

## **Journalism 8030: History of Mass Media**

Fall Semester, 2011

Friday, 10:00 a.m.–12:45 p.m.

276 Gannett Hall

Instructor: Dr. Yong Z. Volz

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Office hours: 2:00-3:30 p.m. Tuesday and Thursday; or by appointment

### **Course Description**

This is a graduate-level course on the history of American journalism and mass media. It is designed to 1) help you improve your historical knowledge about the developments and transitions of American mass media within the larger historical drifts of American society; 2) give you a foundation for understanding your professional roots; 3) cultivate a historical perspective and basis for understanding and evaluating the progress and problems of today's mass media; 4) identify the main themes and topics in the historiography of American journalism; 5) to learn how to interpret historical materials and develop a historical paper.

The class is organized as part readings colloquium and part research seminar. I hope the class can serve as a framework for the study of both substantive history and the nuts and bolts of historical research.

### **Course Materials**

Starr, Paul (2005). *The creation of the media: Political origins of modern communications*. New York: Basic Books. (Required)

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

Other required readings include book chapters, journal articles, and magazine essays. Most of the journal articles can be found through MU library's E-Journal service, but they are also available on E-Res, along with the book chapters. Magazine essays can be found on the general websites, as indicted in the weekly schedule. If you run into trouble getting the material, please let me know right away.

### **Requirements**

#### Attendance and Participation

- ✚ Attendance is mandatory. If you have to miss a class, please notify the instructor in advance and provide necessary documentation. Being late more than 15 minutes will count as an absence.

- ✚ You are required not merely to attend, but also to participate in each class session. The first portion of each class session is presentation and discussion of the readings, and during the second portion the class will work on relevant exercises designed by the instructor. To participate, you must have prepared by completing all of the assigned readings and by thinking critically about each of those readings.
- ✚ The quality of your experience with this course depends in part on the degree of your participation. Asking questions, making observations, introducing issues for debate and sharing your research experiences are all good ways to start.
- ✚ We will create a safe atmosphere for open discussion. This means both active listening to one another (and not always thinking about what you would say next) and that all members have an opportunity to contribute rather than the discussion being dominated by a few.

### Presentation

- ✚ You will take turns serving as presenters and discussion leaders for the first 30-40 minutes of each of the class sessions. You will sign up for topics during the first week of class.
- ✚ The presenters will need to meet outside of class to prepare. If the students would like input, I am more than happy to join the meeting.
- ✚ During the class, the presenters will give a brief, synthesized summary of the readings, clarify issues, raise questions, lead discussion, and conclude with critical comments and observations.
- ✚ By the end of the course, you will be given a grade for your overall performance in your presentations (including preparation, creativity, organization, and presentation skills).

### Readings and Weekly Notes

- ✚ The readings are organized around historical themes or issues, which are in turn organized chronologically. The readings focus on “selected topics,” but also cover enough range to provide a general survey of the field.
- ✚ You must complete all of the course readings before coming to the class.
- ✚ When you read, make sure you take notes. The notes should 1) summarize and evaluate the main ideas and interesting points of each of the readings (see handout), and 2) jot down questions concerning (or beyond) the topics covered in the readings.
- ✚ You are required to submit your weekly notes of the readings (5 points each), due at the end of each class section (3-4 pages, single-spaced, hard copy). Details will be further explained during the first day of class.

### Research Paper

- ✚ I would like you to use this class to develop a piece of actual historical research. You may take up a topic from any of the weekly readings. or develop a paper based on an archive you would like explore, or study a topic of your own choice. My aim is to be flexible to serve your interests.
- ✚ Through this research project, I want you to explore the joys of planning and conducting historical research, and if possible, have an opportunity to explore locally available archives.

- ✚ For some of you, this might be the first draft of an eventually publishable paper. For others, I hope you can use this exercise to fine-tune your skills of researching and writing, which should be helpful for your future media career.
- ✚ I will work with each of you closely on the project. During the 7<sup>th</sup> week, a 30 minute meeting will be arranged with each of you discussing the topics and available resources for your research project. You are also encouraged to make additional appointments if necessary.
- ✚ The final paper will be due on Dec. 2. It must be turned in as hard copy. No late submissions will be accepted.
- ✚ During the last week, you will present to the class your research findings and get feedback from the class.

## Grading

Class participation	30 points
Class presentation	20 points
Weekly notes (10/11; one “buy” week)	50 points (10@5 points)
Research Paper	100 points
Class attendance	<u>deduct 10 points for each unexcused absence</u>
	Total: 200 points

A: 90-100%; B: 80-89.99%; C: 70-79.99%; D: 60-69.99%; F: 59% & below

## Accommodations

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify me immediately. The school will make reasonable efforts to accommodate your special needs.

## 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 stories.
- ✚ Fabricating sources in news stories.
- ✚ Fabricating quotes in news stories.

- ✚ 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, 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 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 Affairs. 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.

### **Religious Holidays**

Students are excused for religious holidays. Please let me know in advance if you have a conflict.

## Course Outline

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- 8/26 History and Historiography
  - 9/2 Mapping the Field of Journalism History
  - 9/9 Media and the Public Sphere in Early America
  - 9/16 News for a Revolution
  - 9/23 Building the Nation-State
  - 9/30 Freedom of the Press
  - 10/7 No class. Individual meetings.
  - 10/14 Commercialization: the Economy of News
  - 10/21 Professionalization: the Objectivity Question
  - 10/28 Consumption and Consumerism: Advertising and Mass Magazines
  - 11/4 Media Technologies
  - 11/11 Gendered Field: Women and Media
  - 11/18 Historical Research
  - 12/2 Presentation

## Class Schedule and Readings (subject to change)

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### Week 1: History and Historiography

(1/24)

*Read:* Tucher, Andie (2004). Whose turf is the past? *Columbia Journalism Review*, (September/October) (email attachment).

Ayers, Edward (2006). History at the margins. *Slate*, Nov. 9.  
<http://www.slate.com/id/2153327/>

Mattson, Kevin (2005). Channeling history. *Dissent*, 52.  
<http://www.dissentmagazine.org/article/?article=185>

Foner, Eric Foner (2002). Changing history. *Nation* (September).  
<http://www.ericfoner.com/articles/090502nation.html>

Nord, David Paul (2003). 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, pp. 362-385. (email attachment)

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### Week 2: Mapping the Field of Journalism History

(9/2)

*Read:* Carey, James (1974). The problem of journalism history. *Journalism History*, 1 (Spring), also in *James Carey: A Reader*, ed. by Eve S. Munson and Catherine A. Warren (1997). Minneapolis: University of Minnesota Press.

Schudson, Michael (1997). Introduction/The problem of journalism History. in *James Carey*, ed. by Munson and Warren.

Nord, David Paul (1988). A plea for journalism history. *Journalism History*, 15 (Spring).

Schudson, Michael (1997). Toward a troubleshooting manual for journalism history. *Journalism & Mass Communication Quarterly*, 74 (Autumn).

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### Week 3 Media and the Public Sphere in Early America

(9/9)

*Read:* Starr, *Creation of the Media*, Introduction and Chap. 2 (pp. 47-62).

Nord, David Paul (2001). *Communities of journalism: A history of American newspapers and their readers*. Urbana: University of Illinois Press. Introduction and Chap. 1.

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**Week 4: News for a Revolution**

(9/16)

Read: Starr, *Creating of the Media*, Chap. 2 (pp. 62-71).

Nash, Gary (2005). America's unfinished revolution. *Chronicle of Higher Education* (July 1). <http://hnn.us/articles/13177.html>

Leonard, Thomas (1980). News for a revolution: The expose in America, 1768-1773. *Journal of American History*, 67.

<http://www.jstor.org/stable/1900439?seq=2>

Waldstreicher, David (1995). Rites of rebellion, rites of assent: Celebrations, print culture, and the origins of American nationalism. *Journal of American History*, 82.

<http://www.jstor.org/stable/2081914>

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**Week 5: Building the Nation-State**

(9/23)

Read: Starr, *Creating of the Media*, Chap. 2 (pp. 71-82), and Chap. 3.

Schudson, Michael (1997). Sending a political message: Lessons from the American 1790s. *Media, Culture & Society*, 19.

<http://mcs.sagepub.com/content/19/3/311.full.pdf+html>

Pasley, Jeffrey (2001). *The tyranny of printers: Newspaper politics in the Early American Republic*. Chapel Hill: University of North Carolina press. Chap. 2.

Nord, David Paul (2001). *Communities of journalism: A history of American newspapers and their readers*. Urbana: University of Illinois Press. Chap. 3.

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**Week 6 Freedom of the Press**

(9/30)

Read: Martin, Robert (1994). From the "free and open" press to the "press of freedom": Liberalism, Republicanism and early American press liberty. *History of Political Thought*, 15.

Pasley, Jeffrey (2005). Review of Robert Martin's *The Free and Open Press. William and Mary Quarterly*, 62.

Anderson, David (1983). The origins of the press clause. *UCLA Law Review*, 30.

Levy, Leonard (1984). On the origins of the free press clause. *UCLA Law Review*, 32.

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**Week 7: No class. Individual meetings will be arranged.**

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**Week 8: Commercialization: The Economy of News**

(10/14)

*Read:* Starr, *Creation of the media*, Chap. 4.

Steffen, Charles (2003). Newspapers for free: The economies of newspaper circulation in the early Republic. *Journal of the early Republic*, 23.

Schudson, *Discovering the news*, Chap. 1.

Nerone, John (1987). The mythology of the penny press. *Critical Studies in Mass Communication*, 4.

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**Week 9: Professionalization: The Objectivity Question**

(10/21)

*Read:* Schudson, *Discovering the news*, Introduction, Chap. 2, Chap. 3, and Chap. 4.

Winfield, Betty (2008). Emerging professionalism and modernity. In *Journalism 1908: Birth of a profession*, pp.1-14. Columbia: University of Missouri Press.

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**Week 10: Consumption and Consumerism: Advertising and Mass Magazines**

(10/28)

*Read:* Schudson, Michael (1986). Historical roots of consumer culture. In *Advertising, the uneasy persuasion: Its dubious impact on American society*. New York: Basic Books. Chap. 5.

Baldasty, Gerald (1992). Advertising and the press. In *The commercialization of news in the nineteenth century*. Madison: University of Wisconsin Press. Chap. 3.

Wilson, Christopher (1983). The rhetoric of consumption: Mass-market magazines and the demise of the gentle reader, 1880-1920. In *The culture of*



*consumption: Critical essays in American history, 1880-1980.* ed. by Richard Fox and T. J. Lears, New York: Pantheon.

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**Week 11: Media Technology**

(11/4)

*Read:* Nord, David (1986). The ironies of communication technology: Why predictions of the future so often go wrong. *The Cresset*, 49.

Starr, *Creation of the media*, Chap. 5, Chap. 6, Chap. 10, and Chap. 11.

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**Week 12: Gendered Field: Women in Media**

(11/11)

*Read:* Beasley, Maurine and Gibbons, Sheila (2003). *Taking their place: A documentary history of women and journalism.* Pennsylvania: Strata. Chap. 1.

Chambers, Deborah, Steiner, Linda and Fleming, Carole (2004). *Women and journalism.* London and New York: Routledge. Chap. 1 and Chap. 10.

Steiner, Linda. Gender at work: Early accounts by women journalists. *Journalism History*, Spring 1997.

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**Week 13: Historical Research**

(11/18)

*Read:* Tilly, Charles (2002). How I work. Excerpt from *Lullaby, chorale, or hurdy-gurdy tune?* an afterword to Roger Gould, ed., *The rational-choice controversy in historical sociology.* Chicago: University of Chicago Press. (handout)

Nerone, John (1993). Theory and history. *Communication Theory*, 3.

Nord, David (1990). Intellectual history, social history, cultural history, and our history. *Journalism Quarterly*, 67.

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**Week 14: Thanksgiving Break**

No class. Work on your final paper.

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**Week 15: Presentation and Critique**

(12/2)