

## **Research in Mass Communication History**

JOUR7125-001, M50

Fall 2014

R. Spielberg, instructor

Office: Meeman 322

Office Hours MF 11:20-12:20 TT 2:30-3:30

Phone: 678-2403

Email contact: [rsplbrgr@memphis.edu](mailto:rsplbrgr@memphis.edu)

### **COURSE REQUIREMENTS**

#### **CATALOGUE/COURSE DESCRIPTION:**

This is a graduate seminar in the history of American mass communication. It examines the scholarship surrounding the major events, stories, personalities, and issues that have shaped the development of mass media, with special emphasis on the history of American journalism.

#### **TEXTBOOKS:**

- James D. Startt and William David Sloan, *Historical Methods in Mass Communication* (rev. ed) (Northport AL: Vision Press, 2003). ISBN 1-885219-21-0
- Michael Schudson, *Discovering the News: A Social History of American Newspapers* (New York: Basic Books, 1981). ISBN 978-0-465-01666-2

#### **REQUIREMENTS:**

J7125 combines a readings course with a research seminar. Students will conduct research on some area of journalism/mass communication history, using an assortment of primary and secondary sources. Papers might analyze contemporary media coverage of a historical event, provide a short biography of a noteworthy journalist whose story isn't well-known, or examine an important issue related to the development of mass media. Other ideas are welcome, too, provided they are approved in advance by the instructor. Papers are to be 10-12 pages in Chicago style.

Good topics to consider:

- Early America and colonial journalism
- The Press and the Revolution
- First Amendment
- Political Partisanship/ America's First Party System
- Political Partisanship II/ America's Second Party System
- Penny Press
- Specialized Publications: Temperance, Abolitionism, Ethnic Press, Women's Rights
- Journalism and the Civil War
- Post-War Journalism
- Advertising
- Yellow Journalism and Its Backlash
- Objectivity
- Muckraking and Progressivism
- The Imperial Presidency
- Public Relations
- World War, Censorship, and Propaganda
- Broadcasting
- McCarthyism and the Cold War
- The Media and Civil Rights
- Vietnam and the Media
- Watergate
- The Internet

In addition, students will read and review three books. They need not be connected to the research paper, although that can be a useful strategy. Reviews will be both written (3 typed, double-spaced pages) and oral (10 minutes).

As with any seminar, all students are expected to participate in and occasionally lead class discussion. Discussion topics are outlined on this syllabus. You will also be emailed specific discussion points which can either be found in your text or online searches.

**GRADING:**

Research Paper:	40%
3 Book Reviews:	40%
Participation:	20%

## SCHEDULE

Date	Topic	Reading	Deadline
Week 1	Introduction. Historiography, the history of historical writing		<b>Aug. 27</b>
Week 2	Origins and Implications of the Colonial Newspapers through the Penny Press	Schudson	<b>Sept. 3</b>
Week 3	Yellow Journalism. Newspapers 1899-1960		<b>Sept. 10</b>
Week 4	The New Republic. Niche Publications, Minority Voices.		<b>Review 1 due Sept. 17</b>
Week 5	The Civil War and the Press		<b>Sept. 24</b>
Week 6	Magazines		<b>Sept. 31</b>
Week 7	Advertising/ Impact of Photography		<b>Oct. 1</b>
Week 8	Muckraking/ World War I.		<b>Review 2 due Oct. 8</b>
Week 9	World War II. Censorship, Propaganda, and the Control of Information.		<b>Oct. 15</b>
Week 10	The Rise of Public Relations		<b>Oct. 22</b>
Week 11	The Birth of Radio.		<b>Oct. 29</b>
Week 12	McCarthyism/Movies		<b>Review 3 due- Nov.5</b>
Week 13	The Birth of Television..		<b>Nov. 12</b>
Week 14	Vietnam and the Media		<b>Nov. 19 Papers due</b>

## SELECTED BIBLIOGRAPHY

### General Articles

- David Nord, "The Nature of Historical Research," in *Research Methods in Mass Communication*, ed. by Guido H. Stempel III and Bruce H. Westley 2<sup>nd</sup> ed. (Englewood Cliffs, NJ: Prentice-Hall, 1989)
- James W. Carey, "The Problem of Journalism History," *Journalism History*, 1 (Spring 1974).
- Daniel Czitrom, "Communication Studies as American Studies," *American Quarterly*, 42 (December 1990).
- Timothy W. Gleason, "Historiographical Essay: Historians and Freedom of the Press Since 1800," *American Journalism*, 5 (1988).
- David Nord, "Intellectual History, Social History, Cultural History, and Our History," *Journalism Quarterly*, 67 (Winter 1990).
- David Nord, "A Plea for Journalism History," *Journalism History*, 15 (Spring 1988).
- Jean Folkerts, "American Journalism History: A Bibliographic Essay," *American Studies International*, 29 (October 1991).
- John Nerone, "Theory and History," *Communication Theory*, 3 (May 1993).
- David Nord, "What We Can Do For Them: Journalism History and the History Profession," *Journalism History*, 9 (Summer 1985).
- Joseph P. McKerns, "The History of American Journalism: A Bibliographical Essay," in *Sources for American Studies*, ed. by Jefferson B. Kellogg and Robert H. Walker (Westport, Conn.: Greenwood Press, 1983).

### Textbooks and References

- Jean Folkerts and Dwight Teeter, *Voices of a Nation: A History of Media in the United States* (New York: Macmillan, 1989).
- Edwin Emery and Michael Emery, *The Press and America*, 6<sup>th</sup> ed (Englewood Cliffs, NJ: Prentice-Hall, 1988).
- Mitchell Stephens, *A History of News: From the Drum to the Satellite* (New York, 1988).
- William D. Sloan, James B. Stovall, James D. Startt, eds., *The Media in America: A History* (Worthington, Ohio: Publishing Horizons, 1989).
- Marvin Olasky, *Central Ideas in the Development of American Journalism: A Narrative History* (Hillsdale, NJ: Lawrence Erlbaum, 1991).
- Willard G. Bleyer, *Main Currents in the History of American Journalism* (Boston: Houghton Mifflin, 1927).
- Frank Luther Mott, *American Journalism*, 3<sup>rd</sup> ed. (New York: Macmillan, 1962).
- John Tebbel, *The Media in America* (New York: Thomas Y. Crowell, 1974).
- Robert Rutland, *The Newsmongers* (New York: Dial, 1973).
- Frederic Hudson, *Journalism in the United States* (New York: Harper, 1873).
- Alfred M. Lee, *The Daily Newspaper in America* (New York: Macmillan, 1937).
- Bernard Weisberger, *The American Newspaperman* (Chicago: University of Chicago Press, 1961).
- Anthony Smith, *The Newspaper: An International History* (London: Thames and Hudson, 1979).
- John Tebbel and Mary Ellen Zuckerman, *The Magazine in America, 1740-1990* (New York: Oxford University Press, 1991).

- William D. Sloan, *American Journalism History: An Annotated Bibliography* (Westport, Conn.: Greenwood Press, 1989).
- Eleanor Blum and Frances Goins Wilhoit, *Mass Media Bibliography: An Annotated Guide to Books and Journals for Research and Reference*, 3<sup>rd</sup> ed. (Urbana, Ill.: University of Illinois Press, 1990).
- Warren C. Price, *The Literature of Journalism: An Annotated Bibliography* (Minneapolis: University of Minnesota Press, 1959).
- Warren C. Price and Calder Pickett, *An Annotated Journalism Bibliography, 1959-1968* (Minneapolis: University of Minnesota Press, 1970).
- Richard A. Schwarzlose, *Newspapers: A Reference Guide* (Westport, Conn.: Greenwood Press, 1987).
- *Untapped Sources: America's Newspaper Archives and Histories* (New York: Gannett Foundation Media Center, 1991).

#### **Other Surveys**

- Asa Briggs and Peter Burke, *Social History of the Media: From Gutenberg to the Internet* (Polity, 2010).
- Daniel J. Czitrom, *Media and the American Mind: From Morse to McLuhan* (Chapel Hill: University of North Carolina, 1983).
- Paul Starr, *The Creation of the Media: Political Origins of Modern Communication* (New York: Basic Books, 2005).
- Thomas C. Leonard, *The Power of the Press: The Birth of American Political Reporting* (New York: Oxford University Press, 1986).
- David T. Z. Mindich, *Just the Facts: How "Objectivity" Came to Define American Journalism* (New York: New York University Press, 2000).
- Lauren Kessler, *The Dissident Press: Alternative Journalism in American History* (Beverly Hills, California: Sage, 1984).
- Maurine H. Beasley and Sheila Gibbons, eds., *Taking Their Place: A Documentary History of Women and Journalism* (Washington: American University Press, 1993).
- Marion Marzolf, *Up From the Footnote: A History of Women Journalists* (New York: Hastings House, 1977).
- J. Herbert Altschull, *From Milton to McLuhan: The Ideas Behind American Journalism* (New York: Longman, 1990).
- Donna Lee Dickerson, *The Course of Tolerance: Freedom of the Press in Nineteenth Century America* (New York: Greenwood Press, 1990).

## ASSESSMENT

### **PROFESSIONAL VALUES AND COMPETENCIES FOR J7125:**

- understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently'
- write correctly and clearly in forms and styles appropriate for the communications professions, audience and purposes they serve:
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply tools and technologies appropriate for the communications professions in which they work.

### **HOW PROFESSIONAL VALUES AND COMPETENCIES WILL BE MET IN J7125**

#### **Cognitive Objectives To Be Mastered (Ability To Explain, Analyze, Think Critically):**

- Students will learn to identify issues and analyze the manner in which issues impact journalistic disciplines.
- Students will be able to reach logically thought-out conclusions about how issues should be dealt with in specific settings.
- Students will critically examine, discuss and monitor the "how" and "why" behind coverage of issues.

#### **Performance Standards To Be Met (Demonstrable Skills, Abilities, Techniques, Applied Competencies):**

- Students will be assigned a current issue to monitor during the semester. Findings will be shared through oral/written presentation to the class.
- Throughout the course students will participate in discussions involving issues that are covered in the media.
- Students will demonstrate their knowledge through successful completion of a series of assigned readings materials.
- Working in groups, students will take part in at least one in-class debate on a controversial mass media issue.

## **PROFESSIONAL VALUES AND COMPETENCIES FOR THE JOURNALISM PROGRAM:**

- understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently'
- write correctly and clearly in forms and styles appropriate for the communications professions, audience and purposes they serve:
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply tools and technologies appropriate for the communications professions in which they work.

## **DEPARTMENT POLICIES**

### **EMAIL:**

You must have your UM email account activated. If you are using another provider such as Google, you are required to have your UM email forwarded to that account. Go to the <http://iam.memphis.edu> website to implement forwarding of UM email. You are required to check your email daily. You are responsible for complying with any email sent to you by your professor or the University.

### **CELLPHONES:**

You must turn them off during class.

### **ATTENDANCE:**

Class attendance is mandatory in the Department of Journalism. You may be assigned a failing grade for the semester for nonattendance, or habitual late arrival. No late work will be accepted without prior arrangements, which are acceptable to your professor. Students may not be permitted to make up any missing work unless it is for an absence due to illness or other catastrophic emergency such as a death in the family that can be documented (e.g. with a doctor's note or a copy of the newspaper obituary). This is a professional program for journalists who are expected to understand and comply with deadlines. If you have some problem making it to class on time make arrangements to fix the problem or consider taking another class. You should consider this class your "job" in the educational process and be on time just as you would elsewhere.

**CHEATING:**

In addition to university-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses, or a student receiving any assistance from others for work assigned to be done on his/her own, as acts of cheating punishable to the degree determined appropriate by the course instructor and department chair. That may include grade reductions or seeking dismissal of the student from the university.

“Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com’s restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all.” (Office of Legal Counsel, October 17, 2005)

**ONLINE SETEs:**

You are urged to complete the SETEs evaluation of this course. Once your instructor has posted your grade, you can immediately see that grade, provided you completed a teacher evaluation for that class. How to access your evaluation forms: Log in using your UUID and email password; click on the gray “Student” tab; complete an evaluation for each course listed and hit the “Submit” button at the bottom of the form. It will only take a few minutes of your time. We take the evaluations very seriously and use them to improve courses and instructional quality. Your feedback is essential and will be appreciated.

**DISABILITY:**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Office for Disability Services at (901) 678-2880 in 110 Wilder Tower Hall to coordinate reasonable accommodations for students with documented disabilities.