

Spring 2015
JMC:1200:0AAA
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. 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. 335-3486*

<u>Section</u>	<u>Time, day & room</u>	<u>Instructors</u>	<u>e-mail/office hours</u>
A01	10:30A - 11:20A F 1022 LIB		
A02	1:30P - 2:20P F 1022 LIB		
A03	2:30P - 3:20P F 1022 LIB		
A04	9:30A - 10:20A F 1022 LIB		
A05	12:30P - 1:20P F 1140 LIB		

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. The School of Journalism and Mass Communication requires you to earn at least a C- in this course to be admitted to the major. The course is designed to help you to do at least that well. In addition to a host of study aides and a curriculum that is designed to support your own diligent studying, this course presents you with a number of writing tasks, including a 10-pp. paper, weekly homework assignments, and three essay-based, unit tests. I will coach you on how to complete these assignments, but be sure that the tests will come from the lecture notes you must take during class each day and from the homework assignments.

Required texts

1. *Defining the Mainstream: A Critical News Reader*. (Online version only). Available at Iowa Book on Clinton Street.
2. Reading packet (required/exam material included) available at Zephyr Copies on E. Washington Street.

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

How to get the textbook: These instructions are important regarding your weekly homework assignments, which are due on Mondays in your discussion drop boxes on ICON:

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.

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 appropriately¹*

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.*

¹ Does not apply to this course.

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 one paper and three essay-based exams described below. Each assignment has been designed to emphasize an important aspect of the writing process. The paper assignment, which is attached at the back of this syllabus, is designed as an imaginary historical interview with a key figure in journalism history. The three exams will be based on essay questions.

The schedule of papers and tests, as well as the credit assigned to each, will be as follows:

<u>Assignment</u>	<u>Points</u>	<u>Date</u>
Unit exam 1	200	Feb. 26
Unit exam 2	200	April 7
Unit exam 3	200	TBA

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

Spring break		March 16-20
Historical interview ²	160	April 24 (Friday)
Friday discussion sections	70 (14 @ 5)	
Monday homework uploads	120 (12 homework grades @ 10 each)	
Final statement (due at final exam) ³	<u>50</u>	
Course total	1,000	

² See grading rubric for historical interview at the back of the syllabus.

³ 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. Because it is already rounded up, I will not raise or otherwise improve grades that fall below the numbers posted here.

A	89.5-100
B	79.5-89.4
C	69.5-79.4
D	59.5-69.4
F	0-59.4

Directions for completing homework

1. All written homework should be:
 - a. posted by “Monday night” which means by 6 a.m. on Tuesdays.
 - b. to the drop box on ICON
 - c. on the Tuesday morning *before* that unit will be discussed in lecture.

That means you will come to class having read the assigned chapter or article, answered the study questions and prepared yourself for the Wiki-base discussion to follow on Friday.

2. All homework and papers are screened through TurnItIn.com. So, while studying together is a plus, submitting the same homework will be considered to be plagiarism. The University’s policies will apply. Do your own work, please.

Week One: The Colonial Press, Part I

Objectives:

- Identify key 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 freedom of the press developed in the colonial era

Jan 20. — First day of class

Overview of syllabus, assignments, and course rules.

Jan. 22 Chapter One, Colonial Dissent
(Read this chapter from *Defining the Mainstream*.)

Jan. 23, Fri. Discussion section meets.

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. 26, Mon. — Homework

Practice (ungraded) homework. Submit to DROPBOX on ICON.

NOTE: The homework will prepare you for the lectures listed for *next* week. Answer these study questions (and upload them every week).

Study Questions (Colonial Press, Parts I & II)

1. Both Samuel Adams and Thomas Paine argued for colonial independence and a break from the British Crown. What did they each write?
2. What is propaganda? How did the anti-British Colonial newspapers use propaganda to persuade the public for a break with England?
3. Lawson and Crary both wrote about the possibility of Rivington's being a spy for Washington but came up with different results.
 - What does each author say about the possibility of Rivington being a spy for Washington?
 - What evidence does each author use to solve the mystery of Rivington?

Jan. 27, Tues. Assigned reading from your reading packet:

Lawson, John L. (1958). The "Remarkable Mystery of James Rivington, Spy." *Journalism Quarterly* 35(3): 317-323, 394.

Crary, Catherine Snell. (1959). The Tory and The Spy: The Double Life of James Rivington. *William and Mary Quarterly* 16(1): 61-72.

Jan. 29, Thurs. Thursday: Read assigned readings for TILE discussion available on the class wiki site.

In-class lecture/explanation: How to prepare for and take the first exam.

Jan. 30, Fri. Discussion section.

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. 2, Mon. Homework

Study Questions (Abolitionism)

1. How did Maria Stewart, William Lloyd Garrison, and Frederick Douglass differ in their approaches to abolitionism? What role did race, gender, and slavery play in their approaches?
2. What is moral suasion? How was it employed in the abolitionists' (Thomas Paine, Maria Stewart, William Lloyd Garrison, etc.) criticisms against slavery?
3. David Mindich states that there are three stages in understanding Frederick Douglass within the history of American journalism. What are those three stages and how do each stage treat Douglass?
4. Why did Frederick Douglass ultimately break with William Lloyd Garrison and published his own newspaper? Explain this reason within the cultural, political context of the Jacksonian age that Mindich describes.

Feb. 3, Tues. Chapter Two, Abolitionism
(Read this chapter from *Defining the Mainstream*.)

Feb. 5, Thurs. Assigned reading from your reading packet:

(cont.)

Mindich, David T. Z., "Understanding Frederick Douglass: Toward a new synthesis approach to the birth of modern American journalism." *Journalism History* (2000) 26(1): 15-22.

Read assigned readings for TILE Class available on the class wiki site.

Feb. 6, Fri. Discussion meetings.

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. 9, Mon. Homework

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

Feb. 10 Chapter Three, Women's Suffrage
(Read this chapter from *Defining the Mainstream*.)

Feb. 12 Assigned reading from your reading packet:

Lumsden, Linda. “*Suffragist: The Making Of A Militant*.” *Journalism & Mass Communication Quarterly* (1995) 72(3): 525-538. ISSN: 1077-6990.)

Read assigned readings for TILE Class available on the class wiki site.

Feb. 13, Fri. Discussion section.

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. 16, Mon. **Homework** (Race, Nativism, and Political Partisanship)

1. While New York press was silent on the corruption of Tammany Hall, *New York Times* and *Harper's Weekly* took actions as a morally-driven journalism. But their moral crusade was tied to their nativist political partisanship. Answer:
 - What were *Times* and *Harper's* partisan positions?
 - How were these partisan positions tied to the Irish immigrants?
 - How did nativism influence their coverage of the Boss Tweed and the Tammany Hall?
2. With the help of James O'Brien, *Times* was able to expose the corruption of Tammany Hall with concrete evidence. What made *Times'* use of evidence in its report "objective?"
3. Thomas Nast, who worked for *Harper's* was instrumental in exposing the Tweed Ring's corruption. However, there were some blind spots in his political actions. Answer:
 - What were those blind spots?
 - How were the blind spots depicted in his political cartoons?

Feb. 17, Tues. Chapter Four, Tammany Hall
(Read this chapter from *Defining the Mainstream*.)

Feb. 19, Thurs. In Class: Documentary, "The Irish in America: Long Journey Home."

Feb. 20, Fri. **Review for Exam 1. Exam review in TILE Class available on the class wiki site.**

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. 23, Mon. Homework (Haymarket riot)

1. What was Albert Parsons' definition of "anarchism?" How did his understanding of anarchism differ from the mainstream's understanding?
2. What was the eight-hour workday campaign? What did the eight-hour workday represent to the Chicago-area anarchists?
3. How did Parsons and Spies use the movement press (*The Alarm* and *Arbeiter-Zeitung*) to communicate with Chicago immigrant laborers and promote social change?
4. How was nativism at the center of the mainstream press's coverage of the Haymarket riot?

Feb. 24 Chapter Five, The Haymarket Riot
(Read this chapter from *Defining the Mainstream*.)

Feb. 26 **Exam 1**

Read assigned readings for TILE Class available on the class wiki site.

Feb. 27, Fri. Discussion section.

Week Seven: American Imperialism

Objectives:

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

March 2, Mon. **Homework**

1. What was the “white man’s burden”?
2. How do Henry Morton Stanley’s account of David Livingstone’s explorations and Whitelaw Reid’s speech at Princeton University’s commencement demonstrate the American belief in the “white man’s burden” for American imperialism?
3. How were the ideas of self-government and individual freedom at the center of the debates between the supporters of American imperialism and anti-imperialists?
4. As yellow journalists, Hearst (*New York Journal*) and Pulitzer (*World New York*) printed sensationalist and even fabricated stories to push for America’s involvement in Cuba and to garner greater circulation of their newspapers. List three examples from David Spencer’s chapter.
5. How did Hearst and other yellow journalists eventually pressure President McKinley to intervene in Cuba with their reports on the explosion of the USS Maine?

March 3, Tues. 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 5, Thurs. Assigned reading from your reading packet:

Spencer, David R., Chapter 6. “The Spanish-American War and the Hearst Myth,” in *The Yellow Journalism: The Press and America’s Emergence as a World Power* (2007).

Read assigned readings for TILE Class available on the class wiki site.

March 6, Fri. Discussion section.

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 9, Mon. **Homework (Progressives/Muckraking)**

1. How did Ida B. Wells use statistics in arguing against lynching? And Ray Stannard Baker?
2. How did the muckrakers’ works influence public law and policy?
3. How did the investigative journalism of the Big Six (women’s magazines) differ from the journalism traditionally associated with the muckraking movement (Lincoln Steffens, Ida Tarbell, David Graham Phillips, etc.) in its approaches to social reform?
4. What conservative ideologies/impulses drove the Big Six’s progressive reform movement?

March 10, Tues. Chapter Seven, Progressive Reform
(Read this chapter from *Defining the Mainstream*.)

March 12, Thurs. Assigned reading from your reading packet:

Endres, Kathleen L. “Women and the ‘Larger Household’: The ‘Big Six’ and Muckraking,” *American Journalism* 14: 3-4, pp. 262-282.

Read assigned readings for TILE Class available on the class wiki site.

March 13, Fri. **Discussion section.**

Week Nine

March 16-20—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 23, Mon. Homework (From Propaganda to Public Relations)

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

March 24, Tues. Chapter Eight, "The Invention of Public Relations"
(Read this chapter from *Defining the Mainstream*.)

March 26, Thurs. Video documentary: "The Century of the Self" (Edward Bernays)

Read assigned readings for TILE Class available on the class wiki site.

March 27, Fri. Discussion section.

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

March 30, Mon. **Homework (Modernizing the commercial press: Walter Lippmann, Objectivity and Professionalism)**

1. Who was Walter Lippmann?
2. What was college life like in the “Roaring Twenties?” Was it different from today?
3. What role did Lippmann see for experts in the production of journalism? Why?
4. Which traditional cultural values were associated with that position in the example of the World Christian Fundamentals Association?
5. Name three conservative publications and explain briefly how they served their respective organizations and causes.
6. What was the Red Scare? What did Lippmann and Charles Merz write about it in terms of the New York *Times*’ coverage of the Russian Revolution?
7. What is the point of the column, “In Defense of Reporters?”
8. What was the position of the Pittsburgh newspapers during the Great Steel Strike of 1919?
9. What did the Chicago *Defender*, a Black newspaper, write about the position of Black laborers in the strike?
10. How did Lippmann consider the role of “evidence” in objectivity?

March 31, Tues. Chapter Nine, “The First Culture War” (Part One: Walter Lippmann) (Read this chapter from *Defining the Mainstream*.)

April 2, Thurs. Chapter Nine, “The First Culture War” (Part Two: The early conservative media) (Read this chapter from *Defining the Mainstream*.)

April 3, Fri. Discussion section. Exam review.

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 6, Mon. **Homework—Ungraded—this chapter will be on the next exam—(McCarthy and Anti-Communism)**

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

April 7, Tues. **Exam 2**

April 9, Thurs. Chapter Ten, McCarthyism and the Press. (Read this chapter from *Defining the Mainstream*.)

April 10, Fri. Discussion section.

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 13

Homework (Civil Rights Movement)

1. The theme of anti-communism was linked to the anti-labor/union and anti-immigrant sentiments of America in the early 20th century as shown by the mainstream press’s coverage of the 1919 Steel Strike.) But the theme of anti-communism took a slightly different form in the South in the 1950s-60s. Explain how the white southerners used anti-communism and why it was necessary for them to associate the efforts of the civil rights movement with anti-communism.
2. Both television and newspapers covered the racial tensions in the South, but they had different effects in changing the nation’s race relations. Which medium was more successful in bringing racial change and why? Use a clear example from the reading to support your argument.
3. Explain who Ralph McGill is and how his position on racial integration developed.
4. Between 1955 and 1961, three civil rights advertisements were published in the *New York Times*. What are the names of these three ads and how did they frame the civil rights movement?

April 14

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

April 16

Assigned reading from your reading packet:

Ross, Susan Dente. “‘Their Rising Voices’: A Study of Civil Rights, Social Movements, and Advertising in *The New York Times*.” *Journalism & Mass Communication Quarterly* (Autumn, 1998), 75(3), p. 518-534.

April 17, Fri. Discussion section.

Week Fourteen: Vietnam War

Objectives:

- Describe how and why 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.
- Explain how the underground press (particularly the underground GI press) spread antiwar ideas and challenged the US government’s Vietnam war efforts.

April 20

Homework (Vietnam era journalism)

1. News coverage of the Vietnam war reflected contradictions in the way journalism was practiced. Describe and define the majority position among the national news corps in terms of the “sphere of consensus.”
2. What difference did it make for reporters to report the war from Vietnam, rather from Washington, D.C.? Explain this in terms of the perspective offered by David Halberstam.
3. What is a “stringer?” How were they employed to cover the war? By whom?
4. 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 members of that “press corps” and their news organizations.
5. 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.
6. Describe the underground G.I. press. What qualified this as a form of “journalism?”

April 21

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

April 23 Vietnam: Revising the Frame
Assigned reading from your reading packet:

Culbert, David. (1988). "Television's Vietnam and Historical Revisionism in the United States." *Historical Journal of Film, Radio and Television*, 8(3): p. 253-267.

Ostertag, Bob. (2006). "The Underground GI Press and the Vietnam War." In *People's Movements: The Journalism of Social Justice Movements*, pp. 117-160.

April 24, Fri. **Historical interview due in dropbox.**

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 27 **Homework (Sept. 11)**

1. How did the press's role change in the immediate aftermath of the September 11 attacks?
2. What did the New York *Times*' "Portraits of Grief" series show about that newspaper's relationship to its community and readers? How was that different from the norm?
3. How did the media shift from their typical postures by covering the breaking news of the attacks?
4. How did the coverage by the Washington *Post* differ from that of *Times*? Why?
5. In the case of the Plame Affair, what was the role of the government versus the press? What do you think the role of the press should have been?

April 28 Chapter Thirteen, 9/11
(Read this chapter from *Defining the Mainstream*.)

April 30 Assigned reading from your reading packet:

Rosen, Jay (2002). Chapter 1. "September 11 in the mind of American journalism," in *Journalism After September 11*.

May 1, Fri. Discussion section.

Week Sixteen: War on Terror

Objectives:

- To be able to discuss journalism's failure as a government watchdog (and why the press sometimes fails.)
- To be able to compare straight news and tabloid news practices in the coverage of the War on Terror.

May 4, Mon. **Homework**

1. How did the press's close relationship with the Bush administration hinder its independence in reporting the threats allegedly posed by Iraq? Re-read the excerpt from Peter Eisler's news article, "Targeting Saddam: Was there an Iraqi 9/11 Link?" published in *USA Today* in December 2001. How did the press fail in this moment?
2. What does the term, "descriptive," mean in the context of this reporting? Versus "interpretive" reporting? What difference did it make to the meaning of the news?
3. 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?

May 5, Tues. Chapter Fourteen, The War on Terror
(Read this chapter from *Defining the Mainstream*.)

May 7, Thurs. Assigned reading from your reading packet:

Cunningham, Brent (2003). "Re-thinking Objectivity," *Columbia Journalism Review*.

May 9 Final discussion section. Exam review.

Final exam—TBA

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 information, you will apply it to a set of questions you would ask this person if you could. You will answer for them, basing your answers on your reading about the subject.

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 a published or Internet-based source.
3. Also select a news article to base your current events questions in the interview on. It must have been published during the current semester.
4. To begin your paper, write a one-page, double-spaced biographical sketch of the person, including his or her:
 - 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.
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, and page number(s) if available.
 - **Five** questions about the chosen news article and current event, e.g. "How is war correspondence in the War on Terror different today than during the Spanish-American War?"
 - **Two** questions about some unexpected point that you think would be interesting, e.g., "Have you had the chance to surf the Internet?"

Formatting instructions:

- *Italicize* this biographical sketch/introduction above your Q. & A.-formatted interview.
- Write your questions in *italicized* type, numbering each (1-10).
- Write your answers below each question in transcript format.

- 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.
- On a separate, final page, which does not count against your page total, include a bibliography listing the full references for the book(s) you have used, Web-based sources, as well as the news article(s) you are referring to.
- The finished product is due in your Friday section meeting. See syllabus for due date.
- See the grading rubric (below).

Historical Interview Grading Rubric

<u>Stage 1— General Comments</u>	<u>Value</u>
1. Appropriateness of topic and interviewee	20
2. Biographical sketch (p. 1) (Concise, complete and coherent)	5
3. Interview questions (Well-informed, appropriate)	15
4. Answers (Fit character of Interviewee and well-supported)	20
5. Research used in the paper (In-text citations and bibliography page)	5
6. Format (follows all assignment guidelines)	10
7. Creativity and style (Voice, transitions, approach, strategy)	25
Subtotal	_____ (+)
8. Errors/penalties: Accuracy and mechanics (per error) (Facts = 5 pts.; Grammar =5 pts.; Spelling = 5pts. Punctuation = 5 pts.)	
Subtotal	_____ (-)
Total/final grade	_____/100

Final written statement instructions

Due at time of third exam: 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.

Again, turn this document in with your last test in class.

Grading rubric for exams

I. Explanation/definition of the concept	(20%)
Clearly defines the concept called for in the essay question	5 (20)
Partially defines the concept called for in the essay question	4 (16)
Names but does not define the concept	3 (12)
<i>Misidentifies the concept</i> called for in the essay question	2 (8)
Fails to mention the concept called for in the essay question	1(0)
 II. Description of the (two) case(s) in terms of the required facts .	 (30%)
<i>Names the figures, newspapers, locations, and other facts accurately.</i>	
Names all of the relevant facts called for in the essay question	5 (30)
Names two-thirds of the relevant facts called for “ ”	4 (20)
Misnames several facts called for in the essay question	3 (15)
Recites irrelevant facts from the case without	
regard to the concept-driven question (data dump)	2 (10)
Fails to name the facts called for in the essay question	1 (0)
 III. Analysis <i>Discuss how the cases compare or contrast as examples of the designated concept.</i>	 (40%)
Clearly demonstrates the concept called for in explaining the cases(s)	5 (40)
Partially demonstrates the concept called for in explaining the cases(s)	4 (30)
Barely demonstrates the concept called for in explaining the cases(s)	3 (20)
Names but does not apply the concept successfully to the facts	2 (10)
Fails to apply the concept called for in the essay question	1 (0)

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—Exams 1, 2 & 3

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.

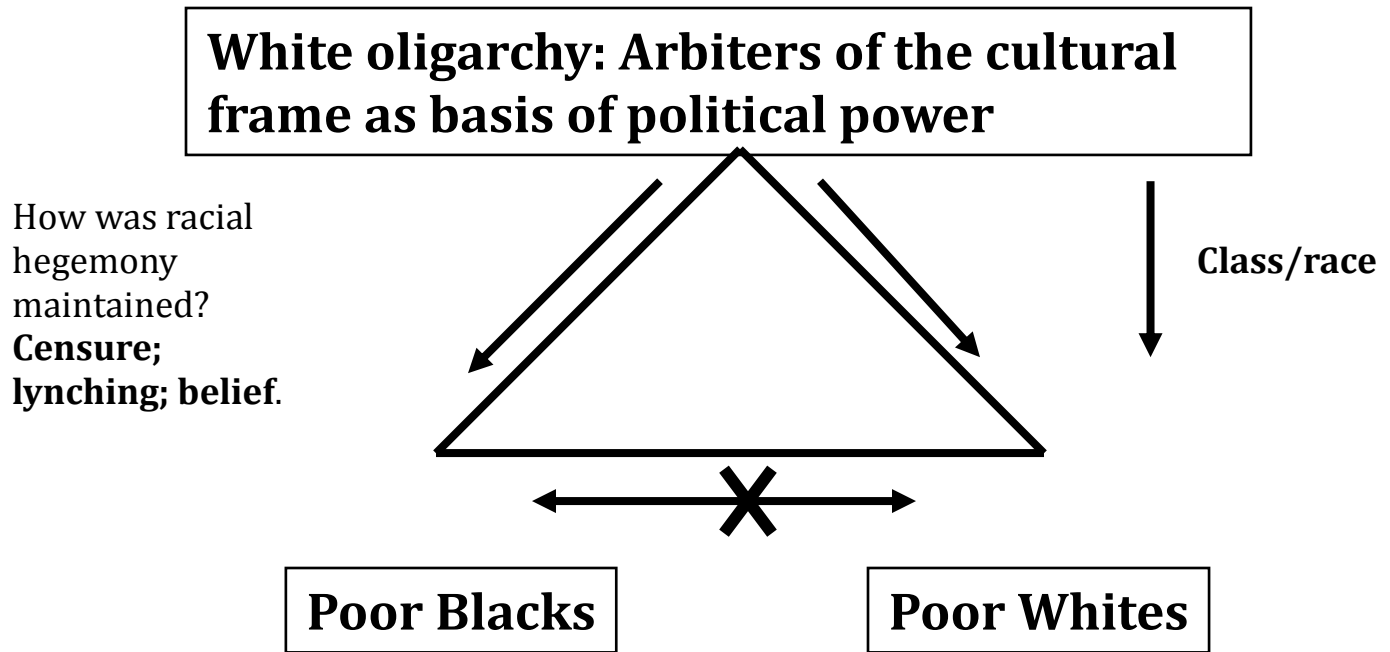
Conservative (racial) — With ref. to the Ralph McGill reading and to the desegregation era: Position held by whites rejecting desegregation during the Desegregation Movement.

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 — 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



From: Joel Williamson's model of race- and class-based hegemony in the post-Civil War South

- Historiography — historical research methods using primary and secondary evidence; 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 discuss. These are all defined here.
- Moral suasion — A comparative moral logic presented to advocate for an oppressed class of people. Often based on religion, but more often based on the notion that morality in one sphere should equate to morality in another.
- 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 that 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 (for example) from the Right. 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.

Source: Daniel Hallin, The “Uncensored War: The Media and Vietnam, pp. 116-117.

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.

COURSE RULES AND GUIDELINES

- **Homework assignments** — Answer the questions listed in this syllabus, rather than the ones in the text. (They are generally the same, but I have reduced the number in the text in some cases.)
- **Computer responsibility** — You are responsible for knowing how to use a PC. In all cases, you are expected to maintain **back-up files** of your work. Excuses relating to disk and drive failures will not be accepted. If you lose an assignment due to failure to back up a file, you will be given a “zero.”
- **E-mail** — You must be able to receive e-mail via your “@uiowa.edu” account. Please set other e-mail accounts up to forward messages we send to any other e-mail accounts you use. You will be responsible for any messages you miss, if you do not use this university-assigned address. Class announcements may also be posted on ICON. Check for them regularly.
- **Studying** — Put sufficient time and attention in preparing your writing assignments. The UI Center for Teaching estimates a 2:1 ratio of time spent studying per hour in class. Take adequate notes in lecture. If you miss a lecture, get the notes from a classmate, 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. *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 homework, which is directly related to the 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 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.
- **Final grades and the “curve:”** Final grades are scored on a whole letter basis only. There are no pluses or minuses. A true curve may be imposed to account for the difference between a 100 percent score and the top score in the course, if no one scores 100 percent or 995 points. Otherwise, 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 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).