Jan 21 — classes open

March 16-23—Spring break

May 9—Classes end

Finals week—May 12-16
Fall 2013
019:091:AAA
Media History & Culture
9:30-10:20 p.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. 10-11 a.m. & Fri. 9-11 a.m.
or by appointment

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Time, day &amp; room</th>
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<th>e-mail</th>
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<td><a href="mailto:andrea-weare@uiowa.edu">andrea-weare@uiowa.edu</a></td>
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<td>1022 LIB</td>
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<td><a href="mailto:yafei-zhang@uiowa.edu">yafei-zhang@uiowa.edu</a></td>
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<td>Joy Chang</td>
<td><a href="mailto:chiayu-chang@uiowa.edu">chiayu-chang@uiowa.edu</a></td>
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<td></td>
<td>1022 LIB</td>
<td>John Carpenter</td>
<td><a href="mailto:john-c-carpenter@uiowa.edu">john-c-carpenter@uiowa.edu</a></td>
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<td></td>
<td>F E205 AJB</td>
<td>Frank Durham</td>
<td><a href="mailto:frank-durham@uiowa.edu">frank-durham@uiowa.edu</a></td>
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Course description

To understand America’s past and 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 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 be the basis for passing the exams. This means that you will have a difficult time doing well or even passing the class if you don’t 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.

Copies of the test and the packet are on reserve in the reading room at Adler Journalism Building (AJB), which is located on the third floor.

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 online. 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 online 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

- **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

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1 Does not apply to this course.
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 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.

- **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.**

- **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.** 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 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. 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 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. Julie Andsager, Interim 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 Interim Director Julie Andsager (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 American history, 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:

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<th>Assignment</th>
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<th>Date</th>
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<tr>
<td>Note-taking exercise</td>
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<td>Feb. 7</td>
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<tr>
<td>Unit exam 1</td>
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<td>Unit exam 3</td>
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**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.

- Spring break                   | March 16-23 (T/Th/Fr) |
- Historical interview\(^2\)     | 100     | April 25 (Friday) |
- Sectional meetings            | 150     | (10 homework grades\(^3\) @ 15) |
- Final statement (due at final exam)\(^4\) | 25     |

**Course total** 1000

**Extra Credit Assignment** 20

* Students who participate in the study will answer to four (4) different sets of survey questions. Each survey is worth five (5) points.

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\(^2\) See grading rubric for historical interview at the back of the syllabus.

\(^3\) 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.

\(^4\) See guidelines for final statement at the back of the syllabus.
Grading scale

This grading 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: The Colonial Press, Part I

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

Jan 21 — classes open

First day of class

Overview of syllabus, assignments, and course rules.

Assignment: Note-taking assignment explained.

Homework schedule: 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 submitted in hardcopy form to your TA in class. The study questions that are due each week in discussion sections are listed under each reading assignment by date in this syllabus. (See below.)

Note: Your first exam will be on Jan. 28. You must have access to the e-text in order to pass this test. IF you do not successfully register for the text, you are responsible for reading the chapter (one) in hardcopy form that is on reserve in the Resource Center on the third floor of Adler Journalism building. No exceptions will be made. No make-ups will be offered.

Jan 23

Chapter One, Colonial Dissent
(Read this chapter from Defining the Mainstream.)

Jan 24

Practice (ungraded) homework due in discussion sections. NOTE: The homework will prepare you for the lectures listed for next week.
Week Two: The Colonial Press, Part II

Objectives:
- Identify Primary and Secondary Evidence/Sources in historical scholarship
- Explain historiography as a research method used by historians to write history

Jan 28

Assigned reading from your reading packet:


Jan 30

**Mock exam in class.** You will spend 25 minutes answering an exam-style question based on the first chapter during the lecture period. The remainder of the class will be spent on reviewing your answers.

Jan 31

Week Three: 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

Feb 4

Chapter Two, Abolitionism
(Read this chapter from *Defining the Mainstream.*)

Feb 6

Assigned reading from your reading packet:

Feb 7  Note-taking exercise due in section meetings. (See handout in syllabus)

**Week Four: Women’s Suffrage Movement**

**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

Feb 11  Chapter Three, Women’s Suffrage  
(Read this chapter from *Defining the Mainstream.*)

Feb 13  Assigned reading from your reading packet:


Feb 14

**Week Five: Race, Nativism, and Political Partisanship**

**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

Feb 18  Chapter Four, Tammany Hall  
(Read this chapter from *Defining the Mainstream.*)


In Class: Documentary, “Irish Chicago”

Suggested reading from your reading packet:
Ignatiev, Noel. “Something in the air (Chapter 1),” from *How the Irish Became White*, pp. 6-31. (need to be included in the packet.)

Feb 21

**Week Six: Radical Politics and Social Oppression**

**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

Feb 25  Chapter Five, The Haymarket Riot  
(Read this chapter from *Defining the Mainstream.*)

Feb 27  First exam

**Week Seven: American Imperialism**

Feb 28:

**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

March 4  Chapter Six, Promoting and Resisting American Imperialism  
(Read this chapter from *Defining the Mainstream.*)

Historical interview paper explained. (See handout at back of syllabus.)
March 6  Assigned reading from your reading packet:


March 7

Week Eight: Muckraking and the Fourth Estate in the Progressive Era

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

March 11  Chapter Seven, Progressive Reform
(Read this chapter from Defining the Mainstream.)

March 13  Assigned reading from your reading packet:


Endres, Kathleen L. “Muckraking: A Term Worth Redefining,” American Journalism 14: 3-4, pp. 333-335.

March 14

Week Nine

March 16-23—Spring break

Week Ten: From Propaganda to Public Relations

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

March 25  Chapter Eight, “The Invention of Public Relations”  
(Read this chapter from Defining the Mainstream.)

March 27  Video documentary (Part One): “The Century of the Self” (Edward Bernays)

March 28

Week Eleven: Objectivity and Journalism as a Profession

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 between media and democracy

April 1  Chapter Nine, “The First Culture War” (Part One: Walter Lippmann)  
(Read this chapter from Defining the Mainstream.)

April 3  Chapter Nine, “The First Culture War” (Part Two: The early conservative media)  
(Read this chapter from Defining the Mainstream.)

April 4

Week Twelve: McCarthyism and Anti-Communism

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

April 8  Exam Two
April 10  Chapter Ten, McCarthyism and the Press  
(Read this chapter from Defining the Mainstream.)

April 11

Week Thirteen: Civil Rights Movement

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)

April 15  Chapter Eleven, Civil Rights and Television  
(Read this chapter from Defining the Mainstream.)

April 17  Assigned reading from your reading packet:


April 18

Week Fourteen: Vietnam War

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
• Analyze how the underground press (particularly the underground GI press) spread antiwar ideas and challenged the US government’s Vietnam war efforts

April 22  Chapter Twelve, “Vietnam-The Television War”  
(Read this chapter from *Defining the Mainstream.*)

April 24  Vietnam: Revising the Frame

Assigned reading from your reading packet:


April 25

Historical interview due in class

**Week Fifteen: September 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 reportorial objectivity
• Describe tabloid journalism and its characteristics
• Discuss what happened to those who dissented from the mainstream themes of nationalism, patriotism, and national unity

April 29  Chapter Thirteen, 9/11  
(Read this chapter from *Defining the Mainstream.*)

May 1  Assigned reading from your reading packet:


Suggested reading from your reading packet:
Week Sixteen: 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

May 6  Chapter Fourteen, The War on Terror
(Read this chapter from Defining the Mainstream.)

May 8  Assigned reading from your reading packet:


Suggested reading from your reading packet:


May 9

Finals week—May 12-16 — Final exam time and location TBD