

Journalism 450 (9401) – History of Journalism (Spring 2019)
T/R 11:15 a.m.-12:30 p.m., FF 114

Instructor: Gerry Lanosga
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“Only a small part of what happened in the past was ever observed....
And only a part of what was observed in the past was remembered by
those who observed it; only a part of what was remembered was
recorded; only a part of what was recorded has survived; only a part of
what has survived has come to historians’ attention; only a part of what
has come to their attention is credible; only a part of what is credible has
been grasped; and only a part of what has been grasped can be
expounded or narrated by the historian.”

- Louis Gottschalk



“No historian lines up all the dots. Every work of history is a ridiculously selective selection from the universe of possible dots. What the historian is claiming is that these are the particular dots that lead us from there to here, or from time step 1 to time step 1.1. Lots of other stuff happened, the historian will agree. But, if *these* things hadn’t happened, then life as we know it wouldn’t be, well, as we know it.”

- Louis Menand

About the Course

This course is concerned with the relationship between the news media and American society from the colonial period through the present. Naturally, we will study certain people, institutions, events, and ideas that make up our notions of journalism history. But understanding that history means more than merely mastering a collection of facts. It means understanding both changes and continuities in journalism and the ways in which the news media have affected and been affected by society. In addition, J450 aims to explore history as a particular intellectual discipline, or a way of knowing. As Jacques Barzun and Henry F. Graff wrote, "History is not simply an academic subject among many others but one of the ways in which we think." In exploring this form of inquiry, we will further solidify your mastery of the core skills that IU's College of Arts and Sciences aims to impart to students, namely "to question critically, think logically, communicate clearly, act creatively, and live ethically."

To accomplish all this in J450, you will both read history as written by professional historians and "do history" of your own working with journalism-related primary sources from IU's expansive archival holdings. Because this is not a lecture-based course but rather a reading-intensive seminar, I expect you to actively participate in discussions of the material. Ultimately, I hope this course will do two important things: first, push you to think critically about journalism as an institution in society and second, help improve your ability to write using argumentation and evidence. Though this is not, strictly speaking, a "skills course," the skills of persuasive writing and critical thinking are valuable and sought after in many fields of endeavor – not just journalism and communications.

Learning Outcomes

In this course you will:

- Build on your general understanding of the broad sweep of U.S. history.
- Gain an understanding of the historical relationship of the mass media to American social, economic, and cultural patterns and developments.
- Develop an appreciation for journalism as it is practiced today through an understanding of its history.
- Learn the methods and processes of historical research.

Required Texts

- *Discovering the News: A Social History of American Newspapers*, Michael Schudson, 1978. Available for purchase online or at the IU bookstore.
- *Covering America: A Narrative History of American Journalism*, Chris Daly. Online resource available through IUCAT: <http://iucat.iu.edu/catalog/14086939>
- Additional required readings will be distributed through Canvas as noted in the schedule below.

Assignments and grading

Your grade in this class will be based on the following:

- Two exams – one midterm, one final **(15% each)**
- Reading quizzes **(20%)**
- Evaluating Sources worksheets **(5%)**
- Class participation **(15%)**
- Final research project **(30%)**

I use the university's standard grading scale, which is calculated automatically in Canvas. I do not curve scores or round final grades.

Exams

These will be a mix of objective and essay questions, and I typically build in bonus points.

Reading quizzes

There will be 10 reading quizzes throughout the semester, as detailed in the schedule below. Missed quizzes may not be made up, but I will drop the two lowest scores. The quizzes will focus on major concepts in the readings as opposed to names and dates.

Evaluating Sources worksheets

These brief assignments – part of a series of modules being tested by the Department of Teaching and Learning, are designed to encourage critical thinking about sources and authors. You should complete the entire Evaluating Sources module located in the Canvas menu.

Participation

See below.

Research project

Working on your own or with a team, you will use archival collections at IU repositories to prepare an original research project on a journalism history topic of your choice. I will provide a detailed description and timeline early in the semester to allow you to pursue this research steadily throughout the course.

Extra credit

There will be one opportunity for extra credit in the course, built around the annual #headlinesinhistory observance. I will add a maximum of 5 points to your midterm score for tweets during this event. I will announce details about this later.

Course Policies

Participation and Timeliness:

Your regular participation and timeliness are important to your academic success. As mentioned above, this is a reading and discussion seminar, so active

engagement is vital for a successful course. All assignments are expected to be submitted by the specified deadlines. Except in cases of extreme hardship, assignments submitted late will be subject to a reduction in points or no points at all.

About class discussion:

Woody Allen famously said that 90 percent of life is showing up. In reality, and in this class, that couldn't be further from the truth. While obviously you must attend class to participate, your participation grade will be based not on attendance but on your participation in class discussions. Below is how I grade participation, and at the end of the semester, I will ask you to assign yourself a participation grade based on this scheme:

- A students will be on time, use laptops only to take notes, show attention with their eyes and body language, volunteer frequently with interesting comments, and show they have done the reading.
- B students will be on time, use laptops only to take notes, show attention with their eyes and body language, but be less likely than A students to volunteer during discussions with ideas, although they often have good commentary when they do speak and have usually done the reading.
- C students are sometimes late, can be seen using laptops/phones to do things other than take notes, and rarely or never offer commentary during class discussion. If you come to class and never speak during discussions, you will not earn a grade better than a C in participation.
- D and F students are often late, use laptops/phones as entertainment, and are essentially bodies in the room, pretty much never adding anything to discussion or in fact detracting from it.

Communication:

I will use Canvas to post class resources and send announcements. Please check your official IU e-mail daily.

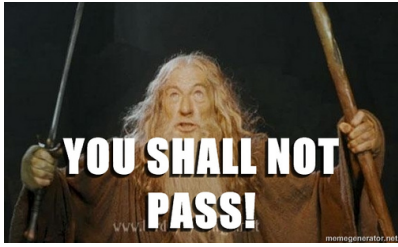
The best way to reach me is by e-mail. Please allow at least 24 hours for me to respond to any emails you send. If you would like to have a phone conversation, please e-mail or text your request so we can set up a time that works for both of us.

I encourage you to visit my Pinboard page for this course, listed above, regularly. I use this to bookmark links of relevance to what we are doing in the course. You are also welcome to follow me on Twitter, where I frequently post items of interest to both research and professional communities (especially in my areas of interest – journalism history, media law and journalistic practice).

Academic Integrity:

As a student at IU, you are expected to adhere to the standards and policies detailed in the [Code of Student Rights, Responsibilities, and Conduct](#) (Code). When you submit an assignment with your name on it, you are signifying that the work contained

therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. All suspected



violations of the *Code* will be reported to the Dean of Students and handled according to University policies. Sanctions for academic misconduct may include a failing grade on the assignment, reduction in your final course grade, and a failing grade in the course, among other possibilities. If you are unsure about the expectations for completing an assignment or taking a test or exam,

be sure to seek clarification beforehand.

Special note regarding Note Selling:

Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies and additional consequences may result.

About Your Instructor

I am an associate professor in the Media School. My work revolves around the intersection of journalistic practice and public policy, and I use a variety of research approaches to study both historical and contemporary issues such as freedom of information, investigative reporting, and political communication. I also aim to bridge the scholarly and professional realms by producing occasional journalistic works and by continuing involvement with industry organizations in areas that match my research interests, including The Midwest Center for Investigative Reporting, the Indiana Debate Commission and the Indiana Coalition for Open Government. I completed my Ph.D. in 2010 at Indiana University and taught at Ball State University before starting at IU. Previously, I spent nearly two decades as a print and broadcast journalist.

Course schedule

Readings are to be completed for the day on which they are listed. I will notify you of any changes to the schedule in class or via Canvas announcement.

Week One (Jan. 8/10) – Introduction

- Reading Jan. 8: Daly Introduction, Preface and Appendix
- Reading Jan. 10: Foner, “Who Owns History?” (Canvas); Tucher, “Whose Turf is the Past?” (Canvas); Sloan, “Why Study History” (Canvas); Lerner, “Why History Matters” (Canvas); Will, “Compulsory Chapel” (Canvas); Cheney, “The End of History” (Canvas)
- **Quiz 1, January 10**

Week Two (Jan. 15/17) – Doing History I

- Reading Jan 15: Sloan and Stamm 1-3 (Canvas); Shaw, “J-history requires ongoing themes,” (Canvas); Becker, “Everyman His Own Historian,” (Canvas); “What Does it Mean to Think Historically?” (Canvas); Lanosga, “Power of the Prize” (Canvas)
- Reading Jan. 17: Sloan and Stamm 7-8 (Canvas); Sloan, “Topics” (Canvas); Leonard “Reception vs. Production” (Canvas); Neff, “Finding Treasures in Archives” (Canvas)
- **Quiz 2, January 17**

Week Three (Jan. 22/24) – To the Archives We Go!

- Jan. 22: Introduction to Lilly Library; meet at the Lilly
- Jan. 24: Introduction to IU Archives; meet at Hazelbaker Hall (Wells Library E159 – Scholars’ Commons, East Tower, First Floor)

Week Four (Jan. 29/Jan. 31) – Empirical Readings in J-History

- Reading Jan. 29: Smith, “A Lady of Many Firsts” (Canvas); Fine, “Edward Kennedy’s Long Road to Reims” (Canvas)
- Jan. 31: Guest presentation by Dr. Meg Meiman
- **Due Jan. 29: Primary source survey (in Canvas quizzes)**
- **Quiz 3, January 31**

Week Five (Feb. 5/7) – Conventions of American Journalism

- Reading Feb. 5: Nord, “The Ideology of the Press” (Canvas); Schudson, “The Sources of the News” (Canvas); Streitmatter Introduction; Schudson, Introduction to *Discovering the News*; Daly 1
- Reading Feb. 7: Cooper, “Public Relations” (Canvas); Schudson 5; Streitmatter 17 (Canvas)
- **Quiz 4, February 7**
- **Due Feb. 7: Research topic proposal**

Week Six (Feb. 12/14) – Early Editions

- Reading Feb. 12: Clark, “The Newspapers of Provincial America” (Canvas); Nord, “Teleology and News” (Canvas); Copeland, “Early American Press” (Canvas)
- Reading Feb. 14: Streitmatter 1 (Canvas); Leonard, “News for a Revolution” (Canvas); Nord, “Newspapers and American Nationhood” (Canvas); Daly 2; Humphrey, “Revolutionary Press” (Canvas)
- **Quiz 5, February 14**

Week Seven (Feb. 19/21) – Back to the Archives

- **No regular class sessions; Meet with groups and/or archivists**
- **Due Feb. 22: Evaluating Sources worksheets**

Week Eight (Feb. 26/28) – The Business of News

- Reading Feb. 26: Daly 3; Schudson 1
- Reading Feb. 28: Thompson, “Origins of Advertising” (Canvas); Applegate, “Advertising Comes of Age” (Canvas); Clark et al., “Modern Advertising” (Canvas); Daly 10
- **Quiz 6, Feb. 28**

Week Nine (March 5/7) – Review and Midterm

- **Due March 9: Annotated bibliography**

SPRING BREAK MARCH 11-15 – NO CLASSES

Week Ten (March 19/21) – Journalism as a Profession

- Reading March 19: Daly 5-6
- Reading March 21: Schudson 2-3
- **Quiz 7, March 21**

Week Eleven (March 26/28) – Independent Research

- **No regular class sessions; Meet with groups and/or archivists**
- **Due March 30: Preliminary abstract**

Week Twelve (April 2/4) – Neglected Pasts in Journalism

- Reading April 2: Lawrence, “Politics Drawn in Black and White” (Canvas); Perry, “A Common Purpose” (Canvas)
- Reading April 4: Beasley, “Recent Directions” (Canvas); Burt, “Bid for Legitimacy” (Canvas); Edy “Woman War Correspondent” (Canvas); Aronson, “Still Reading Women’s Magazines”
- **Quiz 8, April 4**

Week Thirteen (April 9/11) – Progressivism and the Investigative Impulse

- Reading April 9: Streitmatter 4, 6 (Canvas); Evensen, “Media and Reform” (Canvas)
- Readings April 11: Schudson 5; Streitmatter 13 (Canvas); Campbell 7 (Canvas)
- Media History Engagement Week – tweet #headlinesinhistory for extra credit!
- **Quiz 9, April 11**

Week Fourteen (April 16/18) – Case studies in News Media Influence; News and Technology

- Reading April 16: Streitmatter 10 vs. Campbell 3; Streitmatter 5 vs. Campbell 1
- Reading April 18: Ogles and Howard, “The Development of Radio” (Canvas); Conway, “Television in the United States” (Canvas); Nord, “The Ironies of Communication Technology” (Canvas)
- **Quiz 10, April 18**

*******RESEARCH PROJECT DUE APRIL 22*******

Week Fifteen (April 23/25) – Oral Reports on Research Findings; Review for Final Exam

FINAL EXAM: Thursday, May 2, 10:15 a.m.-12:15 p.m.

Please note that this date is set by university policy and cannot be changed.

National Accrediting Standards

IU Journalism is accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), which reviews its program every six years. Receiving accredited status is an indication that the school’s courses for journalism majors address the values and competencies established by the ACEJMC. You can read the full list at <http://www.journalism.ku.edu/acejmc-professional-values-competencies>, but the following are particularly relevant in J450:

- 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 professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
- Think critically, creatively and independently
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness