



## missouri school of **Journalism**

### **J3000: History of American Journalism**

Fall, 2011

Tuesday and Thursday, 12:30 p.m. – 1:45 p.m.  
Fisher Auditorium, 87 Gannett Hall



### **Instructor and Teaching Assistants**

- Professor: Yong Z. Volz, Ph.D.  
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107 Neff Hall | Office hours: 2:00 p.m.- 3:30 p.m. Tuesday and Thursday, or by appointment
- Teaching Assistants: Erika Johnson [ekjwvf@mizzou.edu](mailto:ekjwvf@mizzou.edu); Sarah Tucker [skt7w2@missouri.edu](mailto:skt7w2@missouri.edu)

If you have questions about the assignment, study guide, grade or attendance, please consult a teaching assistant. If your last name begins with A-J, your contact is Erika Johnson; if your last name begins with K-Z, your contact is Sarah Tucker. Johnson and Tucker will also hold office hours in 108 Neff (Student Lounge) before and after each exam to answer your questions and concerns. You may also make appointments with your TA at other times.

Note: Please include “J3000” on the subject line when you email the instructor or the TAs, so we can prioritize our response to you.

### **Course Description and Objectives**

This course examines the evolution of American journalism -- both as an idea and as a cultural and social practice and institution -- within the larger historical drift of American society from the early colonial era until today. Specifically, it serves five main purposes:

- To introduce important figures (both men and women), events, ideas, and institutions that have shaped American journalism;
- To seek the place of journalism in the cultural, political, social and economic life of American people (for example, the impact of the press on presidential politics throughout U.S. history);
- To look for lessons, parallels, and relevant contrasts from the past 300+ years of American journalism in order to better understand and critically evaluate the progress and problems of today’s news business;
- To identify the main themes and topics in the historiography of American journalism;
- To learn how to conduct oral history, a valuable skill for primary-source research, in-depth reporting and gaining a historical perspective on today’s media.

## Course Materials

### ➤ Books (required):

Wm. David Sloan (Ed.) (2010). *The media in America: A history*. 8<sup>th</sup> edition. Northport, Ala.: Vision.

Michael Schudson (1978). *Discovering the news: A social history of American newspapers*. New York: Basic.

- ### ➤ Other readings (required):
- a few additional readings include both academic journal articles and book chapters that discuss specific topics of journalism history and magazine articles that address issues on current media institutions and ideas. Those readings can be downloaded from the Blackboard class site.
- ### ➤ Additional readings:
- If you are interested in a particular topic, you are encouraged to read beyond the required readings, and I will give you a more extensive reading list.

## Course Structure and Procedures

- ### ➤ The class will include lectures and class discussions.
- Since facts, data and references are readily available in the readings, and most of the readings are clear and self-explanatory, the main purpose of the lecture is to 1) help you identify the most important facts and arguments in the readings; 2) provide supplementary information to reinforce the readings; 3) help you develop critical perspectives and analytical skills.
- ### ➤ Class attendance and participation are required.
- You are responsible to take notes during the class; instructor's PowerPoint presentations will NOT be posted on the Blackboard.

## Requirements and Grading

### ➤ *Three exams (each 100 points)*

Three exams will be given in class on **September 29**, **October 27** and **December 8**. Exams are not cumulative. They will be of equal weight, each covering approximately one-third of the course materials, including readings, lectures and discussions.

### ➤ *One research project (100 points)*

You will conduct an oral history with someone older than 65 years, and the goal is to explore how media use has changed over time. Detailed instructions will be given in class, but here is a brief description of the assignment.

Where to find the person? You can either interview a family member or someone else who is 65 or older. Senior citizen centers or churches may be good places to find potential interviewees.

What to ask during the interview? Prepare a detailed interview guideline ahead of time. Questions can include, but are not limited to, the following: 1) biographical information (where did the person grow up? What was it like to be a kid, a teenager, a young person then? Did she or he go to college? Marry? Have children? Career? etc.); 2) media use (how did she/he use media in everyday life? What newspapers or magazines did she/he read over time? Was telephone new at any point? Does she or recall the use of telegraph? What kind of radio programs did she/he listen to, and why? What television programs did she/he watch, and why? How has the news changed? For the better, or for the worse? etc.); 3) impact of media use (What major news events did s/he recall? Did those change her/his perspective of life? Did changes in media technologies make a difference in her or his life? etc.). Use these questions to get started, and make up your own list. Add things to it. Prepare enough questions for a one-and-a-half-hour interview. A consent form should also be prepared for your interviewee.

What to write about? The final paper should not be a mere summary of the interview transcript. Rather, you need to organize and contextualize the information into an analytical essay about how media use has evolved over time and how the changes have affected people's lives, both in the processes and in the outcomes, both in private lives and in public lives, both in a positive way and in a negative way. Class readings, lectures and/or additional sources should be consulted for your historical explanations.

Your paper must be typed, double-spaced, and 7 to 8 pages in length.

When is it due? A research prospectus, including the name and contact information of the person you would like to interview and a list of interview questions, will be due at the beginning of the class on **September 20**. Your final paper must be turned in at the beginning of class on **November 17**. No late submissions will be accepted. In addition to the hard copy, you also need to submit an electronic copy of your paper to SAFEASSIGN on blackboard no later than **November 17**. Your paper won't be graded unless you submit it to SAFEASSIGN.

Want help? Details on how to conduct oral history as well as the format and topic of the research project will be discussed in class and further instructions will be handed out. Start your papers as early as possible. If you have any questions in your researching or writing process, you are encouraged to consult the instructor or the TAs for advice.

***Final grades will be based on (and we DO NOT offer extra credit):***

Three exams:	(dates: <b>9/29, 10/27, 12/8</b> )	300 points (3@100 points)
Oral history prospectus:	(due date: <b>9/20</b> )	10 points
Oral history paper:	(due date: <b>11/17</b> )	<u>90 points</u>
	Total:	400 points

***Grading scale:***

A+	98-100 percent	C	74-77.99 percent
A	94-97.99 percent	C-	70-73.99 percent
A-	90-93.99 percent	D+	68-69.99 percent
B+	88-89.99 percent	D	64-67.99 percent
B	84-87.99 percent	D-	60-63.99 percent

B-	80-83.99 percent	F	59.99 percent & below
C+	78-79.99 percent		

## Course Policies

- **Late assignment policy:** Start your research project early. No excuses (computer eats up your paper, car breaks down, memory lapses, or whatever) will be accepted for late submission. You are responsible for observing the deadline and you are expected to submit your paper in class rather than send them via e-mail. Your work should be of professional quality with spelling, grammar and punctuation carefully checked; no handwritten work will be accepted.
- **Makeup exam policy:** Sometimes events occur outside of our control, forcing us to postpone other events in our lives. This is understandable. Should you miss an exam, however, certain rules need to be established, mainly that we must have documented proof concerning your absence and, if possible, we need an advance notice that you will be missing a certain exam. In other words, no makeup exam will be given unless requested in advance with legitimate reasons (such as sickness with the doctor's note).
- **Classroom policy and civility expectations:** So that everyone can have a positive learning experience, it is crucial that students act in a manner that is respectful both to each other and to the instructor. With this in mind, it is expected that students will adhere to the following guidelines:
  - **Arriving and departing.** Please be on time to class and do not leave the classroom until the instructor has brought the activities to a conclusion. Arriving late, and particularly leaving early can be very disruptive. If on a given day you absolutely must leave early, please be courteous and let the instructor know ahead of time. Points can be deducted for later arrival and earlier departure.
  - **Electronics etiquette.** During class, cell phones should be turned off and computers used only as a support for your learning experience in the classroom (i.e. taking notes). Conducting personal business (facebook, youtube, reading the newspaper, checking emails, etc.) is both disrespectful to the presenters and distracting for your classmates.
  - **Mutual respect.** Because this class needs to be a participatory community if students are to fulfill their potential for learning, rude, sarcastic, obscene or disrespectful speech or disruptive behavior will not be tolerated. In order to achieve our educational goals and to encourage the expression, testing, understanding and creation of a variety of ideas and opinions, respect must be shown to everyone.

## General Policies

### ➤ *Academic Honesty*

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and

honorably acquired, developed and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful.

Academic misconduct includes but is not limited to the following:

- Use of materials from another author without citation or attribution.
- Use of verbatim materials from another author without citation or attribution.
- Extensive use of materials from past assignments without permission of your instructor.
- Extensive use of materials from assignments in other classes without permission of your instructor.
- Fabricating information in news or feature stories, whether for publication or not.
- Fabricating sources in news or feature stories, whether for publication or not.
- Fabricating quotes in news or feature stories, whether for publication or not.
- Lack of full disclosure or permission from editors when controversial reportorial techniques, such as going undercover to get news, are used.

When in doubt about plagiarism, paraphrasing, quoting or collaboration, consult with your instructor. For closed-book exams and exercises, academic misconduct includes conferring with other class members, copying or reading someone else's test and using notes and materials without prior permission of the instructor. For open-book exams and exercises, academic misconduct includes copying or reading someone else's work.

#### ➤ ***Classroom Misconduct***

Classroom misconduct includes forgery of class attendance; obstruction or disruption of teaching, including late arrival or early departure; failure to turn off cellular telephones leading to disruption of teaching; playing games or surfing the Internet on laptop computers unless instructed to do so; physical abuse or safety threats; theft; property damage; disruptive, lewd or obscene conduct; abuse of computer time; repeated failure to attend class when attendance is required; and repeated failure to participate or respond in class when class participation is required.

Under MU policy, your instructor has the right to ask for your removal from the course for misconduct, disruptive behavior or excessive absences. The instructor then has the right to issue a grade of withdraw, withdraw failing or F. The instructor alone is responsible for assigning the grade in such circumstances.

#### ➤ ***Dishonesty and Misconduct Reporting Procedures***

MU faculty are required to report all instances of academic or classroom misconduct to the appropriate campus officials. Allegations of classroom misconduct will be forwarded immediately to MU's Vice Chancellor for Student Services. Allegations of academic misconduct will be forwarded immediately to MU's Office of the Provost. In cases of academic misconduct, the student will receive at least a zero for the assignment in question.

#### ➤ ***Professional Standards and Ethics***

The School of Journalism is committed to the highest standards of academic and professional ethics and expects its students to adhere to those standards. Students should be familiar with the Code of Ethics of the Society of Professional Journalists and adhere to its restrictions. Students are expected to observe strict honesty in academic programs and as representatives of school-related media. Should any student be guilty of plagiarism, falsification, misrepresentation or other forms of dishonesty in any assigned work, that student may be subject to a failing grade from the instructor and such disciplinary action as may be necessary under University regulations.

➤ ***University of Missouri Notice of Nondiscrimination***

The University of Missouri System is an Equal Opportunity/ Affirmative Action institution and is nondiscriminatory relative to race, religion, color, national origin, sex, sexual orientation, age, disability or status as a Vietnam-era veteran. Any person having inquiries concerning the University of Missouri-Columbia's compliance with implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act of 1990, or other civil rights laws should contact the Assistant Vice Chancellor, Human Resource Services, University of Missouri-Columbia, 130 Heinkel Building, Columbia, Mo. 65211, (573) 882-4256, or the Assistant Secretary for Civil Rights, U.S. Department of Education.

➤ ***Accommodations***

If you have special needs as addressed by the Americans with Disabilities Act and need assistance, please notify me immediately. The school will make reasonable efforts to accommodate your special needs. Students are excused for recognized religious holidays. Please let me know in advance if you have a conflict.

➤ ***ADA Compliance***

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the Office of Disability Services, S5 Memorial Union, 882-4696, or the course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

➤ ***Religious Holidays***

Students are excused for recognized religious holidays. Let your instructor know in advance if you have a conflict.

➤ ***Intellectual Pluralism***

The University community welcomes intellectual diversity and respects student rights. Students who have questions concerning the quality of instruction in this class may address concerns to either the Departmental Chair or Divisional leader or Director of the Office of Students Rights and Responsibilities (<http://osrr.missouri.edu/>). All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

## Class Schedule and Readings (subject to change)

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### Week 1:

(8/23)

#### **Introduction: Defining the History of American Journalism**

*Questions:*

What is journalism? And what is it worth? -- Is there a distinctive form of American journalism? -- History: What is it for? Who is it for? And why does it matter?

*Read:*

Sloan, *Media in America*, Introduction: "Why Study Media History?"

(8/25)

#### **Media Type I: Colonialism and the Colonial Press**

*Questions:*

What are the roots of American journalism? -- How was news defined differently in colonial America, and what impact did that have on newspaper content?

*Read:*

Sloan, *Media in America*, Chapter 3, "The colonial press, 1690-1765"

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### Week 2:

(8/30, 9/1)

#### **Media Type II: Politicization and the Revolutionary Press**

*Questions:*

What was the role and function of the press during the Revolution? How can the changing attitudes of the newspaper editors be explained? How did the idea of the freedom of the press take shape?

*Read:*

Sloan, *Media in America*, Chapter 4, "The revolutionary press, 1765-1783"

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### Week 3:

(9/6, 9/8)

#### **Media Type III: Partisanship and the Party Press**

*Questions:*

What is partisan journalism? -- How can the rise of partisan journalism after the Revolution be explained? What was it good for in the 18<sup>th</sup> and the 19<sup>th</sup> century? -- What are the likenesses and differences between partisan media in the early Republican period and that of today? -- Does objective journalism better serve democracy than partisan journalism?

*Read:*

Sloan, *Media in America*, Chapter 5, “The party press, 1783-1833”

Barone, Michael (1996). The return of partisan journalism. *American Enterprise*, 7 (2): 29-31. On Blackboard.

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**Week 4: Media Type IV: Commercialization and the Penny Press**

(9/13, 9/15) *Questions:*

Why had news become commercialized in the nineteenth century at the expense of older notions of news as political persuasion? – How do we understand the significance of the rise of the so-called “penny press”? How did commercialization reshape news definitions?

*Read:*

Sloan, *Media in America*, Chapter 7, “The penny press, 1833-1861”

Schudson, *Discovering the news*, Chapter 1, “The revolution in American journalism in the age of egalitarianism: The penny press.”

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**Week 5: Media Type V: Sensationalization and the Yellow Journalism**

(9/20, 9/22) *Questions:*

What social conditions gave rise to media sensationalism in the nineteenth century and the twentieth century? -- What is the effect of media sensationalism on American political and cultural lives? -- What are the similarities and differences between the “yellow journalism” period and today’s tabloid journalism? -- What are the legacies of yellow journalism on contemporary journalism? -- From a historical perspective, is sensationalism necessarily a bad media practice?

*Read:*

Schudson, *Discovering the news*, Chapter 3, “Stories and information.”

Campbell, Joseph (2001). *Yellow journalism: Puncturing the myths, defining the legacies*, Chapter 6, “Echoes in contemporary journalism,” pp.175-191. Praeger Publishers. On Blackboard.

*Research prospectus is due on September 20*

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**Week 6: Media Type VI: Professionalization and Objective Journalism**

(9/27, 9/29) *Questions:*

Where do our present-day notions of objectivity and balance come from in the 19<sup>th</sup> and 20<sup>th</sup> centuries? -- How were those notions institutionalized and standardized? – Does media professionalization better serve the purpose of democracy or, does it hinder the democratic process?

*Read:*

Schudson, *Discovering the news*, Chapter 4, “Objectivity becomes ideology”

Winfield, Betty (2008) (ed). “Emerging professionalism and modernity,” in *Journalism 1908: Birth of a profession*, pp.1-14. Columbia: University of Missouri Press. On Blackboard.

*First exam: September 29*

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**Week 7: Media Structure I: Magazine**

(10/4, 10/6) *Questions:*

What was the social origin of American magazines? How did the popularity, content and roles of magazines change in twentieth-century America? And what are the forces, individual and institutional, that shaped them?

*Read:*

Sloan, *Media in America*, Chapter 13, “American magazines, 1740-1900”

Sloan, *Media in America*, Chapter 20, “The age of mass magazines, 1900-present”

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**Week 8: Media Structure II: Broadcasting**

(10/11, 10/13) *Questions:*

How did the emergence of radio, and later television, change the concept and practice of journalism? -- What has been the role of broadcasting in the American political process and cultural changes? -- Should broadcasting be regulated by the government?

*Read:*

Sloan, *Media in America*, Chapter 18, “Radio comes of age, 1900-1945”

Starr, Paul (2004). *The creation of the media: political origins of modern communication*. Chapter 11, "Creating the new public sphere," pp.347-384. On Blackboard.

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**Week 9: Media Structure III: Advertising**

(10/18, 10/20) *Questions:*

What kind of social transformation in the nineteenth century gave rise to advertising, which soon became an important element in the American economy and culture? -- How, historically, do advertising affect media practices and news content? -- How can we understand the historical relationships between advertising and journalism?

*Read:*

Sloan, *Media in America*, Chapter 14, "The development of advertising, 1700-1900"

Sloan, *Media in America*, Chapter 21, "Modern advertising, 1900-present"

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**Week 10: Media Structure IV: Public Relations**

(10/25, 10/27) *Questions:*

What are the social conditions for the emergence of public relations? -- Is public relations a gendered field? -- How has the rise of public relations affected media practices? -- How does business and government use public relations to shape public opinion rather than be influenced by it?

*Read:*

Sloan, *Media in America*, Chapter 22, "Public relations, 1900-present"

Schudson, *Discovering the news*, Chapter 5, "Objectivity, news management, and the critical culture"

*Second exam: October 27*

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**Week 11: Theme I: Race and Advocacy Journalism**

(11/1, 11/3) *Questions:*

Should journalism include advocacy? -- What motivated the rise of a black press in the U.S.? -- What was the role of the black press in American everyday lives as well as in wars and social movements? -- Is a black press still necessary today? -- Based on its history, what is the future of the black press?

*Read:*

Nelson, Stanley et al. (1999). Educational materials for the documentary “The black press: soldiers without swords”. On Blackboard.

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**Week 12 Theme II: Women and Gendered Journalism**

(11/8, 11/10) *Questions:*

Is journalism gendered? -- How have women succeeded or not succeeded in making their voices heard? -- From a historical perspective, what are the likeness and differences between the women’s press and the black press? -- Whether and how gender makes a difference in journalistic careers today?

*Read:*

Maurine H. Beasley and Sheila J. Gibbons (2003). *Taking their place: A documentary history of women and journalism*, Chapter 1, pp.1-39. Pennsylvania: Strata. On Blackboard.

Read at least one interview transcript from *Washington Press Club Foundation Oral History Project*. Pay attention to her career path and her challenges as a female journalist as well as her journalistic accomplishment. You can locate the interviews at <http://wpcf.org/oralhistory/intvwees.html>

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**Week 13: Theme III: Propaganda, Censorship and Wartime Journalism**

(11/15, 11/17) *Questions:*

What is propaganda and censorship? -- How were they justified during wartime? -- Should free expression be subject to the war efforts? -- How has the relationship between the press and the government changed in each of the following wars: Spanish American War, WWI, WWII, Korean War, Vietnam War, Gulf War and Iraq War? And what are factors that might have brought about the changes?

*Read:*

Sloan, *Media in America*, Chapter 17, “The media and national crises, 1917-1945”

Blanchard, Margaret (2002). Free expression at wartime: Why can’t we ever learn? Cycles of stability, expression and freedom of expression in United States history. *Communication Law & Policy*, 7 (4): 347-378. On Blackboard.

*Project due on November 17*

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**Week 14: Thanksgiving (no class)**

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**Week 15: Theme IV: The “New” Media**

(11/29, 12/1) *Questions:*

What is new media? And how “new” are they? -- How can we historically evaluate the impact of new media technologies on American economic, political and community lives? -- What are the challenges for the traditional media and what are their chances to survive?

*Read:*

Sloan, *Media in America*, Chapter 25, “The contemporary media, 2000-present”

Nord, David (1986). The ironies of communication technology: Why predictions of the future so often go wrong. *The Cresset*, 49 (March): 15-20. On Blackboard.

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**Week 16: Review and Exam**

(12/6, 12/8)

*Third exam: December 8*