

JOUR 804 Graduate Seminar

Mass Communication Historical Research Methods



3 credits Thursdays 2:00-4:45 PM 3020B Coliseum

Spring 2013

Professor Kathy Roberts Forde

4011-A Coliseum

Office Hours: W 2-4:00, Th 10-11:00

Office phone: 803-777-3321

Email: fordekr@sc.edu

Email is preferred method of contact



Introduction to Course

In this course, we will learn about different methods of historical research and ways of constructing historical narrative and analysis—and how these can be usefully employed in the topical area of mass communication history. We will 1) develop skills in the critical analysis of historical research; 2) consider different approaches to studying the history of mass communication and journalism; 3) learn about and evaluate different historical research methods, their purposes, uses, strengths, and weaknesses; and 4) explore key issues in the philosophy of history. Finally, each student will complete a research paper on a selected topic in mass communication history.

Texts

Shorter readings are available on our course Blackboard site. The following book-length readings are readily available from online sources.

- Benedict Anderson, *Imagined Communities: Reflections on the Origins and Spread of Nationalism* (London: Verso, 2006, orig. 1983).
- Sarah E. Igo, *The Averaged American: Surveys, Citizens, and the Making of a Mass Public* (Cambridge: Harvard University Press, 2008).
- John Tosh, *The Pursuit of History, 5th Edition* (London: Pearson, 2010).
- Barbie Zelizer, *Explorations in Communication and History* (Routledge, 2008).

Recommended: *The Chicago Manual of Style, 16th Edition*.

Course Objectives

In the context of mass communication history, students in this course will learn

- To analyze the substantive claims and findings of historical studies;
- To examine and assess the value of the methods used to produce a historical work;
- To examine and assess the strengths and shortcomings of the evidentiary and theoretical bases of such works;
- To understand how the discipline of communication/mass communication developed historically and how the study of mass communication history fits within broader disciplinary conversations;
- To know, understand, and evaluate a range of methodological approaches to the writing of history;
- To recognize and understand some of the main issues, themes, and “problems” in the field of mass communication history;
- To think historically, which means, in part, thinking in terms of change and continuity over time while understanding the beliefs, practices, and relationships that shaped human experience over time;
- To ask questions and use available sources to shape our knowledge of the past and our understanding of its significance; and
- To make contributions to historical knowledge in the field of mass communication by writing a historical research paper that uses primary and secondary sources critically and in a methodologically sound manner.

Course Work & Important Dates

Course work	Due	Percentage of Final Grade
Weekly reading commentary posted on Blackboard	M&W by 5 p.m.	15
Research paper topic	1/31	NA
Research paper proposal	3/7	20
Book review	4/4	15
Research presentation & discussion	4/25	NA
Research paper	4/25	50

Weekly reading commentary: While everyone must complete all the assigned readings for a given week, each of you must post comments about one of the readings to our Blackboard course site each week. Before class on Thursday, please make sure you

read your classmates' commentary along with the readings. Each week I will assign you a particular reading and a role: questioner or responder. The questioner will post a commentary and discussion question for the assigned reading by Monday, 5:00 p.m. The responder(s) will post a response by Wednesday, 5:00 p.m. These comments should be a few paragraphs in length and should highlight important ideas, issues, or methods raised in the reading. Tell us what you found particularly interesting/compelling/engaging/problematic/perplexing in the reading at hand, paying at least some attention to the topic of our course (methods in mass communication historical research). You do not need to consult with the other student commenting on your assigned reading; some overlap will likely occur, and that's just fine. We will assign readings for commentary to students during the previous week's class. Keep in mind: while description of the reading can be useful, the ultimate aim should be evaluation and analysis.

Research project proposal: You will prepare a formal research project proposal. The proposal should include a clear statement of topic and purpose; a persuasive justification of the study's significance and originality; a background section/literature review that places your topic in historical perspective and situates it within the relevant literature; and a methods section that identifies the kind of history you are writing (political, social, cultural, intellectual, etc.) and the primary sources you will investigate. The proposal should be approximately 5-7 pages in length.

Book review: You will write an 800-word book review of Sarah Igo's *The Averaged American*. Please see book reviews in the journals *Journalism History* and *American Journalism* for guidance. I will provide further instructions in class.

Research paper: The main written work of this course is the research and writing of an academic history paper on a topic of the student's choosing in the field of mass communication history. This paper should be at least 20 pages in length and should be written with presentation at an academic conference and ultimate publication in an academic journal in mind. The paper is a serious piece of historical scholarship and should contribute something new to collective knowledge about mass communication history. You should begin work on this paper right away and work on it consistently and diligently throughout the semester. Please use Chicago Manual of Style, 16th edition, citation style.

Attendance Policy

Students are expected to come to all classes. You may miss class without penalty only in the case of a personal emergency or a *compelling* academic conflict. You must receive my approval well in advance for any academic conflict. Part of your final grade in the course accounts for your attendance and participation. The USC Academic Bulletin states, "Absence from more than 10 percent of the scheduled class sessions, whether excused or unexcused, is excessive and the instructor may choose to exact a grade penalty for such absences." In such a circumstance, I will exact a grade penalty

UNLESS the student can provide compelling evidence of critical, unavoidable circumstances leading to the absences.

Blackboard

JOUR 804 uses an academic website program called Blackboard to organize and make available course documents and resources. Access to Blackboard is enabled through your USC Network Username and Password found at <https://vip.sc.edu> under the Technology link. I will post PowerPoint lectures, readings, assignment handouts, and other important course information to the site. We will also make use of the site's discussion board to post weekly student commentaries on the assigned readings.

In this class, our use of technology will sometimes make students' names and network usernames visible within the course website, but only to other students in the same class. Since we are using a secure, password-protected course website, this will not increase the risk of identity theft or spamming for anyone in the class. If you have concerns about the visibility of your network username, please contact me for further information.

Grades & Grading

Registration in this course is by A-F only.

A - Achievement that is outstanding relative to the level necessary to meet course requirements.

B - Achievement that is significantly above the level necessary to meet course requirements.

C - Achievement that meets course requirements in every respect.

D - Achievement that is worthy of credit even though it fails to meet fully the course requirements.

F - Represents failure and signifies that the work was either completed but at a level of achievement that is not worthy of credit or was not completed.

I (Incomplete) - assigned at the discretion of the instructor. An incomplete grade will be considered only when documented, extraordinary circumstances beyond control, or ability to anticipate, prohibit timely completion of the course requirements. Incomplete grades are rare and require a written agreement between instructor and student.

Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F for the entire course.

Make-up Work

Work in this class is due on the given due date. Make-up work usually requires a valid statement from a physician; must be completed within one week of the scheduled due

date; and is generally not acceptable after the due date unless prior arrangements have been made with the instructor.

Grading Criteria

- 1) All written assignments beyond the weekly reading commentary (due by Monday 5:00 PM each week) must be completed and submitted **at the beginning of class** in order to be eligible for full points.
- 2) If you turn in a late assignment, it is your responsibility to locate the instructor to turn in the assignment.

Important Notes About This Course

Disability Accommodations. Students with disabilities that affect their ability to participate fully in class or to meet all course requirements are encouraged to bring this to the attention of the instructor so that appropriate accommodations can be arranged. Further information is available from the Office of Student Disability Services. Note: Students with special needs may receive this syllabus and other course materials in alternative formats upon request. Contact Disability Services for more information, 777-6142 or <http://www.sa.sc.edu/sds/>.

Classroom Conduct. All activities in the University, including this course, are governed by the University of South Carolina's Code of Conduct and the Carolinian Creed. Students who engage in behavior that disrupts the learning environment for others may be subject to disciplinary action under the code.

University of South Carolina Honor Code and Academic Misconduct. The Honor Code reads, "It is the responsibility of every student at the University of South Carolina Columbia to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this Honor Code or who knowingly assists another to violate this Honor Code shall be subject to discipline."

Proven academic misconduct may result in a course grade of F.

JOUR 808 Course Schedule

Week One Mass Communication: The Place of History in the Discipline
January 17

- David Paul Nord, "The Practice of Historical Research," in *Mass Communication Research and Theory*, ed. by Guido H. Stempel III, David H. Weaver, and G. Cleveland Wilhoit (Boston: Allyn and Bacon, 2003). Blackboard
- John Durham Peters and Peter Simonson, excerpts from *Mass Communication and American Social Thought: Key Texts 1919-1968* (New York, Rowman & Littlefield, 2004), Part 1, 13-20; Part 2, 79-90; Part 3, 263-74. Blackboard
- John Durham Peters, Chapter 1, "History as a Communication Problem," *Explorations in Communication and History*.
- John Tosh, *The Pursuit of History, 5th Edition*, Chapters 1-3, pp. 1-87.
- Barbie Zelizer, "Introduction: When Disciplines Engage," *Explorations in Communication and History*.

Week Two International and Comparative Mass Communication History
January 24

- Toril Aalberg, Peter van Aelst, and James Curran, "Media Systems and the Political Information Environment: A Cross-National Comparison," *International Journal of Press/Politics* 15, no. 3 (July 2010): 255-271.
- James Curran, "Communication and History," in *Explorations in Communication and History*.
- Daniel C. Hallin, "Not the End of Journalism History," *Journalism* no. 10, 3 (2009): 332-334.
- Kristin Roth-Ey, "Finding a Home for Television in the USSR, 1950-1970," *Slavic Review* 66 (Summer, 2007), 278-306. Blackboard
- Piotr M. Szpunar, "Western Journalism's 'Other': The Legacy of the Cold War in the Comparative Study of Journalism," *Journalism* no. 13, 1 (2012): 3-20.
- John Tosh, *The Pursuit of History*, Chapter 8, pp. 214-45.

Week Three Working in the Archives: Material Artifacts and Representing the Past January 31

- David Greenberg, "Do Historians Watch Enough TV? Broadcast News as a Primary Source," in *Doing Recent History*, ed. Claire Bond Potter and Renee C. Romano (Athens: University of Georgia Press, 2012). Blackboard
- Donald J. Raleigh, "Doing Soviet History: The Impact of the Archival Revolution," *Russian Review* 61 (Jan. 2002), 16-24. Blackboard
- Paddy Scannell, "Television and History: Questioning the Archive," *The Communication Review* 13 (2010): 37-51.
- John Tosh, *The Pursuit of History*, 5th Edition, Chapters 4-5, pp. 88-146.

*Research paper topic due today

Week Four The History of Journalism and the History of the Book: Circuits of February 7 Communication

- Kathy Roberts Forde, "Profit and Public Interest: A Publication History of John Hersey's 'Hiroshima,'" *Journalism & Mass Communication Quarterly* , 88, no. 3 (Autumn 2011), 562-79.
- Robert Darnton, "What Is the History of Books?" in *Reading in America: Literature & Social History* , Cathy Davidson, ed., 27-52 (Baltimore: Johns Hopkins University Press, 1989), 30. Originally published in *Daedalus* 111, no. 3 (Summer 1982).
- Priscilla Coit Murphy, "Books and the Media: The Silent Spring Debate," *A History of the Book, Volume 5, The Enduring Book: Print Culture in Postwar America*, 447-58 (Chapel Hill: University of North Carolina Press, 2009).
- David Paul Nord, "The History of Journalism and the History of the Book," *Explorations in Communication History*, Barbie Zelizer, ed., 162-180 (New York and London: Routledge, 2008).
- Carl F. Kaestle and Janie A. Radway, "A Framework for the History of Publishing and Reading in the United States, 1880-1940," in *A History of the Book, Volume 4, Print in Motion: The Expansion of Publishing and Reading in the United States, 1880-1940* , 18-20 (Chapel Hill: University of North Carolina Press, 2009).

Week Five Mass Communication History & Collective Memory
February 14

- Janice Hume, "Memory Matters: The Evolution of Scholarship in Collective Memory and Mass Communication," *Review of Communication* 10 (July 2010), 181-196.
- Andrew L. Mendelson and Carolyn Kitch, "Creating a Photographic Record of World War I: 'Real History' and Recuperative Memory in Stereography," *Journalism History* 37, no. 3 (Fall 2011):142-150.
- Carolyn Kitch, "'Useful Memory' in Time, Inc. Magazines: Summary Journalism and the Popular Construction of History," *Journalism Studies* 7 (Feb. 2006), 94-110.
- John Tosh, *The Pursuit of History, 5th Edition*, Chapters 6-7, pp. 146-213; Chapter 11, pp. 303-329.

Week Six Mass Communication History & Cultural History
February 21

- Susan J. Douglas, "Does Textual Analysis Tell Us Anything about Past Audiences?" *Explorations in Communication and History*.
- Matthew C. Ehrlich, "'All Things Are As They Were Then'" Radio's *You Are There*," *American Journalism* 28, no. 1 (2011): 9-33.
- Barbara Savage, "Radio and the Political Discourse of Racial Equality," in *Radio Reader: Essays in the Cultural History of Radio*, ed. Michele Hilmes and Jason Loviglio (New York: Routledge, 2002).
- John Tosh, *The Pursuit of History, 5th Edition*, Chapter 9, pp. 246-73.

Week Seven Mass Communication History & Imagined Communities
February 28

- Benedict Anderson, *Imagined Communities*.
- Susan Smulyan, "Live from Waikiki: Colonialism, Race, and Radio in Hawaii, 1934-1963," *Historical Journal of Film, Radio and Television* 27 (March 2007), 63-75.

Week Eight Mass Communication History & Oral History
March 7

- Gwyn Prins, "Chapter Six: Oral History," in *New Perspectives on Historical Writing, 2nd ed.*, Peter Burke (University Park, Pa.: Pennsylvania State University Press, 2001). Blackboard
- Gwyneth Mellinger, "Rekindling the Fire: The Compromise that Initiated the Formal Integration of Daily Newspaper Newsrooms," *American Journalism* 25 (Summer 2008), 97-126.
- Mike Conway, "A Guest in Our Living Room: The Television Newscaster before the Rise of the Dominant Anchor," *Journal of Broadcasting & Electronic Media* 51 (September 2007), 457-478.

*Research paper proposal due today

***** Spring Break March 11-15 *****

Week Nine Mass Communication History & Habermas's Theory of the Public Sphere
March 21

- Rodney Benson, "Shaping the Public Sphere: Habermas and Beyond," *American Sociology* 40 (2009): 175-197.
- Craig Calhoun, "Introduction: Habermas and the Public Sphere," 1-50. In *Habermas and the Public Sphere* (Cambridge, Mass.: MIT Press, 1993). Blackboard
- Daniel Hallin, "Introduction: American Journalism and the Public Sphere," in *We Keep America on Top of the World: Television Journalism and the Public Sphere* (London and New York: Routledge, 1993), 1-17. Blackboard
- Michael Schudson, "Public Spheres, Imagined Communities, and the Underdeveloped Historical Understanding of Journalism," *Explorations in Communication and History*.

Week Ten Mass Communication History & Alexander's Theory of the Civil Sphere
March 28

- Jeffrey C. Alexander, ch. 12, "Race and Civil Repair (2): The Civil Rights Movement and Communicative Solidarity," *The Civil Sphere* (New York: Oxford University Press, 2006): 293-316.
- Jeffrey C. Alexander, "On the Interpretation of *The Civil Sphere*: Understanding and Contention in Contemporary Social Science," *Sociological Quarterly* 48 (2007): 641-659.
- Chad Alan Goldberg, "Refelctions on Jeffrey C. Alexander's The Civil Sphere," *Sociological Quarterly* 48 (2007): 629-639.

Week Eleven Understanding the History of the Field:
April 4 The History of Quantitative Social Research

- Sarah E. Igo, *The Averaged American: Surveys, Citizens, and the Making of a Mass Public* (Cambridge: Harvard University Press, 2008).

**Book review of Igo's Averaged American due today*

Week Twelve The Problems of Journalism History
April 11

- James W. Carey, "The Problem of Journalism History," *Journalism History* 1 (Spring 1974): 3-5, 27.
- Kathy Roberts Forde and Katherine A. Foss, "'The Facts—The Color!—The Facts': The Idea of a Report in American Print Culture, 1885-1910," *Book History*, vol. 15 (2012): 123-151.
- John Nerone, "Does Journalism History Matter?," *American Journalism* 28, no. 3 (fall 2011): 7-27.
- David Paul Nord, "A Plea for Journalism History," *Journalism History* 15 (Spring 1988): 8-17.
- David Paul Nord, "Intellectual History, Social History, Cultural History . . . and Our History," *Journalism Quarterly*, 67 (Winter 1990): 645-648.
- David Paul Nord, "James Carey and Journalism History: A Remembrance," *Journalism History* 32 (Fall 2006): 122-127.

- Michael Schudson, "Toward a Troubleshooting Manual for Journalism History," *Journalism & Mass Communication Quarterly* 74 (Autumn 1997): 463-476.

Week Thirteen **Research week**
April 18

Week Fourteen **Paper presentations**
April 25 **Final papers due**