Journalism 371: History of Journalism in the United States

Fall 2012 Dr. Tim Gleason

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Class Schedule: TR 9:40 am-11:10 am in Swart 101

Office Hours: MW 2pm-4pm; TR 8am-9am

Course Description

Covers the history of journalism and the mass media in the United States, colonial times to the present. Discusses the mass media as a complex social and cultural institution and focuses on the integration of the media into the social, economic, and political systems in the United States and on the effects the press has had on those systems. Prerequisite: Journalism 141 with a grade of C or better and 60 units (crs.).

Learning Objectives and Rationale

- (1) Identify major movements, people, news organizations, and events in journalism history. (So that you understand the fundamental outline of journalism history.)
- (2) Write original evaluations of media. (So that you can access original pieces of journalism, summarize their media products, and express an analytically-based evaluation of them.)
- (3) Understand relevant historiographical issues pertaining to journalism history.

Required Texts

It is expected you will come to class prepared, which largely means completing reading and other assignments before the start of each class.

Sloan, Wm. David, ed. *The Media in America: A History*. 8th Edition. Northport, AL: Vision Press, 2011.

(This text is "MA" in the schedule)

Grading:

Two Written Assignments 40% (20% each)
Two Exams 40% (20% each)

Attendance, Participation, Daily Quiz 20%

TOTAL 100%

Written Assignments

You have two written assignments that are critical analyses of newspapers, magazines and cultural materials. You should be able to find what you need on microfilm in the library and/or newspaperarchive.com via the library webpage for Analysis 1. Late submissions are penalized 10 points per day starting with the day assignment are due. Submissions turned in during class time and after papers have been requested are penalized 5 points.

Analysis 1 is an analysis of at least 10 different newspapers/magazines (ones you can cite as having relevant content) from before 1900 that is about a single topic, such as the War of 1812 or the Civil War. You need to use the microfilm and readers available in the library, or you can use some original archival source. You cannot use books, personal websites and other non-original sources.

Focus your effort on a particular aspect of the event, such as coverage of one major battle or one week covered by a daily newspaper of a war. You don't have to study a war—it can be a natural disaster or other major event like an election. Do *not* read extensively on the subject because I want you to learn what readers of the time were learning. You should know of the event, at a minimum, because it is mentioned in our text.

Analysis 2 is an analysis of a topic in the 20th century but before you were born. Follow the guidelines above, although you can also use a news broadcast as your source. However, you must have access to the actual broadcast.

Here are the details on setting up the papers:

- All analyses are to be written in Chicago Style with endnotes, double-spaced, 12 pt. type in Times or Times Roman, with one-inch margins. Don't use Associated Press style, MLA or other non-Chicago styles. Cite the news sources in the endnotes, even if a style guide tells you not to do so.
- All papers are to have a title page with your name and assignment.
- Following the title page is the assignment, and do not include any title page info on this second page—that is what the title page is for.
- Analysis 1 has a minimum page allowance of 5 pages and a maximum of 15 pages for the narrative (this doesn't include title page nor the endnotes). Note that it is often difficult to be comprehensive in 5 pages.
- Number your pages (Insert>Page Numbers)

- Your endnotes should follow the last page of body text. Footnotes show up at the bottom of the pages where the noted items are located. Don't use footnotes.
- No bibliography is needed because the first reference in endnotes is a full reference.
- Provide me with your paper stapled and include copies of all the newspaper articles you used in a folder. Also, upload a Word doc version to the D2L dropbox.

Here are some resources for following Chicago style:

- http://owl.english.purdue.edu/owl/resource/717/03/
- http://www.chicagomanualofstyle.org/tools_citationguide.html

Now some advice:

- Avoid using Wikipedia and personal webpages as authoritative sources. They
 may be useful in getting you interested in something about your topic, but
 then head to academic sources.
- Proper academic sources are books in library and search tools found via library website like Ebsco.
- If in doubt over whether to cite a source or not, cite the source. Even cite ideas you got from elsewhere.
- Use quotation marks for word-for-word phrases, sentences, and similar copying. Include proper citation.
- Avoid the use of, "I," and similar words in your analyses.
- Especially avoid, "I think," I feel," "it seems," and similar wordings as much as possible.
- More focus is better than less focus.
- Write with confidence, but write based on the evidence.
- Writing to get to the maximum 15 pages is rarely a good idea. Write about what you learned, don't write to try to impress me.
- Think of your audience as thoughtful people but ones without a great historical memory. Write for the educated public, not for historians with expertise in this area. Write for people who read the *NY Times* and London's *The Guardian*. Don't write for the audience that thinks *People* is fancy literature.
- Find a topic that interests you. It can be newspaper coverage of a famous sporting event, artistic performance, or something else that is worthwhile for others to learn.

Exams

You will have two exams. Exams will be online and you will be given the usual class time to take the exam, or you may take the exams during a specified window of time. Taking the exam is also accepting the rule that you complete each exam without the assistance of other people or materials beyond the texts, notes, and other assigned materials.

If you have to be out of town due to a pre-approved absence related to a university event or if you are hospitalized, you will be assigned an essay to make up the exam.

Attendance, Participation, Daily Quiz

Attendance and participation is a vital component to learning. It is expected that you attend regularly and participate in discussions. Your grade will have three components. You start the class at 200 points. Each absence is a 20-point deduction. Lateness or early departure is reduced at my discretion. There will be a one-question quiz at the start of every class. Every wrong answer is a deduction of 10 points. The question can come from the previous class period or from the reading(s) assigned for that day. For example, missing five classes but getting every question (when present) correct will result in a grade of 100/200 or 50%. Another example is perfect attendance and five wrong answers results in a grade of 150/200 or 75%. It is vital that you attend class and read in advance.

Make-ups will be allowed for approved absences, which are those recognized by the university (for example, extended illnesses documented and reported by the Dean of Students' office; official sporting events you participate in and for which you have offered documentation). Routine illnesses are not approved without a doctor's note, but please recognize some doctors will not provide notes (such as at student health center). Funerals require a note from the dean's office. Field trips part of other classes and clubs are not recognized as an excused absence unless you are participating in a formal event as a representative of your organization such as PRSSA or The A-T.

The good thing is you can earn back lost points by participating in class discussions. It is the most effective way to improve your grade in this area.

Tentative Schedule

The schedule is subject to change. Reading assignments are to be completed before the class meeting. It is assumed you can read your texts, so I will not be reviewing every issue in the readings. On some days we may go off on a branch of the topic.

Week 1

September 6 Introduction; What is history?

Video first 11 min biography of historian David McCullough

Week 2

September 11 How to look at the past as history; Mel Gibson as *The Patriot*

and read related newspaper stories in D2L Content

Bring the historical methods abbreviated notes in D2L Content

<u>area</u>

September 13 Conducting historical research and applying it to class

Week 3

September 18 MA C1 Origins of Mass Communication

And special talk on the English (Magna Carta; Schama's History

of Britain, Henry II's family)

September 20 MA C2 Printing in America

Week 4

September 25 MA C3 The Colonial Press

September 27 MA C4 The Revolutionary Press

Week 5

October 2 MA C4 through MA C5 The Party Press

October 4 MA C5 The Party Press

Analysis 1 Due

Week 6

October 9 MA C6 Freedom of the Press

October 11 Catch-up day in case we are behind; we may move to next

reading if on schedule

Week 7

October 16 MA C7 The Penny Press

October 18 MA C8 The Antebellum Press

MA C9 The Press and the Civil War

Week 8

October 23 Photography of war and west

MA C10 The Frontier Press

October 25 MA C11 The Press and Industrial America

Week 9

October 30 MA C12 The Age of New Journalism

November 1 <u>EXAM 1 MA C1-C12 and related issues</u>

Week 10

November 6 MA C13 American Magazines

November 8 MA C14 The Development of Advertising

Week 11

November 13 MA C15 The Emergence of Modern Media

MA C16 The Media and Reform

November 15 MA C17 The Media and National Crises

Week 12

November 20 Catch-up OR Shooting War: World War II Combat Cameraman

and discussion Analysis 2 Due

November 22 NO CLASS; Thanksgiving holiday

Week 13

November 27 MA C18 Radio Comes of Age

MA C19 The Entertainment Media

November 29 Radio Days

Week 14

December 4 MA C20 The Age of Mass Magazines

MA C21 Modern Advertising

December 6 MA C22 Public Relations

MA C23 The Media in Transition

Week 15

December 11 Catch-Up Day or Something else

December 13 <u>EXAM 2 MA C13-C23 and related issues</u>; if weather looks bad,

exam may be moved up to December 11