

**AMH 3931: The Media and American Democracy
Spring 2025 (3 Credits)**

Course Details

Meeting Location: [MAT007](#)

Meeting Time: MWF Period 4 (10:40am EDT)

Final Exam Slot: May 1, 2025, 12:30pm EDT

Instructor

William (Robert) Billups

Office Location: Keene Flint Hall 224

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Office Hours: Mondays 2:00pm-3:00pm; Wednesdays 2:00pm-3:30pm, or by appointment.

Course Description

This course examines ways that media figures, regulations, and technologies have shaped life and society in the United States from the American Revolution to the present. Using primary sources such as historic newspapers and video footage and secondary sources such as scholarly articles, recorded lectures, and monographs, we will study how news coverage has shaped the American nation and the people who dwell within it. Lectures will provide a broad view of the media's role as an actor in modern American history. A majority of class meetings, however, will be seminar-style discussions in which we will interrogate the US media's relationships with regional and national identities, urban cultures, warfare, civil rights, political and social movements, state violence, and the production of history itself. We will also develop a set of methodologies for analyzing media and media-related sources across modern American history. We will use those methods to help us explore important questions, such as: Has the media traditionally allied itself with, or antagonized, the American government? Does the media tend to side with America's dominant groups and structures of power, or does it more frequently champion the causes of the downtrodden? How has the emergence of new forms of media shaped US politics from the grassroots to the national level?

Course Objectives

Students who successfully complete with this course will learn how to:

1. Analyze media sources from different periods of US history.
2. Explain how the US media has functioned as a historical actor.
3. Demonstrate writing and critical thinking skills through discussions and written assessments.
4. Engage meaningfully in scholarly debates about the media and its evolving significance to US public life.
5. Craft research papers that posit and defend evidence-based historical arguments.
6. Evaluate and critique the arguments and evidentiary merits of scholarly works in seminar discussions and book reviews.
7. Incorporate constructive feedback on papers to improve academic writing.

Readings and Required Texts

The only textbook you must purchase is Julia Guarneri's *Newsprint Metropolis* (2017). All other readings are on Canvas or accessible through hyperlinks in the syllabus.

Methods of Evaluation

This course has six methods of evaluation: 1) class attendance and participation, 2) five short responses, 3) a summary-and-critique, 4) a short research paper, 5) a book review, and 6) your choice of a final paper, project, or exam. Below is an overview of those assessments:

1. **Participation (20%).** Participation is assessed based on both attendance and active contribution to class discussions and activities. Physical presence is *part of* the participation grade, and those who regularly attend but never participate in discussions (or who participate without demonstrating engagement with the readings) should not expect a participation grade higher than a 75 (C). If you are unable to participate in class discussions for any reason, please notify me to discuss alternative forms of participation.
2. **Five Short Responses (10%).** Over the semester, you will be asked to write five approximately one-page responses to particular questions about the readings. These questions are designed to facilitate deeper class discussions and to help you prepare for other assignments. The due dates are listed in the course schedule.
3. **Summary and Critique Essay (10%).** In an approximately 3 page essay, you will analyze a journal article about post-Civil War newspapers and the production of history. This essay is due on February 7 before the start of class.
4. **Book Review (15%).** The ability to evaluate scholars' argumentation and uses of evidence is a crucial skill for historians, social scientists, and readers of nonfiction more generally. You are to write a 3-4 page review of our textbook, *Newsprint Metropolis*. In this assignment, you will use readings from the class and the skills that you learned in the course to judge the book's strengths and weaknesses. This assignment is due February 28 before the start of class.
5. **Media & Civil Rights Research Paper (15%).** Analysis of primary sources is a crucial skill for historians and scholars in related fields. Using course readings and some outside research, you are to write an approximately 5-page essay about the relationship between the media and the US civil rights movement. This essay is due on April 4 before the start of class.
6. **Final Assignment (30%).** For your final assessment, you have three options:
 - i. **An in-class final exam** on Thurs., May 1, at 12:30pm EDT in MAT0007.
 - ii. **A research paper** (approximately 8-10 pages) on the course-related topic of your choice. The paper is due on Thursday, May 1, at 12:30pm EDT.

- iii. **A research-based creative or digital project.** That project is due on Thursday, May 1, at 12:30pm EDT.

You might use Option II to explore a class topic more deeply, test a possible honors thesis subject, or to explore an aspect of the history of terrorism we did not have time to cover in class. Examples of Option III projects include recording a podcast using the [library's recording studio](#), designing a set of data visualizations in StoryMaps or Tableau Public, or writing a portfolio of well-researched op-eds.

If you opt for Option II or III, you should meet with me to discuss project expectations and complete these intermediate steps:

1. **Paper/Project Proposal (10% of project grade, or 3% of course grade).**
Submit a two-paragraph abstract of your paper/project and a bibliography with at least four primary sources and three secondary sources that you will use in your paper/project. This is due April 9 before the start of class.
2. **Draft Pages/Prototype (20% of project grade, or 6% of course grade).**
Submit at least three draft pages of your final paper, or an equivalent start on your final project, for early feedback. This step will help you hone your argument, locate additional sources, and ultimately produce stronger work. This is due April 18 before the start of class.

Instructions for Submitting Written Assignments. Written assignments must be submitted as Word documents (.doc or .docx) through Canvas by the specified deadlines.

Revise and Resubmit Policy. To encourage engagement with the revision process, you may revise and resubmit *one* writing assignment so long as you meet two criteria: 1) you submitted the original assignment on time, 2) you submit the revised version via Canvas through the “Revise and Resubmit” assignment portal by April 23. The grade assigned to the revised version will replace the grade given to the original submission.

Extensions & Make-Up Exams. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies; see: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Late Submissions. Unless an extension is granted on the basis of university policy, essays will incur a 10-point penalty for every day they are late, and the 2-point short responses will receive a grade of zero (F) if they are not submitted by the deadline.

Attendance Policy. You are permitted two unexcused absences without penalty. After that, each unexcused absence will lower your overall course grade by a third of a letter. For example, if you earn an A- but have four unexcused absences, your final grade will be a B. Every two late arrivals to class counts as one unexcused absence. Students are not penalized for university-excused absences; see <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Assessment Schedule & Grading Weight

Assessment	Date (If Applicable)	Percentage of Grade
Participation	Not applicable	20
Short Responses (~1 p)	Five due dates	10
Tunnell Essay (~3 pp)	February 7	10
Guarneri Book Review (~3-4 pp)	February 28	15
Media & Civil Rights paper (~5 pp)	April 4	15
Final Paper/Project Proposal (~1 p)	April 9	3, or 0 if taking final exam
Final Paper/Project Draft Pages (~3 pp)	April 18	6, or 0 if taking final exam
Revise-and-Resubmit (Optional)	April 23	Varies
Final Exam/Project/Paper	May 1	21, or 30 if taking final exam

Grading Scale (Based on the [University of Florida Grading Policy](#))

Percent	Grade	Grade Points
93-100	A	4.00
90-92	A-	3.67
87-89	B+	3.33
83-86	B	3.00
80-82	B-	2.67
77-79	C+	2.33
73-76	C	2.00
70-72	C-	1.67
67-69	D+	1.33
63-66	D	1.00
60-62	D-	0.67
0-59	E	0.00

Canvas

Class announcements will be made through Canvas notifications, and all papers will be turned in through the Canvas. All class handouts, lecture slides, assignment rubrics, a book review sample, and this syllabus will be stored on our Canvas site. Check your Canvas announcements daily, and please notify the professor if you are having trouble accessing our Canvas site.

Technology in the Classroom

Tablets and laptops are permitted in class so long as they do not distract you or your fellow students. Abuses of this technology policy will be taken seriously, however. Students disrupting class will be asked to leave, and anyone caught using tablets or laptops for purposes unrelated to the course will receive a participation grade of 0/100 for that meeting. No computers or laptops are allowed during the final exam, and students who repeatedly violate the technology policy will be barred from bringing laptops and tablets to class. Cellphones should be silenced and stowed, and students who text or call during class will receive a participation grade of 0/100 for that meeting.

Recording Policy

University policy allows students are allowed to record video or audio of class lectures, but only for three purposes: (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. *Specifically, students may not publish recorded lectures without the written consent of the instructor.* A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless, of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under [UF Regulation 4.040: Student Honor Code and Student Conduct Code](#).

University Honesty Policy

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course. For additional information, see <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

Plagiarism and Related Ethical Violations

Ethical violations such as plagiarism, cheating, academic misconduct (e.g. passing off others’ work as your own, reusing old assignments, etc.) will not be tolerated and will result in a failing grade in this course. Students must be especially wary of plagiarism. The UF Student Honor Code defines plagiarism as follows: "A student shall not represent as the student’s own work all or any portion of the work of another. Plagiarism includes (but is not limited to): a. Quoting oral or written materials, whether published or unpublished, without proper attribution. b. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student." We will go over this in greater detail prior to the first written assignment. Students are encouraged to reach out with any additional questions regarding what constitutes plagiarism. Note that plagiarism also includes the unauthorized use of artificial intelligence programs, such as ChatGPT.

Accommodations for Students with Disabilities:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting

<https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letters with their instructor and to discuss their access needs as early as possible.

Student Course Evaluations:

Students are expected to provide professional and respectful feedback on the quality of instruction in AMH 3931 by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/publicresults/>.

Resources Outside the Classroom

You are welcome to come to regular office hours or to schedule an individual appointment. I also encourage you to consider these resources:

1. **Writing Studio.** You are strongly encouraged to take advantage of the University of Florida Writing Studio (2215 Tarlington Hall). Our class will not meet on March 14; I hope you will use that time to work on the civil rights paper with the Writing Studio; see <https://writing.ufl.edu/writing-studio/>.
2. **GatorWell Health Promotion Services.** For help with organization, time management, or navigating academic stress, consider scheduling an appointment with a Wellness Coach: <https://gatorwell.ufsa.ufl.edu/services/wellness-coaching/>.
3. **UNC Chapel Hill Writing Center Guides.** The Writing Center at the University of North Carolina at Chapel Hill has guides on outlining, drafting, citing, and other aspects of writing; see <https://writingcenter.unc.edu/tips-and-tools/>.
4. **University Career Connections Center.** This is an excellent resource for learning about career and internship opportunities; see <https://career.ufl.edu/>.

Additional Resources available to Students:

Health and Wellness

1. U Matter, We Care: umatter@ufl.edu; 352-392-1575.
2. Counseling and Wellness Center: <http://www.counseling.ufl.edu>; 352-392-1575.
3. Sexual Assault Recovery Services (SARS): Student Health Care Center; 352-392-1161.
4. University Police: <http://www.police.ufl.edu>; 352-392-1111 (911 for emergencies).

Academic Resources

1. E-learning technical support: learning-support@ufl.edu; <https://elearning.ufl.edu>
2. Library Support: <http://cms.uflib.ufl.edu/ask>.
3. Academic Resources: 1317 Turlington Hall, <https://academicresources.clas.ufl.edu>.

Course Schedule¹

UNIT 1: FROM THE AMERICAN REVOLUTION TO THE CIVIL WAR ERA

Week 1 – Introduction to the Media

1. Monday, Jan. 13: Course Introduction; Discussion of Syllabus
 - a. READING: The syllabus.
2. Wednesday, Jan. 15: News Networks and the American Revolution
 - a. READING:
 - i. Robert G. Parkinson, “Chapter 1: ‘A Work of Great Difficulty,’” *The Common Cause* (2016), selected excerpts.
 - ii. Selected issue of the *Boston Gazette*.
3. Friday, Jan. 17: The Media in Early America
 - a. READING: Thomas Adelman, “Chapter 6: Rebuilding Print Networks for the New Nation,” *Revolutionary Networks* (2019).
 - b. ADDITIONAL ASSIGNMENT: Using Adelman as your guide, go to *Chronicling America*, <https://chroniclingamerica.loc.gov/newspapers/>, and locate a newspaper issue from 1784 to 1799 that stands out to you. Bring a physical or digital copy to class and be prepared to discuss it.

Week 2 –The U.S. Media and Jacksonian Democracy

1. Monday, Jan. 20: **No Class** (University-Scheduled Holiday)
2. Wednesday, Jan. 22: The News in Jacksonian America
 - a. READING:
 - i. Stephen W. Campbell, “Private Printers, Public Struggles,” Chapter 1 in *The Bank War and the Partisan Press* (2022), 14–32.
 - ii. The first issue of *The Cherokee Phoenix* on Canvas.
 - iii. The first issue of *Freedom’s Journal* on Canvas.
3. Friday, Jan. 24: The Development of the Press and Print Culture in Antebellum America
 - a. READING:
 - i. Alexis de Tocqueville, “Sec. 1, Chapters XIII-XVIII,” In *Democracy in America*, Book II (1840), <https://www.gutenberg.org/files/816/816-h/816-h.htm#link2HCH0013>
 - ii. Alexis de Tocqueville, “Sec. 2, Chapter VI: Of the Relation Between Public Associations and Newspapers,” In *Democracy in America*, Book II (1840), <https://www.gutenberg.org/files/816/816-h/816-h.htm#link2HCH0027>

¹ The course schedule, assigned readings, and due dates for assessments be subject to change due to severe weather or other factors. Dr. Billups will announce any changes to the syllabus through Canvas announcements.

Week 3 – The Media and the Civil War

1. Monday, Jan. 27: The Press and the Rise of Sectional Tensions

a. READING:

- i. Joanne B. Freeman, “Chapter 6: A Tale of Conspiracies: The Power of the Press and the Battle over Kansas (1854-1855),” in *Field of Blood: Violence in Congress and the Road to Civil War* (New York: Farrar, Straus and Giroux, 2018), 177-207.
- ii. Jake Lundberg, “Chapter 3: Making a Yankee Nation,” in *Horace Greeley: Print, Politics, and the Failure of American Nationhood* (Baltimore, MD: John Hopkins University Press, 2019), 79–94.
- iii. Jill Lepore, *These Truths* (2018), selected excerpt.
- iv. *North Star* issue posted to Canvas.

b. ASSIGNMENT DUE: First short response.

2. Wednesday, Jan. 29: The Press and the Election of 1860

a. READING:

- i. David W. Walla, “Newspaper Coverage and the Rise of Lincoln: Cooper Union, the Republican Convention, and the Election,” **and** Debra Reddin van Tuyll, “Lincoln and the Southern Press: The Election of 1860,” in *A Press Divided: Newspaper Coverage of the Civil War*, ed. David B. Sachsman, 3–34 (New York: Taylor & Francis, 2014).

3. Friday, Jan. 31: Newspapers at War

- a. READING: Lawrence Keiser Jr., Chapters 4 and 6 of *Marketing the Blue and Gray* (2019).

Week 4: The Media, Reconstruction, and the Rise of Jim Crow

1. Monday, Feb. 3: Photography, the Civil War, and Civil War Memory

a. READING:

- i. Anna Jardine, “Chapter 6: Missing the Picture, Bull Run, 1861–62,” in *Photography and the American Civil War* (New York: Metropolitan Museum of Art, 2014), 63–80.
- ii. Cara A. Finnegan, Chapter 1 of *Making Photography Matter* (2015).

2. Wednesday, Feb. 5: The Ku Klux Klan and the Press

a. READING:

- i. Elaine Franz Parsons, “The Ku-Klux in the National Press,” Chapter 4 in *Ku-Klux* (2015), 144–180.
- ii. “The Ku Klux Reign of Terror,” *New National Era*, Nov. 2, 1871, p. 1, <https://chroniclingamerica.loc.gov/lccn/sn84026753/1871-11-02/ed-1/seq-1/#date1=1756&index=0&date2=1963&searchType=advanced&language=&sequence=0&lccn=sn84026753&words=Klux+KLUX+Kluxing+KU+Ku+Ku-Klux+KU-KLUX+Ku-Kluxing&proxdistance=5&rows=20&ortext=ku+klux&proxtext=&phrasetxt=&andtext=&dateFilterType=yearRange&page=1>

- iii. “The Ku Klux Klan,” *Iowa Voter*, March 23, 1871, p. 4,
<https://chroniclingamerica.loc.gov/lccn/sn84027183/1871-03-23/ed-1/seq-4/#date1=1866&index=13&rows=20&words=Klux+Ku+Ku-Klux&searchType=basic&sequence=0&state=&date2=1872&proxtext=Ku+Klux&y=0&x=0&dateFilterType=yearRange&page=1>
- iv. “The Ku Klux,” *New York Herald*, Nov. 1, 1871, p. 4,
<https://chroniclingamerica.loc.gov/lccn/sn97064666/1871-08-10/ed-1/seq-1/#date1=1866&index=0&rows=20&words=Klux+Ku+Ku-Klux&searchType=basic&sequence=0&state=&date2=1872&proxtext=Ku+Klux&y=0&x=0&dateFilterType=yearRange&page=1>
- v. “Ku-Klux Outrages,” *Charleston Working Christian*, Aug. 10, 1871, p. 1,
<https://chroniclingamerica.loc.gov/lccn/sn97064666/1871-08-10/ed-1/seq-1/#date1=1866&index=0&rows=20&words=Klux+Ku+Ku-Klux&searchType=basic&sequence=0&state=&date2=1872&proxtext=Ku+Klux&y=0&x=0&dateFilterType=yearRange&page=1>.
- vi. “Ku-Klux in Kentucky,” *New York Times*, Oct. 27, 1874, p. 1,
https://timesmachine.nytimes.com/timesmachine/1874/10/27/79233528.pdf?pdf_redirect=true&ip=0

- 3. Friday, Feb. 7: The Southern Press, Reconstruction, and the Production of History
 - a. READING: Ted Tunnell, “Creating ‘The Propaganda of History’: Southern Editors and the Origins of ‘Carpetbagger and Scalawag,’” *Journal of Southern History* 72, no. 4 (2006), 789-822.
 - b. **ASSIGNMENT DUE: Article Summary and Critique.**

UNIT 2: THE MEDIA, MODERNIZATION, AND URBANIZATION (1880–1930)

Week 5 –Making Modern Newspapers and Readers in the Gilded Age and Progressive Era

- 1. Monday, Feb. 10: The Remaking of US Newspapers and Journalistic Objectivity
 - a. READING:
 - i. Julia Guarneri, Introduction and “Chapter 1: A New Newspaper Model,” in *Newspaper Metropolis: City Newspapers and the Making of Modern Americans* (Chicago: University of Chicago Press, 2017), 1–53.
 - ii. Excerpts from *New-York Tribune* posted to Canvas.
- 2. Wednesday, Feb. 12: Newspapers and New Social Constructions of Urban Women
 - a. READING:
 - i. Julia Guarneri, “Chapter 2: Making Metropolitans,” in *Newspaper Metropolis: City Newspapers and the Making of Modern Americans* (Chicago: University of Chicago Press, 2017), 54–101.
 - ii. Kali Gross, “Chapter 4: Roughnecking Women, Pale Representations, and Dark Crimes,” *Colored Amazons: Crime, Violence, and Black Women in the City of Brotherly Live* (Durham, NC: Duke University Press, 2006), 101–26;
 - b. **ASSIGNMENT DUE: second short response.**

3. Friday, Feb. 14: Newspapers and the Progressive Spirit
 - a. READING:
 - i. Julia Guarneri, “Chapter 3,” in *Newspaper Metropolis: City Newspapers and the Making of Modern Americans* (Chicago: University of Chicago Press, 2017), 102–146.
 - ii. Richard Hofstadter, *Age of Reform* (1955), selected excerpts.
 - iii. Rudiger Graf, “Truth in the Jungle of Literature, Science, and Politics: Upton Sinclair’s *The Jungle* and Food Control Reforms During the Progressive Era,” *Journal of American History* (2020), 901–22.
 - iv. Excerpts from Upton Sinclair’s *The Jungle* (1906) posted on Canvas.

Week 6 – New Styles of News in the Progressive Era

1. Monday, February 17: Connecting the City and the Suburb
 - a. READING: Julia Guarneri, “Chapter 4,” in *Newspaper Metropolis: City Newspapers and the Making of Modern Americans* (Chicago: University of Chicago Press, 2017), 149–193.
2. Wednesday, February 19: Newspapers and the Making of a National Identity
 - a. READING: Julia Guarneri, Conclusion and “Chapter 5,” in *Newspaper Metropolis: City Newspapers and the Making of Modern Americans* (Chicago: University of Chicago Press, 2017), 194–234.
3. Friday, Feb. 21: Concluding discussion of Guarneri; Rise of Radio
 - a. READING:
 - i. Julia Guarneri, Conclusion, in *Newspaper Metropolis: City Newspapers and the Making of Modern Americans* (Chicago: University of Chicago Press, 2017), 234–248.
 - ii. Glen Jeansome, *Herbert Hoover* (2016), selected excerpt.
 - iii. *An Act for the Regulation of Radio Communications, and for Other Purposes*, Feb. 23, 1927, 69th Cong., Public Law No. 632, <https://www.worldradiohistory.com/Archive-FCC/Federal%20Radio%20Act%201927.pdf>.

Week 7 – Race and Spectacle in Early-Twentieth-Century America

1. Monday, Feb. 24: Lynching and the Early Film Industry
 - a. READING:
 - i. Amy Louise Wood, “Chapter 4: They Never Witnessed Such a Melodrama,” in *Lynching and Spectacle: Witnessing Racial Violence in America, 1890–1940* (Chapel Hill: UNC Press, 2009), 113–46.
2. Wednesday, Feb. 26: Chicago’s Black Film Industry Responds to *Birth of a Nation*
 - a. READING:
 - i. Davarian L. Baldwin, “Chapter 4: The Birth of Two Nations,” in *Chicago’s New Negroes: Modernity, the Great Migration, and Black Urban Life* (Chapel Hill: UNC Press, 2007), 121–54.

3. Friday, Feb. 28: Visit to the Baldwin Special Collections Library
 - **READING: TO BE DETERMINED**
 - **LAST DAY TO SUBMIT GUARNERI BOOK REVIEW.**

UNIT 3: THE NEWS AND THE NATION STATE IN THE NEW DEAL ERA (1933–1975)

Week 8 –Radio, World War Two, and Federal Censorship

1. Monday, March 3: The Rise of Radio during the 1930s
 - a. READING:
 - i. Anthony Rudel, Chapter 15 and 16, *Hello, Everybody!* (2008).
 - ii. Franklin D. Roosevelt, “On the Works Relief Program,” April 28, 1935, <http://docs.fdrlibrary.marist.edu/042835.html>
2. Wednesday, March 5: World War Two and Media Censorship
 - a. READING:
 - i. Gerald Horten, “Chapter 3: Closing Ranks,” *Radio Goes to War* (2002).
 - ii. United States Office of Censorship, *Code of Wartime Ethics for the American Press* (1943).
 - iii. Gene Roberts and Hank Klibanoff, “Chapter 2: The Fighting Press,” in *The Race Beat: The Press, the Civil Rights Struggle, and the Awakening of a Nation* (New York: Vintage Books, 2007), 12–23.
3. Friday, March 7: Selling World War Two on Film and Radio
 - a. READING:
 - i. Gerald Horten, “Chapter 6: Twenty Million Women Can’t Be Wrong,” *Radio Goes to War* (2002).
 - ii. Kathryn Cramer Brownell, “‘IT’S ENTERTAINMENT, AND IT WILL SELL BONDS!’: 16mm Film and the World War II War Bond Campaign,” *Moving Image* 10, No. 2 (Fall 2010), pp. 60–82;
 - iii. “The Ducktators” (1942), <https://www.youtube.com/watch?v=522qtqjSagM;>
 - iv. “Japanese Relocation” (1942), [https://www.youtube.com/watch?v=BK6ZtcLocaA.](https://www.youtube.com/watch?v=BK6ZtcLocaA)

Week 9 – Debating the Relationship between the Media and the Civil Rights Movement

1. March 10, 2024: The News and Civil Rights during the 1950s and early 1960s
 - a. READING:
 - i. Gene Roberts and Hank Klibanoff, “Chapter 5: The *Brown* Decisions Harden the South,” in *The Race Beat: The Press, the Civil Rights Struggle, and the Awakening of a Nation* (New York: Vintage Books, 2007).
 - ii. Roberts and Klibanoff, “Chapter 9: Alabama,” in *The Race Beat* (2007), 126–142.

- iii. William G. Thomas, “Television News and the Civil Rights Struggle: The Views in Virginia and Mississippi,” *Southern Spaces*, November 3, 2004, <https://southernspaces.org/2004/television-news-and-civil-rights-struggle-views-virginia-and-mississippi>.
2. March 12, 2024: Freedom of Press, Journalistic Ethics, and the Civil Rights Struggle
 - a. READING:
 - i. Roberts and Klibanoff, “Chapter 15: Alabama versus the *Times*,” in *The Race Beat* (2007), 229–255.
 - ii. Joseph Crespino, “Mississippi as Metaphor,” in *The Myth of Southern Exceptionalism* (2010), selected excerpts.
 - iii. Lou Major, *Against the Klan* (2021), selected excerpts.
 - b. Assignment Due: Short response #3**
 3. Friday, March 14, 2024: **No class meeting (Writing Studio day)**
 - a. RECOMMENDED READING FOR RESEARCH PAPER:
 - i. Matthew Delmont, *Why Busing Failed* (2016), selected excerpts.
 - ii. Jeanne Theoharis, “Chapter 4: The Media Was Often an Obstacle to the Struggle for Racial Justice,” in *A History Both Beautiful and Terrible: The Uses and Misuses of Civil Rights History* (Boston, MA: Beacon Press, 2018), 100–122.

Week 10 – Spring Break (No classes between March 17 – March 21)

Week 11 – The Vietnam War

1. Monday, March 24: The Media and the Vietnam War, Part 1
 - a. READING:
 - i. Clarence Wyatt, “‘I Don’t Know’: Explaining the War, 1964–1967,” in *Paper Soldiers: The American Press and the Vietnam War* (University of Chicago Press, 1995), 128–49;
 - ii. Daniel C. Hallin, “Introduction,” and Part 1, “Escalation and News Management,” in *The Uncensored War: The Media and Vietnam* (University of California Press, 1989), 1–25.
 - iii. United States Marine Corps, “Contact! Ambush” (1966), <https://www.youtube.com/watch?v=toCMimluoKw>
2. Wednesday, March 26: The 1968 Tet Offensive
 - a. READING:
 - i. Daniel C. Hallin, *The Uncensored War: The Media and Vietnam* (University of California Press, 1989), selected excerpts;
 - ii. Walter Cronkite, “Vietnam Report,” *CBS News*, Feb. 1968 (begin video at 0:41), <https://www.youtube.com/watch?v=3Toy2wFBkmg>.
4. Friday, March 28: The Pentagon Papers and the *New York Times*
 - a. READING:

- i. Jordan Moran, “Richard Nixon and the Pentagon Papers,” The Miller Center, n.d., <https://millercenter.org/the-presidency/educational-resources/first-domino-nixon-and-the-pentagon-papers>.
- ii. Selected *New York Times* articles.
- iii. *New York Times Co. versus United States* (1971), <https://tile.loc.gov/storage-services/service/ll/usrep/usrep403/usrep403713/usrep403713.pdf>

b. Assignment Due: Short response #4

Week 12 – The Media and State Narratives in the Tumultuous 1970s

1. Monday, March 31: Black Power and the American Media
 - a. READING:
 - i. Jane Rhodes, “Becoming Media Subjects,” in *Framing the Black Panthers: The Spectacular Rise of a Black Power Icon* (Chicago: University of Illinois Press, 2007), 57–90.
 - ii. “Historic Interviews and Footage of Black Panthers” (multiple dates), <https://www.youtube.com/watch?v=kHWGAEF5GGA>
 - iii. *The Panther Paper*, May 15, 1967, <https://www.marxists.org/history/usa/pubs/black-panther/01n02-May%2015%201967.pdf>.
2. Wednesday, April 2: Who Killed George Jackson?
 - a. READING:
 - i. Michel Foucault et al., “The Masked Assassination” (1971).
3. Friday, April 4: Watergate
 - a. READING:
 - i. Kathryn Cramer Brownell, “Watergate, the Bipartisan Struggle for Media Access, and the Growth of Cable Television,” *Modern American History* 3, no. 2–3 (Dec. 2020), 175–98;
 - ii. Bill Moyers, “Essay on Watergate” (1973), <https://vimeo.com/44242486>.
For a full transcript, see <https://billmoyers.com/content/essay-watergate/>.
 - b. **ESSAY ON THE MEDIA AND THE CIVIL RIGHTS MOVEMENT DUE.**

UNIT 4: THE POLARIZATION OF U.S. MEDIA SINCE THE 1980S

Week 13 – The Roots and Rise of Modern Media Polarization

1. Monday, April 7: Media Polarization and the Rise of Talk Radio
 - a. READING: Kevin M. Kruse and Julian Zelizer, “How Policy Decisions Spawned Today’s Hyperpolarized Media,” *Washington Post*, Jan. 17, 2019, <https://www.washingtonpost.com/outlook/2019/01/17/how-policy-decisions-spawned-todays-hyperpolarized-media/>
 - b. Brian Rosenwald, “Introduction,” Chapters 2 & 3, *Talk Radio’s America: How an Industry Took Over a Political Party that Took Over The United States* (Cambridge, MA: Harvard University Press, 2019), 1–9, 21–38.

2. Wednesday, April 9: The Press and the LA Riots
 - a. READING: Joao H. Costa Vargas, “Chapter 4: The Los Angeles Times’ Coverage of the 1992 Rebellion,” in *Never Meant to Survive: Genocide and Utopias in Black Diaspora Communities* (New York: Rowan & Littlefield, 2008), 75-100.
 - b. **ASSIGNMENT DUE: Final paper/project proposal.**

3. Friday, April 11: Money, Media, and Polarization between the mid-1990s and 2010
 - a. READING:
 - i. Brian Rosenwald, Chapter 8, “The Political Earthquake”, Chapter 11, “Talk Radio Takes Over Television and Tries to Impeach a President,” and Chapter 21, “Hunting RINOs,” in *Talk Radio’s America: How an Industry Took Over a Political Party that Took Over The United States* (2019), 71–78, 101–108, 193–200.

Week 14 – The Rise of Social Media

1. Monday, April 14: Twitter and the Revolutionizing of Grassroots Protests
 - a. READING:
 - i. Ince et al., “The Social Media Response to Black Lives Matter: How Twitter Users Interact with Black Lives Matter through Hashtag Use,” *Ethnic and Racial Studies* 40, no. 11 (2017), 1814–30.
 - ii. Aaminah Norris and Nalya Rodriguez, “#SandraBland’s Mystery: A Transmedia Story of Police Brutality,” in *#identity: Hashtagging Race, Gender, Sexuality, and Nation*, eds. Abigail De Kosnik and Keith P. Feldman (Ann Arbor: University of Michigan Press, 2019), 68–83.

2. Wednesday, April 16: Facebook, Algorithms, and the 2016 Election
 - a. READING:
 - i. Siva Vaidhyathan, “Antisocial Media: How Facebook Disconnects Us and Undermines Democracy,” Delivered at Pitzer College, September 2018, <https://www.youtube.com/watch?v=5IpI6PCPE7c>.
 - b. **ASSIGNMENT DUE: Short response #5.**

3. Friday, April 18: Social Media and COVID-19
 - a. READING:
 - i. Hichang Hao et al, “The Bright and Dark Sides of Social Media Use During the Covid-19 Lockdowns,” *Comput Human Behav* (April 2023), <https://pmc.ncbi.nlm.nih.gov/articles/PMC10123536/>;
 - ii. Fathley Muhammed, “The Impact of Social Media Shared Health Content on Protective Behavior against COVID-19,” (Jan. 2023), <https://pmc.ncbi.nlm.nih.gov/articles/PMC9914293/>.
 - b. **ASSIGNMENT DUE: Three draft pages or prototype equivalent.**

Week 15 –The Media and American Democracy Today

1. Monday, April 21: Fox News, Podcasters, and US Elections since 2020
 - a. READING:

- i. Pew Research Center, “Social Media News Fact Sheet,” *Pew*, (Sept. 2024; updated Oct. 16, 2024),
<https://www.pewresearch.org/journalism/fact-sheet/social-media-and-news-fact-sheet/>
 - ii. Megan Brenan, “Americans’ Trust in the Media Remains at a Trend Low,” *Gallup*, Oct. 2024,
<https://news.gallup.com/poll/651977/americans-trust-media-remains-trend-low.aspx>.
 - iii. *US Dominion INC versus Fox News Inc*, Ruling on Motions to Dismiss, Superior Court of Delaware, 2023,
<https://courts.delaware.gov/Opinions/Download.aspx?id=345820>.
2. Wednesday, April 23: Course Conclusion: Media and American Democracy Today
- a. READING: TO BE DETERMINED
 - b. **LAST DAY TO SUBMIT Revise-and-Resubmit.**

FINAL EXAM: Thursday, May 1, 2025, 12:30pm EDT in MAT0007