

**HI231 MEDIA & POLITICS IN MODERN AMERICA**

**Meets with**

**JO523 THE PRESIDENCY & THE MEDIA**

**Profs. Chris Daly and Bruce Schulman**

Boston University

SYLLABUS HIGHLIGHTS, Fall 2019

FOR COMPLETE SYLLABIUS, PLEASE SEE THE BLACKBOARD WEBSITE

Contacts:

**Prof. Daly** can be reached by email: [chrisdaly44@gmail.com](mailto:chrisdaly44@gmail.com)

Office: Alden Hall (704 Comm. Ave.), Room 307B.

Office Hours: Wed, 11-3. Or by appt.

Web: [journalismprofessor.com](http://journalismprofessor.com) // Twitter: [@profdaly](https://twitter.com/profdaly)

**Prof. Schulman** can be reached by email: [bjschulm@bu.edu](mailto:bjschulm@bu.edu)

Office: 226 Bay State Road, Room 407

617-353-8306---Office Hours: Tues 2-3:30; Thursday 9:30-10:30, Or By appt.

Attendance:

Attendance at all classes is mandatory. (It is also educational!) If you are unable to attend a lecture, there is no need to e-mail the TA or the professor. Return to class as soon as you are able, and ask another student for notes on the class you missed.

Plagiarism:

Plagiarism -- the presentation of another's work as your own, even by mistake -- is a violation of the norms of academic and professional conduct. In the fields of history and journalism, truth and candor are the bedrock of our work.

Plagiarism will result in failing this course and possible further penalties. Never do it, and never tolerate it in others. If in doubt, consult a professor. **BE SURE TO READ AND COMPLY WITH B.U.'s UNIVERSAL ACADEMIC CONDUCT CODE FOR UNDERGRADUATE STUDENTS. It is available at:**

**<http://www.bu.edu/academics/resources/academic-conduct-code/>**

~~~~~  
**A NOTE ON TECH:**

Use of laptops (and other digital devices) is not permitted in class (except at times designated by the instructors). Please stow your devices before the start of every class. If you have a certified condition that requires the use of a digital tool, let us know. "Please note that classroom proceedings for this course may be recorded for purposes including, but not limited to, student illness, religious holidays, disability accommodations, or student course review. Note also that you may not use a recording device in the classroom except with the instructor's permission."

**A NOTE ON PARTISANSHIP:**

In this course, all views are welcome. We believe that the classroom is a realm of free inquiry, thought, and expression. Classes are also a place where students and faculty can insist on good-faith arguments that are supported by evidence and reason. There are no "politically correct" answers or viewpoints in this class. We expect all comments and essays to be based in fact, rather than political loyalties or sentiment. Citizenship demands that we treat our fellow citizens with all due respect.

**COURSE REQUIREMENTS:**

|                                                            |             |            |
|------------------------------------------------------------|-------------|------------|
| <b>Documentary Editing Assignment (Due Sept. 26)</b>       | <b>10%</b>  |            |
| <b>Historical Essay (Due October 24)</b>                   | <b>25%</b>  |            |
| <b>Research Project</b>                                    |             | <b>45%</b> |
| --Proposal (Due Oct. 10)                                   | 5%          |            |
| --Meeting with Mugar Archivist (Oct. 10- Nov. 14) REQUIRED |             |            |
| --Bibliography (Due Nov. 14)                               | 10%         |            |
| --Final project (Due Dec. 12)                              | 30%         |            |
| --Reflection (Due Dec. 16)                                 | Bonus Point |            |
| <b>Final Exam (Wednesday, December 18)</b>                 | <b>20%</b>  |            |

**100%**

1. Documentary Editing Assignment. Imagine that a prestigious publisher has commissioned you to edit a collection of primary sources. Your job is to make a historical document (or in some cases, multiple short documents) meaningful to a contemporary reader by identifying its key features, putting the document in context, and explaining any unfamiliar terms or references. Each student will edit two documents--one textual, the other not (a photo, cartoon, or film). The documents (or links to them) are posted on the Assignments page of the Blackboard site. After choosing your documents, complete and turn in on **Thursday, September 26**, the following 3 tasks, which are designed to develop both historical consciousness and information literacy:

-- Situate the Document(s). Identify the creator(s), and explain what kind of document it is, what its purpose was, who was the audience for it (and if appropriate, how it was distributed). You may not be able to answer all of these questions, but do your best. This should be a brief straightforward account--normally about a single page (250 words).

--Annotate the textual document. Print a copy of the document. Using an easily detectable marker, highlight or underline references in the document that require identification or explication for a contemporary reader.

--Write a headnote for each document. In a brief headnote (one substantial paragraph), you will introduce the document (explaining the background to its production and dissemination) and analyzing its historical significance. Sample headnotes are posted on the Blackboard site.

In sum, on **September 26**, each student will turn in the following 6 items, printed out and stapled at the top left corner:

- one page situating each document (total of 2 items of one page each)
- a copy of the textual document with appropriate references marked
- the annotations for marked items
- a headnote for each document

Late papers will be penalized one third of a grade per day (A grade of B+ becomes a B, a B becomes a B-, etc.).  
This assignment will account for 10% of your final grade in the course.

2. Historical Essay. On Tuesday, October 15, the instructors will distribute questions for the first essay, covering topics from the first six weeks of the course. In class, on **Thursday, October 24**, students will turn in a paper of approximately six double-spaced, typewritten pages (1,500 words), analyzing one of the questions in an intelligent and coherent essay. Each question will ask you to **craft a historical narrative, evaluate interpretations based on historical evidence, and construct historical arguments**. Late papers will be penalized one third of a grade per day. This essay will account for 25% of your final grade in the course.

3. Research Project. Each student will complete a significant work of original research, either individually or as part of a two-person collaboration. Following the guidelines on the Research Assignment instruction sheet (posted under Assignments on the course Blackboard site), each student will identify an important historical problem related to media and politics in modern U.S. history; research that problem; select, curate, and annotate primary sources; and present their conclusions in either a written or digital format (research paper, virtual exhibition/website, or podcast).

Students will develop and submit their projects in a series of stages:

--**On October 10**, you will submit a brief proposal (250-500 words), describing your research question and explaining the significance of the problem. The proposal will account for 5% of your final grade in the course. If it is late, you will lose points.

--At some point **between October 10 and November 14**, every student (either individually or as part of a two-person team) will meet with a Mugar research librarian. A sign-up page will go live on October 9. The meeting is a **REQUIRED** part of this project. You must schedule and attend the meeting to receive credit for the research project.

--**On November 14**, you will turn in a preliminary bibliography. The bibliography should list at least ten sources that you are consulting for this project, group them by category (categories depend on the question being researched; in some cases, the categories might be type of source, in some cases subject areas, in some cases time periods), and provide a brief description (one to three sentences of each category). You will also choose two of the sources—one a primary source, the other a secondary source-- and briefly (one paragraph each ) explain how and why you are using them. The bibliography will account for 10% of your final grade in the course.

--By 5 PM on **Thursday, December 12**, students will submit the final project. It will account for 30% of your final grade in the course.

--By 5 PM on **Monday, December 16, 2019**, students will complete and turn in the reflection worksheet (posted on the Assignments page). It asks a series of short questions about what you learned in the course of the research project. The reflection will account for 5% of your final grade in the class.

5. Final Exam. The Final Exam will take place from 3 to 5 PM on Wednesday, December 18, 2019. The exam will count for 20% of your final grade in the course. The exam is designed to reward students who have attended class and completed reading assignments.

6. Participation. Even though HI 231/JO523 is a relatively large course, student participation remains an important component in the course; so, active, engaged participation will improve your performance on the assignments and can help decide borderline cases in your favor. Students can demonstrate such engagement in numerous ways: by participating in the colloquies and other class discussions, by answering questions in class, and by visiting the instructors at office hours.

---

**Course Schedule:**

Readings marked with an asterisk (\*) are available on the Blackboard Learn website.

In general, one meeting each week (normally Tuesday) is dedicated to a particular topic of inquiry, and the second day is split between a mini-lecture and a “colloquy.” The colloquies involve discussion of course readings and assignments, reflections on the relations between historical developments and current affairs, and more.

**PART I--HOW WE GOT HERE. 1890-1960**

**Week 1 Introductions: 1890-1910**

Sept. 3--Introduction to the Course  
Sept. 5--Deep Background: Media and Politics in the 1890s

READINGS (Complete By the Start of Week 2)

1. David Greenberg, *Republic of Spin*, Introduction, chs. 1-5.
2. Jill Lepore, “Party Crashers,” *The New Yorker*, February 22, 2016.\*
3. Susan Douglas, “Presidents and the Media,” in Brian Balogh and Bruce J. Schulman eds., *Recapturing the Oval Office*, 143-161.\*
4. Chris Daly, *Covering America*, chapter 5.\*

**Week 2 Into the Twentieth Century, 1900-1920**

Sept. 10—The Bully Pulpit and Rise of the Media Presidency  
Sept. 12—Muckraking and the Debate over “Objectivity”

READINGS (Complete by the start of Week 3)

1. Greenberg, *Republic of Spin*, chs. 3-5.
2. “S.S. McLure Discovers A Trend of the Times, 1903,” in Richard Hofstadter, *The Progressive Movement, 1900-1915*.\*
3. Ida B. Tarbell on the Methods of the Standard Oil Company (1902), in Richard Hofstadter, *The Progressive Movement, 1900-1915*.\*
4. David Graham Phillips, “The Treason of the Senate,” *Cosmopolitan*, Feb 1906.\*
5. Theodore Roosevelt, “Man with a Muck Rake” Speech, April 14, 1906.\*

**Week 3 1900-1920, Continued**

Sept. 17-- Race, the Media, and the Presidency  
Sept. 19--Intro to Research and Information Literacy at Mugar Library

READINGS (Complete by the Start of Week 4)

1. Greenberg, *Republic of Spin*, chs. 6-9.
2. Ida B. Wells-Barnett, *Southern Horrors*, excerpts.\*
3. Excerpts from the African-American Press.\*

**Week 4 The Empire Strikes Back, 1910-1930**

Sept. 24—Censorship and Propaganda: Government and Media in Early 20<sup>th</sup> Century  
Sept. 26—The War Against the Movies **DOCUMENTARY EDITING ASSIGNMENT DUE**

READINGS (Complete by the Start of Week 5)

1. Greenberg, *Republic of Spin*, chs. 10-14, 16-17.
2. Walter Lippmann, *Public Opinion*, part 1, part 7.\*
3. Daly, *Covering America*, pp. 154-182.
4. Jane Addams, *The Spirit of Youth and the City Streets*, pp. 75-84.\*

**Week 5 INTO THE MODERN, 1920-1933**

Oct. 1 The Twenties

Oct. 3 Uncle Sam, Oscar &amp; the Eye: Constructing the Modern Media Landscape

## READINGS (Complete by the Start of Week 6)

1. Greenberg, *Republic of Spin*, chs 20-25.
2. Kathryn Brownell, *Showbiz Politics*, Introduction and Ch. 1.
3. Digital Archive: Cartoons and Film on Inventing Media Presidency.\*

**Week 6 THE ERA OF FDR, 1933-1945**

Oct. 8. Radio, Hollywood, and FDR

Oct. 10. WWII and The Media **RESEARCH PROPOSAL DUE**

## READINGS (Complete by the Start of Week 7)

1. Greenberg, *Republic of Spin*, chs. 26-29.
2. Brownell, *Showbiz Politics*, Ch. 2-3.
3. Lawrence and Cornelia Levine, *The President and the People*, pp. 1-24.\*
4. Digital Archive: Images and Film from the 1930s.\*

**Week 7 THE POST-WAR ERA, 1945-1963**Oct. 15 **NO CLASS (MONDAY SCHEDULE ON TUESDAY)**

Oct. 17 Creating Big Media, 1945-1963

## READINGS (Complete by the Start of Week 8)

1. Greenberg, *Republic of Spin*, chs. 30-35.
2. *Showbiz Politics*, Ch. 4.
3. Kathryn McGarr, "'We're All in This Thing Together': Cold War Consensus in the Exclusive Social World of Washington Reporters," in Bruce J. Schulman and Julian Zelizer eds., *Media Nation*, pp. 77-95.\*
4. Kevin Kruse, "'Why Don't You Just Get An Actor': The Advent of TV in the 1952 Campaign," in Gareth Davies and Julian Zelizer eds. *America At the Ballot Box*, pp. 167-183.\*

PART II—WHERE WE ARE NOW, 1960-2019**Week 8 POSTWAR MEDIA, CONTINUED—1945-1963**

Oct. 22 Toward the Television Presidency

Oct. 24 The Conservative Critique of "Liberal Media."

**HISTORICAL ESSAY DUE**

## READINGS (Complete by the Start of Week 9)

1. Greenberg, *Republic of Spin*, Chs. 36-39.
2. "Top 10 Campaign Ads," *Time Magazine*,  
[http://content.time.com/time/specials/packages/article/0,28804,1842516\\_1842514\\_1842649,00.html](http://content.time.com/time/specials/packages/article/0,28804,1842516_1842514_1842649,00.html)

**Week 9 THE SIXTIES, 1960-1973**

Oct. 29 The '60s: New Left, Black Power, and Media

Oct. 31 Vietnam, the Presidency, and Media

READINGS (Complete by the Start of Week 10)

1. Greenberg, *Republic of Spin*, Chs. 43-44.

2. Todd Gitlin, *The Whole World Is Watching*, Preface to the 2003 edition and Introduction.\*

3. Video: “Selma, Alabama: The Role of News Media in the Civil Rights Movement,” | <https://mass.pbslearningmedia.org/resource/mr13.socst.us.selma/selma-alabama-the-role-of-news-media-in-the-civil-rights-movement/>

4. Visit “The Media and the Movement” website and read one interview. <http://mediaandthemovement.unc.edu/the-interviews/>

5. Brownell, *Showbiz Politics*, chs. 6-7.

**Week 10 THE SEVENTIES, 1969-1981**

Nov 5 Nixon **PRELIMINARY BIBLIOGRAPHY DUE**

Nov 7 Boys on the Bus, Culture of Journalism

READINGS (Complete by the Start of Week 11)

1. Greenberg, *Republic of Spin*, Ch. 45.

2. Joe McGinnis, *The Selling of the President 1968*, Ch. 2.\*

3. Hunter S. Thompson, *Fear and Loathing on the Campaign Trail, 1972*, “Author’s Note,” “December 1971,” “January.”

4. Timothy Crouse, *The Boys on the Bus*, chs. 1-2.\*

5. Irina Aleksander, “Have Female Journalists Ended the Boys-on-the-Bus Era of Campaign Reporting?” *Vogue*, May 19, 2016, <http://www.vogue.com/13436451/campaign-reporting-politics-female-journalists/>

**Week 11 BIG CHANGES, 1960-2000**

Nov. 12 The Rise of Right-Wing Media

Nov. 14 Feminism and the Media

READINGS (Complete by the Start of Week 12)

1. Sherman, *Loudest Voice in the Room*, Prologue, Chs 11-12,17,20, + pp. 375-91.\*

2. Susan Douglas, *Where the Girls Are*, chs. 8-10.\*

3. Liza Mundy, “The Media Has a Woman problem,” *New York Times*, April 26, 2014, [http://www.nytimes.com/2014/04/27/opinion/sunday/the-media-has-a-woman-problem.html?\\_r=0](http://www.nytimes.com/2014/04/27/opinion/sunday/the-media-has-a-woman-problem.html?_r=0)

4. David Carr, “Campaign Journalism in the Age of Twitter,” *New York Times*, September 1, 2013.\*

5. Daly, Timeline of Conservative Media.\*

6. Daly, *Covering America*, pp. 401-09.\*

**Week 12 BIG CHANGES, PART II—1960-2019**

Nov. 19. Cable News and the 24/7 news cycle

Nov. 21. Entertainer-in-Chief

READINGS (Complete by the Start of Week 13)

1. Greenberg, *Republic of Spin*, ch. 46-47.

2. Daly, pg. 411-421.

3. “In a World of Online News, Burnout Starts Younger,” *NYT*, 7/18/2010 [http://www.nytimes.com/2010/07/19/business/media/19press.html?\\_r=3&ref=media](http://www.nytimes.com/2010/07/19/business/media/19press.html?_r=3&ref=media)

4. Stephen Cushion, “Three Phases of 24-Hour News Television,” in Stephen Cushion and Justin Lewis eds., *The Rise of 24-Hour News Television*, ch. 1\*

**Week 13 INTO THE NEW MILLENIUM, PART I: THE 2010s**

- Nov 26 The 2016 election: “No collusion” ?  
 Nov 28 **THANKSGIVING--NO CLASS**

**READINGS (Complete by the Start of Week 14)**

1. Richard Fry, “Millennials match Baby Boomers as largest generation in U.S. electorate, but will they vote?,” Pew Research Center, May 2016, <http://www.pewresearch.org/fact-tank/2016/05/16/millennials-match-baby-boomers-as-largest-generation-in-u-s-electorate-but-will-they-vote/>
2. Amy Mitchell et al., Political Polarization & Media Habits, Pew Research Center, October 21, 2014, <http://www.journalism.org/2014/10/21/political-polarization-media-habits/>
3. Gabriel Sherman, “ ‘A Safe Space For Trump’: Inside The Feedback Loop Between The President And Fox News,” The Hive, *Vanity Fair*. Jan. 11, 2018. <https://www.vanityfair.com/news/2018/01/inside-the-feedback-loop-between-the-president-and-fox-news>
4. “How Trump Trumped the TV Networks.” \*<http://www.usnews.com/news/blogs/data-mine/articles/2016-04-13/how-donald-trump-trumped-the-tv-networks>
5. Jeffrey Toobin, “Money Unlimited,” *The New Yorker*, May 21, 2012. <http://www.newyorker.com/magazine/2012/05/21/money-unlimited>
6. Daly, *Covering America*, pgs. 474-89.\*

**Week 14 INTO THE NEW MILENNIUM, PART II: THE 2010s**

- Dec 3 Media Wars: The weaponizing of information in the age of Trump  
 Dec 5 Toward 2020  
**(RESEARCH PROJECTS DUE)**

**READINGS (Complete by the Start of Week 15)**

1. Greenberg, *Republic of Spin*, ch. 48-49.
2. Andrew Marantz, “How ‘Fox & Friends’ Rewrites Trump’s Reality,” *The New Yorker*, Jan. 15, 2018.\*
3. Brownell, *Showbiz Politics*, Conclusion.

**Week 15 CONCLUSIONS, 2019-2020**

- Dec 10 Conclusions: The Presidency, American Politics, and the Media Today.

**Reflection on Research Project / 1 Extra Credit point  
 Due Friday, December 14, 2019**

**FINAL EXAM  
 DECEMBER 18, 2019,  
 3-5 p.m.**