Course description

To understand America’s past and its present, we must understand journalism and its role in the making of the nation. In this course, we will approach this learning project by addressing the broader social and political contexts within which American journalism has developed. Through a process of inquiry, we will learn about how journalists have defined conflicts between elites and workers, men and women, and how they have constructed definitions of racial and ethnic groups. 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 perspective comes from examining exemplary (and, sometimes, 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 two 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 not come to lecture prepared to listen and to take good notes.
Required texts


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

**How to order the textbook on-line:** 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 (e.g., Yahoo, Hotmail, g-mail, 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. Note: You will receive NO CREDIT for homework, if you do not attend class on the day the work is due.

*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:

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1 Does not apply to this course.
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.

- **Discussion/homework preparation** — To be counted present, you must come to class prepared to turn in any written homework assigned. 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.

- **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 about whether you may be plagiarizing, ask for help. 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. If you come by during my office hours, you can learn about the course, its content and study strategies.

- **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 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. 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 one (1) calendar week 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. If no one scores a 100 percent final average, I will reset the grading scale to account for the difference between the highest final average and 100 percent.

- **Conflict resolution.** I am always 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 me, you may consult the following university authorities in the following order: 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.

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. 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 two essay-based exams.

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>
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<tbody>
<tr>
<td>Unit test 1&lt;sup&gt;2&lt;/sup&gt;</td>
<td>250</td>
<td>July 2</td>
</tr>
<tr>
<td>Unit test 2</td>
<td>250</td>
<td>August 1</td>
</tr>
<tr>
<td>Homework</td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>Class participation/attendance</td>
<td>250</td>
<td></td>
</tr>
<tr>
<td><strong>Course total</strong></td>
<td><strong>1000</strong></td>
<td></td>
</tr>
</tbody>
</table>

<sup>2</sup> See grading rubric for all three exams 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
Week One

June 11  First day of class

Overview of syllabus, assignments, and course rules.

Note on the homework schedule: We will review your homework for the assigned readings before I lecture on those topics.

June 12  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.

June 13  Lecture: Chapter One, Colonial Dissent—Part I: The Colonial press
Week Two

June 17  Lecture: Chapter One, Colonial Dissent—Part II: The pro-British press

June 18  Homework: 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?
- 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?

June 19  Lecture: Chapter Two, Abolitionism (The abolitionist press)

June 20  Chapter Two, Abolitionism: Understanding Frederick Douglass


Week Three

June 24  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?

- 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 a more general definition of “moral suasion”? How does Anthony suggest that men might benefit from women’s equality?

June 25 Chapter Three: Woman Suffrage

June 26 “Not for ourselves alone: The story of Elizabeth Cady Stanton and Susan B. Anthony” (Ken Burns)


Week Four

July 1 — Film: “Iron Jawed Angels”

July 2 — Exam I

July 3-4 — No class

Week Five

July 8 — Chapter Four: Tammany Hall

- 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?

July 9 — Chapter Four: Tammany Hall

July 10 — “How the Irish became White”


July 11 — Part II of “Irish Chicago”

Week Six


July 16 — Chapter Five: Haymarket

In publishing The Alarm, how did Albert Parsons define the fight for anarchy?

If “law and order” were not working, what was the solution that Parsons and Spies were trying to offer through their uses of movement newspapers?

How did Parsons define a “state socialist?”

Why was anarchy a good option for Parsons and Spies?

What do you learn about nativism and the mainstream press from this episode in American history?

Analysis: Compare the views of the labor press to those of the mainstream press on the issue of the eight-hour day. What accounts for that difference?

Concepts: Identify a radical group from our own period. What makes them radical? Find one example of mainstream press coverage of this group that illustrates the concept of demonology.

Letters to the Editor: Write a letter to Albert Parson’s newspaper, The


Alarm, advocating for anarchy as a solution to the ills of the working class in Chicago during this period.

**Timeline exercise:** Sketch a timeline of the events from May 1, 1886 through the Haymarket riots and resulting trial. Briefly identify the key actions at each key point.

July 17 Lecture: Haymarket

July 18 — 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?

**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?

**Week Seven**

July 22 – Lecture: Chapter Six — Promoting and resisting American Imperialism

July 23 — 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?

July 24 — Chapter Seven: Progressive reform

July 25 — Walter Lippmann: Modernizing American journalism

Read these articles:


Week Eight

July 29 — Lecture: Walter Lippmann — Modernizing American journalism

July 29 — Chapter Eight: McCarthyism and the press

• Review the article that ran in the Wheeling Post-Intelligencer in 1950. How did it frame McCarthy’s claims?

• How did McCarthy define the struggle against communism?

• By making a series of fear-based appeals, McCarthy played a demagogic role as he positioned himself as the one person who could identify communists and save the nation from them. Identify specific examples of texts where he did this in the chapter. Explain the role played by the press in your example.
• Why was Edward R. Murrow able to challenge McCarthy?

• How did he do that? Quote examples and explain his language.

• Murrow’s journalism was interpretive. Explain how by giving an example.

• The right-wing journal *Counterattack* published a pamphlet called, *Red Channels: The Report of Communist Influence in Radio and Television*. What kinds of claims did it make? What impact did it have on those who were named in it?

• Who was Milo Radulovich? What resulted from Murrow’s program about him?

• What does the Reed Harris transcript show about McCarthy’s techniques with reference to individuals’ activities in previous decades? How did Murrow portray the senator there?

• View the Army-McCarthy hearings here. What did television show Americans that newspapers could not about the way that McCarthy behaved and appeared?

Letters to the Editor:
• Write a 100-word letter as the child of someone who was at the Haymarket riot. How would that person defend the ideas of socialism, communism or anarchy in the face of McCarthy’s demagogy?

• Write a 100-word letter to the editor to support McCarthy’s efforts to expose communists in the State department. How would he make that case?

• Write a letter to the editor pointing out something that he missed in a recent report on McCarthy. Write this as a critique of descriptive journalism.

July 27 — Lecture: McCarthy, McGill and the range of anti-communism in America in the 1950s

August 1 — Exam 2
Grading rubric for exams

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Explanation/definition of the concept</strong></td>
<td>(20%) Clear definition of the concept called for in the essay question</td>
<td>5</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Partially defines the concept called for in the essay question</td>
<td>4</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>Names but does not define the concept</td>
<td>3</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>Misidentifies the concept called for in the essay question</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>Fails to mention the concept called for in the essay question</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td><strong>II. Description</strong></td>
<td>(30%) Names the figures, newspapers, locations, and other facts accurately</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Names all of the relevant facts called for in the essay question</td>
<td>5</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Names two-thirds of the relevant facts called for</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Misnames several facts called for in the essay question</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Recites irrelevant facts from the case without regard to the concept-driven question (data dump)</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Fails to name the facts called for in the essay question</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td><strong>III. Analysis</strong></td>
<td>(40%) Discuss how the cases compare or contrast as examples of the designated concept.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clearly demonstrates the concept called for in explaining the cases(s)</td>
<td>5</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Partially demonstrates the concept called for in explaining the cases(s)</td>
<td>4</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Barely demonstrates the concept called for in explaining the cases(s)</td>
<td>3</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Names but does not apply the concept successfully to the facts</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Fails to apply the concept called for in the essay question</td>
<td>1</td>
<td>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
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.)
White hegemony based on Sex, class & race in the post-Civil War South

White oligarchy: Arbiters of the cultural frame as basis of political power

How was racial hegemony maintained? Censure; lynching; belief.

Class/race

Poor Blacks

Poor Whites

From: 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. 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.