To say "Trump's media" is to refer to a number of things—to his use of Twitter and the Internet, to the reaction of the MSM to his unconventional approach to the presidency, to his relationship with Fox News, and to the rise of the alt.Right in his wake. Addressing such points does not mean we'll take a partisan approach to the subject. Instead, based on a thorough historical survey of the conservative movement from 1920 to date, we will engage in regular, thematic and concurrent comparisons of conservative, alt.Right and MSM coverage of events in order to understand their ideological and journalistic historical roots. In that way, students in this class will learn to identify norms and practices of conservative media by studying the history of the conservative movement and its use of its own media to advance its ideas.

Because we are also interested in comparing meanings of these conservative outlets over time, the course organized into four parts: 1. The historical roots of the modern conservative movement; 2. (McPherson's title) *The Conservative Resurgence and the Press: The Media's Role in the Rise of the Right* during the Twentieth c.; 3. The rise of the Fox News Network; and 4. What I'll call, "Trump's media," including the conservative and alt.Right media, and their effects on the MSM today.

**A note about reading:** The daily reading assignments will give you two to three chapters of reading per class. (See the list below.) To do well in this class, you must keep up with the daily assignments. *To help you,* I'll coach you on how to read effectively. I will post discussion questions on Canvas for each assignment. I will count each assignment as one point of your participation grade. But you should
come to class prepared to learn more. In addition to your reading responses, which you will post on the daily ICON discussion page, you will post three questions about the assigned reading that you would like answered by the class’s discussion. Bring these questions to class.

Required texts

Books available at Iowa Book on Clinton Street at 8 Iowa Ave. and on-line.


Other required reading: All assigned readings listed in this syllabus, except for the McPherson and Sherman books, are posted as pdfs on Canvas in a module labeled “Readings.” The file names correspond to the titles given in this syllabus.

Critical dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written exercise (archival)</td>
<td>Feb. 20</td>
<td>20</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>March 27</td>
<td>25</td>
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<tr>
<td>Final exam</td>
<td>TBD</td>
<td>25</td>
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<tr>
<td>Attendance</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>In-class participation/discussion board</td>
<td>20</td>
<td></td>
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<tr>
<td>Total</td>
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Schedule of class meetings and reading assignments

NOTE: All assigned readings listed in this syllabus, except for the McPherson and Sherman books, are posted as pdfs on Canvas in a module labeled "Readings."

Jan. 14—First class meeting

Part One: Historical Roots of the Modern Conservative Movement


Jan. 21—Martin Luther King, Jr., Day


   In-class discussion of the film based on assigned reading: pdf file name: "Depew Inherit the Wind"

Feb. 4—Guest speaker: UI Librarian David McCartney will meet with us to describe the first writing exercise. We will hold class at the Special Collections department at main Library at the regularly scheduled time.


Feb. 13—Chapter Five, “The Political Process Transformed;”
Chapter Six, “The Rise of the Right-wing Media”

Feb. 18—Chapter Seven, “Economic and Regulatory Considerations;” Chapter Eight, “Redefining the Mainstream;” Chapter Nine, “Problems and Possibilities”

Feb. 20—Written exercise 1 due for in-class discussion.

Part Three: The Rise of Fox—Gabriel Sherman’s The Loudest Voice in the Room

Feb. 25—Prologue; Chapters 9-10
Feb. 27—Chapters 11-12

March 4—Chapters 13-14
March 6—Chapters 15-16

March 11—Chapters 17-19
March 13—Chapters 20-21

Commented [CS3]: See video of Buckley on Cavett’s show: https://www.youtube.com/watch?v=3TgC6L8hrA and with Reagan on Firing Line: https://www.youtube.com/watch?v=llmT-kPb00
March 18, 20—Spring Break


March 27— mid-term exam

Part Four: Trump’s media

April 1— Guest speaker: UI Librarian Tim Arnold

April 3— Pod cast: Whitney Phillips explains trolling and 4chan to Ezra Klein. In-class audio presentation (running time 1:50.) Part One
https://www.youtube.com/watch?v=Od0V0wKPF9g

April 8 — Whitney Phillips pod cast, Part Two

April 10—Media Manipulation, (MM, pdf on Canvas), pp. 3-24.


Note: In-class discussions of case studies will involve comparative analyses of MSM, conservative and alt. Right coverage these topics with reference to the MM question set on p. 51.

April 22—MM, Case study 2, “Trump and the Star of David Image,” p. 54


May 1 — Exam review.

Final exam — TBD.
Timeline of major events and conservative publications:¹

1916 — *The Passing of the Great Race* (Madison Grant, eugencis)
1918, Nov. 11 — World War I ends, Armistice Day
1919 — 18th Amendment passes enacting Prohibition
1919-20 — Red Scare
1920 — Harding-Cox election; *Watchman-Examiner*
1921 — *Woman Patriot* magazine
1922 — *Eugenical Sterilization in the United States* (Laughlin)
1923 — *The Fiery Cross*, the Ku Klux Klan
1924 — Coolidge elected president; *Youth’s Home Companion* (magazine)
1925 — Bruce Barton, *The Man Nobody Knows* (book)
1927 — *Daily Data Sheet; Outlook* magazine covers Sacco-Vanzetti trial
1928 — Hoover elected president
1930 — *I’ll Take My Stand* (Book of essays); *The Southwest Review* (magazine)
1935 — *The Money Creators* (Book, anti-Semitic, Gertrude Coogan)
1933-38 — New Deal era (FDR)

¹ Aggregated from Lichtman’s introduction and chapter one up until 1945, and McPherson’s chapter six, “The Rise of the Right-Wing Media”. The dates refer to specific points in these texts.
1945—*Commentary* (Norman Podhoretz)
1957—Russell Kirk starts *Modern Age* (magazine)
1960—R. Kirk founds the *Bookman*
1962—The Conservative movement’s "birthdate": A Young Americans for Freedom rally in NYC w/18K in attendance.
1964 — Goldwater-Johnson election
1964-66 — Great Society era
1965—*Intercollegiate Review; Public Interest* (I. Kristol)
1966—Buckley starts "Firing Line;" it ran until 1999.
1967—*American Spectator*
1969-74—Richard Nixon’s presidency
1975—*Conservative Digest* (Viguerie)
1977—*Policy Review* (Heritage Foundation)
1979—Morton Blackwell forms the Leadership Institute
1980—*Continuity, CNN* debuts
1981—Iran Contra
1982—*The Washington Times*
1983 — Grenada invasion
1987 — Bork nomination; Reagan admin. Repealed Fairness Doctrine
1988 — Limbaugh goes on air
1989 — Berlin wall down—1989
1991 — USSR falls
1992 — Clinton elected
  Neonconservative agenda supercedes traditional conservative agenda (McPh., pp. 6-7).
1994—Republicans take both houses of Congress
1995—*Weekly Standard* (W. Kristol)
1996—Clinton re-elected; Fox News Network goes on air
1998—Lewinsky scandal and Clinton impeachment
Conservative media—Durham

- Matt Drudge breaks story on the Internet (first big news event broken there) in Jan. that *Newsweek* had withheld the story (p. 120).
- Impeachment investigation looms.


2004—Air America (Al Franken, liberal talk radio)

Bush-Kerry election
COURSE RULES AND GUIDELINES

- **Homework assignments and study guide** — You will need to keep up with the daily reading assignments, which average a chapter a day. Reading and discussion questions are posted as study guides for most assigned readings. Plan to answer the questions, however briefly. Your participation grade will depend on your preparedness for in-class discussion.

- **Attendance** — You will have two unexcused absences. Except in the case of your verified illness or a family emergency, missing more classes than that will reduce your course grade by one point per absence. Missing class on the day of a guest speaker's visit will count double.

- **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 class, get the notes from a classmate, preferably someone in your discussion section. I also recommend taking concise reading notes of the assigned readings before class.

- **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.

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

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

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

- **Using social media during class** is disruptive to your classmates. If I notice you texting or using your laptops for anything other than taking notes, I will ask you to stop.

- **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.

- **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 Ryfe, Director of the School of Journalism and Mass Communication; Dr. Helena Dettmer, Interim Assoc. Dean for Academic Programs in CLAS; the University Ombudspersons. For more information, see the CLAS Student Academic Handbook at: www.clas.uiowa.edu/students/academic_handbook/ix.shtml

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