To do:

- Look at dates, again.
- GRT/Tim: Plug in his screen shots for instructions on how to register e-text.
Spring 2013
019:091:AAA
Media History & Culture
9:30-10:20 a.m. TTh
Lecture Room 1 Van Allen Hall

Prof. Frank Durham
Office: E330 Adler Journalism Building (AJB)
frank-durham@uiowa.edu
ph. 335-3362

Office hours: Wed. 12:30-2:00 p.m. & Fri. 9-10:30 a.m.
or by appointment

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

Section   Time, day & room (all AJB)        Instructor

A01 9:30A - 10:20A F  E132 AJB      Christina Smith
A02 9:30A - 10:20A F  E138 AJB      Theresa Zhang
A03 10:30A - 11:20A F  E220 AJB      Jennifer Rothmeyer
A04 11:30A - 12:20P F  E232 AJB      Xianwei Wu
A05 12:30P - 1:20P F  E220 AJB      Xianwei Wu
A06 1:30P - 2:20P F  E146 AJB      Andrea Weare
A07 9:30A - 10:20A F  E146 AJB      Jennifer Rothmeyer
A08 12:30P - 1:20P F  E232 AJB      Andrea Weare
A09 12:30P - 1:20P F  E238 AJB      Theresa Zhang

AJB = Adler Journalism Building
Course description

To understand America’s past and, in some sense, its present, we must understand journalism and its role in the making of the nation. By addressing the broader social and political contexts within which American journalism has developed, we will learn about how journalists have defined conflicts between elites and workers, men and women, and whites and other racial and ethnic groups as they struggled for power in this nation. In this way, this course and the text that Prof. Tom Oates and I have written for it, *Defining the Mainstream: A Critical News Reader*, addresses the origins, themes, and continuities of the press, both mainstream and minority. This comes from examining exemplary (and often exceptional) moments, as well as developing an understanding of more usual journalistic reactions and practices across time. In these discussions, I want to show you how and why journalism has played a part in defining social meaning in America. 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 about journalism will be new to almost all of you. Read, study and enjoy.

A note on studentship: This class fulfills a general education requirement in history and a pre-requisite requirement for the Journalism major. It requires substantial work on your part. Specifically, it presents you with a number of writing tasks, including a note-taking exercise, a 10-pp. paper, and three essay-based unit tests. I will coach you on how to complete these assignments, but be sure that the lecture notes you take during class each day will the basis for passing the exams. This means that you will have a difficult time doing well or even passing the class, if you do come to lecture prepared to listen and to take good notes.

Required texts

   Available at the IMU bookstore.

2. Reading packet (required) available at Zephyr Copies on E. Washington Street.

How to get the textbook: These instructions are important regarding your weekly homework assignments, which are due on Fridays in your discussion section:

1. You must ONLY use your uiowa.edu e-mail address to register the e-text on-line. No other e-mail address (yahoo, Hotmail, gmail, etc.) will be accepted.
2. Purchase the registration card and serial number from Iowa Book store in their textbook department. This card is ONLY available at Iowa Book on Clinton Street.
3. You must buy the text in order to complete the homework assignments on-line and to get credit for them. Your Teaching Assistant will demonstrate this site in your Friday discussion section this week.
4. Note: You will receive NO CREDIT for homework, if you do not attend your discussion section in a given week.
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. Prof. Durham will receive none of these funds.

“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

- **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, preferably someone in your discussion section. I also recommend taking concise reading notes of the assigned readings before lectures.

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1 Does not apply to this course.
Discussion section preparation — To be counted present in each of these meetings — which count for 15 percent (150/1000 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. Note: Insufficient or incorrect effort on your homework may still result in a failing grade. Homework will not be accepted after section meetings or by e-mail under ordinary circumstances.

Submitting written assignments — You will submit your note-taking assignment and historical interview (see below) to the drop-box on your section’s ICON site by 8 a.m. on the date when the assignment is due. This will allow the papers to be scanned by the anti-plagiarism software, Turnitin.com.

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.

Meet your deadlines. Late papers 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 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, your 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 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 (all at once) during class:** I know that multi-tasking is what you are good at. That is the way we have been trained to be, even while reading a syllabus. (Are you listening now or texting?) But let me make you an old-fashioned offer: Perk up! Put the phone away for 48 minutes! Take notes! Ask questions! Learn something!

- **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 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).
Course objectives, Critical Dates and Grades

Every General Education course in the College of Liberal Arts and Sciences at the University of Iowa aims to provide students with sound writing experiences. In spite of its large size, this is a writing class. To develop your writing skills and to develop critical concepts for evaluating the various roles played by journalism in the history of American journalism, you will complete the two written exercises and three 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>Feb. 15</td>
</tr>
<tr>
<td>Unit test 1(^2)</td>
<td>200</td>
<td>Feb. 21</td>
</tr>
<tr>
<td>Unit test 2</td>
<td>200</td>
<td>March 14</td>
</tr>
<tr>
<td>Unit test 3(^3)</td>
<td>200</td>
<td>To be determined. (See note.)</td>
</tr>
</tbody>
</table>

**NOTE:** The final exam schedule, which applies to the third test, is announced once the semester has begun. DO NOT make travel plans for finals week until that test date has been announced.

Exam reviews — Sunday evenings before exam at 6-8 p.m. Currier MPR

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pop quizzes in lecture</td>
<td>100</td>
<td>(10 @ 10 points apiece)</td>
</tr>
<tr>
<td>Historical interview(^4)</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Spring break</td>
<td></td>
<td>March 17-24</td>
</tr>
<tr>
<td>Sectional meetings</td>
<td>150</td>
<td>(10 homework grades(^5) @ 15)</td>
</tr>
<tr>
<td>Final statement (due at final exam)(^6)</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

**Course total** 1000

\(^2\) See grading rubric for all three exams at the back of the syllabus.

\(^3\) Test three will be a unit test like the first two. It will be given on the date scheduled for the final exam, but under the same one-hour conditions as the first two unit tests.

\(^4\) See grading rubric for historical interview at the back of the syllabus.

\(^5\) No homework grades for the first Friday, the Friday before Spring Break or the three Fridays before exams when you will have exam review sessions in discussion classes. You are still responsible for this material on the exams.

\(^6\) See guidelines for final statement at the back of the syllabus.
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

Week One

Jan. 22 — First day of class

Overview of syllabus, assignments, and course rules.

Assignment: Note-taking assignment explained.

**Homework schedule:** Thursday’s lecture begins your reading assignments. All homework is due on the Friday BEFORE the week of the related lectures. This means that your week in this class will *begin* on Friday. Your Friday homework assignments must be completed on-line on the GRET Web site prior to your discussion section. The study questions that are due on Fridays are listed by date in this syllabus.

Jan. 24 Chapter One, Colonial Dissent—Part I: The Colonial press

Jan. 25, Fri. — **Practice** (ungraded) homework due on GRET Web site before your discussion section. **NOTE:** The homework will prepare you for the lectures listed for next week.

**Chapter One—Colonial Dissent (cont.)**

**Discussion question**

Explain the role of religion in Benjamin Harris’s approach to journalism.

**Article analysis**

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.

**Chapter Two, Abolitionism—Article analysis**

• Explain *The Liberator* as an example of “advocacy journalism.” Who was its audience?

• Re-read Maria Stewart’s autobiographical speech. List examples of religious rhetoric to show her use of “moral suasion.” How might this strategy have worked as a persuasive argument for change?

**Week Two**

Jan. 29  Chapter One, Colonial Dissent—Part II: The pro-British press

Jan. 31  Chapter Two, Abolitionism (The abolitionist press)

Feb. 1  **Homework due:**

Chapter Two, Abolitionism (cont.)

• Why do you think that Frederick Douglass ultimately needed to publish his own newspaper?

• Examine the differences between and among Garrison’s, Douglass’, and Stewart's approaches to moral suasion. How and why were they different?

Chapter Three: Woman Suffrage

Discussion questions

• How did William Lloyd Garrison and Frederick Douglass support the new social movement? Why?

• Why did the woman suffrage and abolition movements end up competing?

• How did the Lowell *Courier* react?

• What was the relationship among the Equal Rights
Association, the National Women’s Suffrage Association and the American Women’s Suffrage Association? Who formed each? When? Why?

Article analysis

- The Declaration of Rights and Sentiments served as a platform for “first-wave” feminists. Re-read the excerpts in the chapter before explaining the main demands listed there and why they were so extreme.

Week Three

Feb. 5 Chapter Two, Abolitionism: Understanding Frederick Douglass


Feb. 7 Chapter Three: Women’s suffrage


Feb. 8 Homework due:

Chapter Three: Women’s suffrage

In 1868, Elizabeth Cady Stanton wrote, “Infanticide and Prostitution,” in *The Revolution*. Re-read the piece before describing its persuasive strategies. How does it relate to “moral suasion?” How does Anthony suggest that men might benefit from women’s equality?

Chapter Four: Tammany Hall

Discussion questions

- Explain the *Times’* and *Harper’s* actions in terms of a moral crusade. Who and what were they crusading against?

- How were their actions tied to the partisan positions they took versus Tammany Hall? How did nativism influence the coverage of Tammany Hall?
• What made the use of evidence by the *Times* "objective?"

• How was Thomas Nast instrumental in exposing the Tweed Ring’s corruption. What were his political blind-spots?

• Write a question for your classroom discussion: What would you like to know based on your reading about the Tweed Ring?

**Week Four**

Feb. 12  Chapter Three: Women’s suffrage (cont.)

“Not for ourselves alone: The story of Elizabeth Cady Stanton and Susan B. Anthony” (Ken Burns) (on reserve at Main library)

Feb. 14  Chapter Four: Tammany Hall
Feb. 15  **Note-taking assignment due** in your section meeting. Make *copies* of your lecture notes to submit for credit in your discussion section today.

Homework due:

- What was the prevalent definition of “race” as discussed in the Tweed case? How was that different from the current definition?
- Exam review today in section.

**Week Five**

Feb. 19  Chapter Four: (cont.) — “How the Irish became White:” Ethnicity as race in 19th. C. America.

Feb. 21  **Exam 1**

Feb. 22  No homework due. You are recommended to review the study questions for Chapter Five: Haymarket.

**Week Six**

Feb. 26  — Historical interview explained. (See handout at back of syllabus.)

Feb. 28  — Chapter Five: Haymarket

March 1 — Homework due

Chapter Six: Promoting and resisting American Imperialism

- How does the New York *Times*’ summary of Livingston’s actions in Africa demonstrate the American belief in the “white man’s burden?” Select three key quotes that show this effect.

- How did Hearst and Pulitzer exemplify and benefit from the call of the new imperial nation as they built their newspapers through immigrant readership in New York?

- How did Hearst see imperialism as noble or democratic?

(cont.)
Document analysis

- Re-read Whitlaw Reid’s 1899 address at Princeton University. Who was his immediate audience? His general audience? How did he construct the United States as a world power in that speech? What was his position as a journalist?

Chapter Seven: Progressive reform

Discussion questions

- 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? Which reforms, if any, resulted from their respective reform efforts?

- According to the statistics presented in the chapter, how common was lynching in the United States during this period? What kinds of people committed these lynchings? What kinds of people suffered them?

Document analysis

- Re-read the lists of crimes that were linked to lynchings. What do they tell you about the standards of vigilante justice imposed in this period?

- Re-read Lincoln Steffens’ article examining the premise that government ought to be run like a business. Who is he aiming his ideas at? What was his position on that question? How did he position himself politically as a journalist?

Week Seven

March 5 — Chapter Six: Promoting and resisting American Imperialism

March 7 — Chapter Seven: Progressive reform

March 8 — Homework due:

- What is the role of the news media, according to Walter Lippmann in Thoams Patterson’s article?
• Why is the press not a qualified as a “political actor?” Answer this question in terms of the limitations Patterson lists.
• What is Patterson’s case against “interpretive journalism?” on practical grounds as well as more philosophical points?

Re: Lovegall’s article:
• Trace Lippmann’s biography as a close associate of presidents.
• What was the title of Lippmann’s long-running column? For how long did it run? Where?
• Why did Lippmann oppose the Vietnam war? When did this opposition begin?
• How did the Johnson administration respond to Lippmann’s opposition?
• What was the “Truman Doctrine?”
• What does this account of Lippmann’s opposition to the war tell you about his role as a journalist? Was he typical?

Week Eight

March 12 Walter Lippmann: Modernizing American journalism


Optional reading:


March 14 Exam II

March 15 — No homework. Read chapter eight on McCarthyism.

Week Nine

March 19 and 21 — Spring break

Week Ten

March 26 — Chapter Eight: McCarthyism and the press
March 28 — Chapter Eight: (cont.) — Ralph McGill, Southern change agent

March 29 — No homework due. Questions to answer from today’s film (on ICON under “Content”):

- Who were the Scottsboro Boys?
- When were they arrested?
- How many times were they tried? Were they guilty?
- What was the Alabama government trying to prove about lynching by holding the trial?
- What was the role of the Communist Party USA (CPUSA) in the case.
- How did the myth of rape reflect dominant racial ideology?
- What was the ideological role of the press in this situation? By region?

Week Eleven

April 2  The Scottsboro Boys (film in class, part one)

April 4  The Scottsboro Boys (film in class, part two)

April 5  Homework due:

- How did the KKK reframe themselves in the Palestine Daily Herald?
- Identify the main cultural beliefs the Klan espoused in its self-framing effort. How did that represent an exaggeration of normal values?
- How does the author contrast this event in the 1921 and 1922 with the experience of the Students for a Democratic Society in the 1960s?
- How does Don Walden explain the concept of “hegemony” as it applies to this case?

Week Twelve

April 9  The Scottsboro Boys (lecture)

April 11 The Ku Klux Klan: Fundamentalism, framing and the press


April 12  Homework due—Chapter Nine, The Civil Rights movement.
• Based on the chapter, describe the events in the post-WW II era, which contributed to the desegregation movement. What did the advent of nightly television news mean to the nation’s embrace of racial change versus newspaper coverage?

• The Southern reaction to the desegregation movement was conservative, on the whole. How did the Scottsboro Boys’ trials give evidence of the historical and cultural beliefs that defined segregation as a race ideology? Name key elements of those beliefs.

• In terms of anti-communism, how did Southern newspapers tend to react to the movement? How was this different from McCarthyism as a form of anti-communism?

• What kind of information could television provide that local newspapers could not? How did their impacts vary?

• Rather than solving social problems for good, the news must always re-visit social issues. How was this true in the case of Emmett Till’s murder even with the context of the desegregation movement?

• Who was Ralph McGill? What was his role as a journalist? What role did he play in the moderation of change in the South?

Document analysis

• 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?

Week Thirteen

April 16 Chapter Nine: Civil Rights, television and the press


April 19 Homework due — Chapter Ten

• Discussion questions

• News coverage of the Vietnam war reflected contradictions in the way journalism was practiced. Describe and define the majority postion among the national news corps in terms of the “sphere of consensus.”
• What difference did it make for reporters to report the war from Vietnam, rather than Washington, D.C.? Explain this in terms of the perspective offered by David Halberstam.

• What is a “stringer?” How were they employed to cover the war? By whom?

• Who was Ron Ridenhour? What was his working relationship to Seymour Hersh?

• What difference did the generational shift from WW II make versus the younger “Saigon Press Corps” attitude toward the war and their official sources? Name the “press corps” and their news organizations.

• The Saigon press corps practiced “interpretive,” even investigative-style reporting before the Tet offensive. Explain how the rest of the mainstream press corps based in Washington, D.C., differed in its more “descriptive” approach.

• Why did Walter Lippmann break with President Johnson over the war? What did that say about his position as a journalist? Then? And for the duration of his career?

• Describe the underground G.I. press. What qualified this as a form of “journalism?”

• View the television footage of the Tet Offensive and the attack on the U.S. embassy in Saigon. Describe the impact that “news” had on American audiences and their understanding of the war.

Document analysis:

• View the Accuracy in Media (AIM) video featuring Charleton Heston. How does this presentation explain the role of the news in the loss of the Vietnam war? Specifically, define this in terms of “revisionism” and patriotism.

Week Fourteen

April 23 Chapter Ten — Vietnam: “The television war”

April 25 Chapter Ten (cont.) — Vietnam: Revisionist framing

April 26 — Homework due — Chapter 11: September 11

Discussion questions:

- How did the New York Times shift toward more tabloid-style reporting after Sept. 11? Why?
- What is “reporter’s privilege?” How did it affect the outcome of Plamegate?
- To whom do reporters typically turn to report breaking news?
- What was the effect of the “sphere of consensus” in the national press’s coverage of Sept. 11? Did that effect happen in all media at the time?
- What does the New York Times’ role in covering the aftermath of the Sept. 11 attacks tell you about the role of journalism in supporting themes of nationalism, patriotism, and unity at this time?

Document analysis

- Look at the front page of the New York Times on Sept. 12, 2001. What kinds of information are being presented there visually? In the headlines? How is the press’ “watchdog” function reflected there? Or is it?

Week Fifteen

April 30 Chapter 11: September 11—The press reacts

May 2 Chapter 11: September 11—The Press Fails: The Plame Affair

May 3 Homework due — Chapter 12 — The War on Terror

Discussion questions

- If Bennett and his co-authors are correct that the unwritten rules make the mainstream press subject to manipulation by government sources, what should be done to change these practices? Write a list of five rules for Washington journalists to follow that would help to address these problems.
- This is a complicated case. Draft a brief list of the main events, including the news coverage. Which was most important to your understanding of the role of journalism here?
- In the case discussed in this chapter, journalists who challenged the official
versions provided by the Bush Administration faced intense pressure. What are some of the sources of this pressure, and how should journalists, editors, and publishers respond to this pressure?

Document analysis

- Compare the sources used in the Eisler and Gordan/Miller stories with those used by Landay and Strobel. How are they different? Why does that matter here?
- Examine the stories on the front page of today’s New York Times or the Washington Post. List the sources of information for each story. How many are official government sources? How many represent other sources of information.
Week Sixteen

May 7  Chapter 12: The War on Terror at home and abroad

May 9  Last class meeting.


   Open this link to read an interactive version of the Sept. 12, 2001 New York Times front page, with full text of the articles for today’s lecture:


May 10 — Exam review

Exam 3 — Date, time and location TBD per final exams schedule. (Again, do not make end-of-semester travel plans until this date is announced.)
Note-taking assignment

See the syllabus listing for week one that shows you a set of URLs explaining the Cornell note-taking method. Turn in photocopies of your notes taken in this style in your Friday section meetings on the date listed in the critical dates section of the syllabus.

Historical Interview Assignment

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**

<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 = 5 pts.; Punctuation = 5 pts.)

**Subtotal** ______ (-)

**Total/final grade** ______/100
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

I. Explanation/definition of the concept  

<table>
<thead>
<tr>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly defines the concept called for in the essay question</td>
<td>5 (20)</td>
</tr>
<tr>
<td>Partially defines the concept called for in the essay question</td>
<td>4 (16)</td>
</tr>
<tr>
<td>Names but does not define the concept</td>
<td>3 (12)</td>
</tr>
<tr>
<td>Misidentifies the concept called for in the essay question</td>
<td>2 (8)</td>
</tr>
<tr>
<td>Fails to mention the concept called for in the essay question</td>
<td>1 (0)</td>
</tr>
</tbody>
</table>

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

*Names the figures, newspapers, locations, and other facts accurately.*

<table>
<thead>
<tr>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Names all of the relevant facts called for in the essay question</td>
<td>5 (30)</td>
</tr>
<tr>
<td>Names two-thirds of the relevant facts called for “ ”</td>
<td>4 (20)</td>
</tr>
<tr>
<td>Misnames several facts called for in the essay question</td>
<td>3 (15)</td>
</tr>
<tr>
<td>Recites irrelevant facts from the case without regard to the concept-driven question (data dump)</td>
<td>2 (10)</td>
</tr>
<tr>
<td>Fails to name the facts called for in the essay question</td>
<td>1 (0)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly demonstrates the concept called for in explaining the cases(s)</td>
<td>5 (40)</td>
</tr>
<tr>
<td>Partially demonstrates the concept called for in explaining the cases(s)</td>
<td>4 (30)</td>
</tr>
<tr>
<td>Barely demonstrates the concept called for in explaining the cases(s)</td>
<td>3 (20)</td>
</tr>
<tr>
<td>Names but does not apply the concept successfully to the facts</td>
<td>2 (10)</td>
</tr>
<tr>
<td>Fails to apply the concept called for in the essay question</td>
<td>1 (0)</td>
</tr>
</tbody>
</table>
**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 2 (200) points—Exam 1**
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-Communist/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.)

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 mainstreams 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. Contrast to “secondary evidence” in the form of books and articles, which reflect the published use of primary documentation or evidence.

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 (books, articles) 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 mainstream 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.

Media scholar Daniel 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.