of Rights and Sentiments served as a platform for “first-wave” feminists. Re-read the excerpts in the chapter and explain the main demands listed there and why they were considered to be extreme.
- The National Women’s Suffrage Association (NWSA) led by Stanton and Anthony was considered radical whereas Lucy Stone led American Women’s Suffrage Association (AWSA) was considered to be moderate. What were the characteristics of these two organizations and how did their approach to suffrage movement differed?
- When and where did Elizabeth Cady Stanton meet Lucretia Mott? What came of that meeting?
- Why did the woman suffrage and abolition movements end up competing?

June 25 Chapter 4 Tammany Hall
Objectives:
- Define nativism and describe its role in the news coverage of non-White Anglo-Saxon Protestant immigrants
- Explain the role race and nativism played in the formation of political party loyalties
- Explain race as a social construct
- Analyze political cartoons of the period

Homework 4
- While New York press was silent on the corruption of Tammany Hall, New York Times and
Harper’s Weekly took actions as a morally-driven journalism. But their moral crusade was tied to their nativist political partisanship. Answer: What were Times and Harper’s partisan positions? How were these partisan positions tied to the Irish immigrants? How did nativism influence their coverage of the Boss Tweed and the Tammany Hall?

- With the help of James O’Brien, Times was able to expose the corruption of Tammany Hall with concrete evidence. What made Times’ use of evidence in its report “objective?”
- Thomas Nast, who worked for Harper’s was instrumental in exposing the Tweed Ring’s corruption. However, there were some blind spots in his political actions. Answer: What were those blind spots? How were the blind spots reflected in his political cartoons?

June 26 Chapter 5 Haymarket Riots
Objectives:
- Describe how advocacy journalism such as The Alarm and Arbeiter-Zeitung promoted social change
- Define anarchism and compare its depiction by the mainstream press vs. the movement press
- Explain how class and race were at the center of the 19th century labor movement
- Compare mainstream presses’ coverage of the 19th century labor movement and contemporary labor movement

Homework 5
- What was Albert Parsons’ definition of “anarchism?” How did his understanding of anarchism differ from the mainstream’s understanding?
- What was the eight-hour workday campaign? What did the eight-hour workday represent to the Chicago-area anarchists?
- How did Parsons and Spies use the movement press (The Alarm and Arbeiter-Zeitung) to communicate with Chicago immigrant laborers and promote social change?
- How was nativism at the center of the mainstream press’s coverage of the Haymarket riot?
- How did Parsons define a “state socialist?”

July 1 Chapter 6 American Imperialism
Objectives:
- Explain the notion of the “white man’s burden” in the context of US imperialism
- Explain the emergence of “yellow journalism” and its support of American imperial projects in the Spanish-American war
- Identify the opponents of American imperialism and how they resisted the imperial expansion
- Explain the meaning of “objectivity” as a journalism practice and the function of the Watchdog Press in social reform

Homework 6
- What was the “white man’s burden”?
- How do Henry Morton Stanley’s account of David Livingstone’s explorations and Whitelaw Reid’s speech at Princeton University’s commencement demonstrate the American belief in the “white man’s burden” for American imperialism?
- How were the ideas of self-government and individual freedom at the center of the debates between the supporters of American imperialism and anti-imperialists?

July 2 Chapter 7 Muckraking
Objectives:
- Define “Fourth Estate”
• Describe the transition of journalism from an occupation to a professional institution
• Identify “muckrakers” by the issues they championed and the outcomes their work produced in the late 19th and early 20th centuries

Homework 7
• What kinds of information did Jacob Riis contribute to the Progressive cause with his photography?
• How did this new medium of photography complement the more prevalent writings of other Progressives?
• Select a passage from Riis’s written account of the tenements he documented to show how he depicted images with text.
• How did Ida B. Wells use statistics in arguing against lynching? And Ray Stannard Baker?
• How did the muckrakers’ works influence public law and policy?

July 3 Read examples of muckraking (see posting on ICON)

July 8 Review for Exam 1*

July 9 Take exam 1

July 10 Chapter 10 McCarthyism
Objectives:
• Discuss the role of journalism in the new medium of television during the McCarthy era
• Differentiate McCarthyism and anti-communism
• Compare descriptive and interpretive journalism
• Explain how Edward R. Murrow challenged McCarthy

Homework 8
• How did the press play a role in supporting McCarthy’s crusade against communism? How did McCarthy take advantage of journalists’ sense of professional ethics that we call descriptive journalism?
• Which case pushed Edward Murrow and Fred Friendly to investigate and expose McCarthy’s manipulative tactics? What was the case about?
• Murrow’s journalism was interpretive. What does “interpretive” journalism mean? Explain by giving an example.
• What did television show Americans that newspapers could not about the way that McCarthy behaved and appeared?
• What was McCarthy’s definition of anti-communism? How was McCarthyism different from or similar to anti-communism as you learned from the Haymarket riot and the 1919 Red Scare?

July 15 Extension activity – Murrow program and Army-McCarthy Hearings

July 16 Chapter 11 Civil Rights
Objectives:
• Define media framing
• Explain how regionalism worked in the media framing of the Civil Rights Movement
• Discuss how television news played an important role in the nation’s embrace of racial change compared to newspaper coverage
• Discuss how social movement utilize media to mobilize resources (in this case, how civil rights advertisements in The New York Times framed the movement and appealed to the mainstream values)

**Homework 9**

• The theme of anti-communism was linked to the anti-labor/union and anti-immigrant sentiments of America in the early 20th century as shown by the mainstream press’s coverage of the 1919 Steel Strike.) But the theme of anti-communism took a slightly different form in the South in the 1950s-60s. Explain how the white southerners used anti-communism and why it was necessary for them to associate the efforts of the civil rights movement with anti-communism.

• Both television and newspapers covered the racial tensions in the South, but they had different effects in changing the nation’s race relations. Which medium was more successful in bringing racial change and why? Use a clear example from the reading to support your argument.

• Explain who Ralph McGill is and how his position on racial integration developed.

• In this chapter, we have taken the Tennessee state press as an example of the different ways in which local newspapers reacted to the Civil Rights movement. Re-read the editorial by the Memphis Commercial-Appeal in order to identify its position on the Brown v. decision of 1954. How did the other state newspapers position themselves versus the prospect of integration?

**July 17 Read examples of Civil Rights Journalism (see posting on ICON)**

**July 22 Chapter 12 Vietnam**

**Objectives:**

• Describe how the Vietnam war was covered differently by the Washington-based press vs. the Saigon-based press

• Define and compare “sphere of consensus” and “sphere of legitimate controversy”

• Explain how the frame of the Vietnam war shifted, particularly after the Tet Offensive

• Explain what historical revisionism is

**Homework 10**

• Describe how the majority of the national press operated within the “sphere of consensus,” at least until the Tet Offensive in January 1968.

• Name the reporters (and their affiliated news organizations) who composed the “Saigon Press Corps.” Explain how their attitude toward the war and official sources was different from the older generation of reporters who covered World War II.

• How was the practice of journalism different between reporters who reported from Vietnam and from Washington, D.C.? What was their style of reporting (descriptive or interpretive) and how did their different sources affect the meaning of the news?

• One of the greatest myths about the Vietnam War is that television coverage of the war shifted the public opinion that eventually led to the American defeat. What arguments did David Culbert make to dispel this myth?

• Explain what historical revision is based on the examples you provided in Q4.

**July 23 Read examples of Vietnam War Journalism (see posting on ICON)**

**July 24 Chapter 13 9/11**

**Objectives:**

• Explain why the mainstream press emphasized the themes of national unity and collective grief after September 11
• Discuss what crisis reporting is and how it challenges press’s role as government watchdog and harms repororial objectivity
• Describe tabloid journalism and its characteristics
• Discuss what happened to those who dissented from the mainstream themes of nationalism, patriotism, and national unity

Homework 11
• How did the national press operate within the “sphere of consensus” in its coverage of September 11?
• How did the New York Times shift toward more tabloid-style reporting after September 11? Why did this shift occur?
• How is the “straight” press different from the tabloid press?
• How did Maureen Dowd’s editorial piece represent the “sphere of legitimate controversy?”
• Who are the “fixers”? How do they facilitate the production of international news?
• Several months after the September 11 attacks, Mel Karmazin, president of CBS, told a group of journalists, “We want it said of us that when it mattered most we measured up.” Explain why/how Jay Rosen critiqued Karmazin’s celebratory claim of “measuring up.”


July 30 Chapter 14 War on Terror
Objectives:
• Discuss journalism’s failure as a government watchdog (and why the press sometimes fails)
• Compare straight news and tabloid news practices in the coverage of the War on Terror
• Re-think journalistic practice of objectivity and the importance of newsroom diversity

Homework 12
• How did the press’s close relationship with the Bush administration shape its reporting about the alleged threats posed by Iraq?
• Explain how the press failed to stop the Bush administration for manipulating public opinion about the Iraq and al-Qaeda connection by using Peter Eisler’s news article in the chapter (“Targeting Saddam: Was there an Iraqi 9/11 Link” published in USA Today in December 2001).
• Compare the sources used in the Eisler and Gordon/Miller stories with those used in Landay and Strobel stories. How different are the sources and how does that difference shape the story?
• Why was it difficult for the mainstream press to challenge the White House’s claims about the alleged connection between Iraq and al Qaeda?
• How did the press’s reliance on official government sources hinder it from challenging the Washington groupthink?

July 31 Chapter 8 Edward Bernays
Objectives:
• Explain the emergence of public relations after the World War I
• Describe Bernays’ concept of the role of public relations in forming public opinion, promoting the “public interest” and maintaining a more democratic society
• Analyze contemporary public relations campaigns and how they fit (or fail to fit) Bernays’ model of public relations

Homework 13
• What massive effort did the CPI (Committee on Public Information) undertake for the US entry into WWI?
• What was Edward Bernays’ view of society or the collective mass?
• What was Bernays’ appraisal of propaganda, particularly to maintain a stable, tolerant democratic and capitalist society?
• Why was it necessary for Bernays to change the name of propaganda to public relations?
• Bernays spearheaded the Lucky Strikes campaign to expand the market for cigarette smokers. What strategies did Bernays use to make women’s public smoking, which was a social taboo, desirable and appealing?

August 5 Paper due, no class

August 6 Chapter 9 Walter Lippmann
Objectives:
• Explain how and why Walter Lippmann sought to modernize the practice of journalism through science-based objectivity, pragmatism, and pluralism
• Define “objectivity” in Lippmann’s terms
• Compare the modernist and conservative uses of media that emerged after WW I
• Discuss the problems of commercial press in presenting “Truth”
• Discuss the link Lippmann made between media and democracy

Homework 14
• The first “culture war” was between two different ideological periods that overlapped in the Twenties. What were the main characteristics of their belief systems?
• With respect to these different belief systems, how did the two sides of the culture war use media differently?
• To what did Lippmann attribute the causes of political indifference and decline of Progressivism of the 1920s in his essay that was published in Atlantic Monthly in 1927?
• In the “A Test of the News,” what was Lippmann and Merz’s main critique of the The New York Times’ coverage of the Russian revolution?
• What did Lippmann and Merz suggest as improvements to journalism as a profession and intermediary of democracy?
• How did the conservative mainstream media portray the strikers of the 1919 Steel Strike? Whose side was the press on and why?
• What is the role of “science” in Lippmann’s effort to modernize journalism?
• Both Bernays and Lippmann believed in the importance of sustaining American democracy through public consent (“manufacture/engineering” of consent). But their approaches to the American democratic process differed. Explain their different approaches.

August 7 Review for final*

August 8 Final exam

* No attendance points taken
“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.

COURSE RULES AND GUIDELINES

- Homework assignments — Answer the questions listed in this syllabus, rather than the ones in the text. (They are generally the same, but I have reduced the number in the text in some cases.)
- 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 UI 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. I also recommend taking concise reading notes of the assigned readings before lectures.
- 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 teaching assistant. 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.

1 Does not apply to this course.
• **Meet your deadlines.** Late historical interviews will be marked down one letter grade per day, after they have been graded. Thus, 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 I am 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 at least once.

• **Attendance is not optional.** Note: I write some exam questions based on material presented in lecture. Except in cases of a death in the family, your serious illness, or other genuine emergencies or crises, you are expected to attend all classes. If you must miss a class, notify me 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. Plan 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 you leave class immediately after a quiz without staying for lecture, I will invalidate your quiz grade. 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 (even all at once) during class:** I know that multi-tasking is sometimes a valued skill. But not in class. Pay attention. Take good notes. Ask questions. But put other distractions away, please.

• **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 adjustment 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 is open to hearing student concerns related to the course. I am eager to work with you to resolve conflicts or misunderstandings. In fact, even though this may be difficult for you, I encourage you to resolve conflicts with me directly. If you feel uncomfortable bringing a concern to your section leader, you may consult the following university authorities in the following order: Dr. David Ryfe, 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 Director David Ryfe (AJB 305).
Appendix A
Historical Interview Assignment

In this 6-8 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 without instructor approval. 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 (6-8 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 or included in 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. 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 6-8 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.)
**Historical Interview Grading Rubric**

<table>
<thead>
<tr>
<th>Stage 1 — General Comments</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Appropriateness of topic and interviewee</td>
<td>20</td>
</tr>
<tr>
<td>2. Biographical sketch (Concise, complete and coherent)</td>
<td>5</td>
</tr>
<tr>
<td>3. Interview questions (Well-informed, appropriate)</td>
<td>15</td>
</tr>
<tr>
<td>4. Answers (Fit character of Interviewee and well-supported)</td>
<td>20</td>
</tr>
<tr>
<td>5. Research used in the paper (In-text citations and bibliography page)</td>
<td>5</td>
</tr>
<tr>
<td>6. Format (follows all assignment guidelines)</td>
<td>5</td>
</tr>
<tr>
<td>7. Creativity and style (Voice, transitions, approach, strategy)</td>
<td>15</td>
</tr>
<tr>
<td>8. Overall effectiveness</td>
<td>15</td>
</tr>
</tbody>
</table>

Subtotal _____ (+)

9. Errors/penalties: Accuracy and mechanics (per error) (Facts = 5 pts.; Grammar =5 pts.; Spelling = 5pts. Punctuation = 5 pts.)

Subtotal _____ (-)

Total/final grade _____/100