

JOUR 302 MEDIA HISTORY: POWER, PROTEST AND PASSION
SPRING 2019
Tuesdays and Thursdays 10:30 – 11:50; MFC Forum

"The press's obligation is to rock the boat." – Ruben Salazar

"The way to right wrongs is to turn the light of truth upon them." – Ida B. Wells

"If I don't have the moral courage to challenge authority ... we don't have journalism." - James Foley

"Were it left to me to decide whether we should have a government without newspapers or newspapers without a government, I should not hesitate to prefer the latter." - Thomas Jefferson

"History is not the past. It is the present. We carry our history with us. We are our history." - James Baldwin

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Office Hours: Mondays 2:30 – 3:30
 Thursdays 1:30 – 2:30

If none of these hours works for you, send me an email with some suggested days and times to meet, and I'll be happy to set up an appointment.

PLEASE READ THIS ENTIRE SYLLABUS. IT CONTAINS IMPORTANT INFORMATION AND DATES. IF YOU LATER FAIL TO FOLLOW DIRECTIONS ON SOMETHING EXPLAINED HERE, "I DIDN'T KNOW" WILL NOT BE AN ACCEPTABLE EXCUSE.

Course Description

Our lives are shaped by media now more than ever. Every day a torrent of videos, articles, tweets, photos, newscasts, graphics, Facebook posts and other media is produced, instantly spreading information – or sometimes misinformation – around the world. This flood of media can save lives, change governments, entertain us, help us, confuse us or even infuriate us.

The goal of this course is to help you better understand the people and technological, political, economic and social trends that have created our rapidly changing media environment. We will look specifically at how journalism has evolved over time, sometimes as a way to exercise power, other times as a form of protest and often as an act of inspiration. This knowledge will help you to think critically about the forces that influence us as creators and consumers of media now and into the future.

Learning Goals

By the end of the quarter, students in this course should be able to:

- Explain the impact journalism has had on people, institutions and society as a whole in the United States and around the world;
- Identify important eras, issues and people in media history;
- Understand the role of the press in democracies and how authoritarian governments attempt to control and manipulate it;
- Analyze how political, economic, cultural and technological forces have affected the ways that journalism is practiced;
- Recognize how women, people of color and other underrepresented members of society have often been excluded from media and how they developed their own outlets to share their experiences and perspectives;
- Find and evaluate primary sources for use in research papers; and
- Present research results in a clear, accurate and thoughtful manner.

Ways To Achieve Course Goals

Class participation: I expect you'll be on time, alert and active during every class. To participate during lectures, you'll need to **register for the free Poll Everywhere** app for our class at <https://www.polleverywhere.com/register?p=6zfi8-ftki&pg=DBQWDJa&u=pJw2Q0sn> (You still need to register at this URL for our class even if you've previously used Poll Everywhere for a different class). I recommend that you register **both your laptop and phone** to be sure you receive credit for class participation no matter which device you use. (Your information is protected, and Poll Everywhere will never share emails or phone numbers with any third party.) If you have any questions, please visit the Poll Everywhere Support Center <https://www.polleverywhere.com/support>. If you're absent from class, you should not answer that day's Poll Everywhere questions. Doing so will be considered a violation of Medill's Integrity Code.

To get full points, you should contribute to class discussion in a meaningful way. This includes actively taking part in discussions, demonstrating that you've done the readings, paying attention while others speak, engaging with Poll Everywhere and answering questions on the notecards I'll distribute. Class participation points will be deducted if you're late to class. If there's a reason you cannot consistently make it to class on time, let me know. Attendance is a necessary, but not sufficient condition for full credit. If you attend every lecture but don't volunteer to speak in class, you'll not earn higher than a "B" grade for participation. Please e-mail or talk to me personally if this will be difficult for you.

While I think the study of media history is the most exciting topic in the world, I understand that sometimes illness, family obligations, religious observances and other priorities might get in the way of class attendance. It's not worth either of our time trying to determine what's an "excused" or "unexcused" absence, and there's no way to

entirely make up what is missed during a class session. If you do need to miss a class, I suggest you study the lecture slides I will post on Canvas after every class and ask a friend to take notes for you.

If you wish to make up for a missed class, you can do a make-up assignment by attending a speech, panel or movie about journalism or media in general and sending me a 200- to 250-word summary of your thoughts about it within two weeks of the event. The Medill Voice often lists good events to attend that will count or you can check with me to find out if an event will count toward credit. There is a limit of two make-up assignments per student; if you need to miss more than two classes, we should talk. All participation make-up assignments should be emailed to me by 9 a.m. on June 11.

Birthday research assignment: We are going to celebrate everyone's birthday this quarter by researching what was happening in media on your birthday a half century ago. You will examine at least seven primary sources to determine what the big stories were on your birthday in 1969, how varied media covered stories differently, who was included as sources in stories and who wasn't, and whether some people and subjects were ignored. Potential research sources are included in the assignment sheet posted on Canvas. **The assignment is due by 11 p.m. May 1 on Canvas.** Be prepared to discuss what you learned during class the next day. **A list of the sources you plan to use for the Birthday assignment is due on Canvas at 11 p.m. on April 17 and will be assessed as part of your grade.** The assignment sheet and sources list explanation are on Canvas under "Assignments." **The assignments should be submitted as Microsoft Word documents (or Pages or Google Doc if you don't have Word); please don't submit a Pdf.**

Timeline research assignment: This assignment will allow you to learn how a specific aspect of media has developed through the years. This project will be done in teams and will be **due by 11 p.m. June 3 on Canvas.** Each team will make a presentation during our final classes on June 4 and 6. **As part of the assignment, you're responsible for turning in a peer review** of your teammates' contributions by 11 p.m. on June 5 on Canvas. The form for the review is on Canvas under Assignments. Each team should pick its **timeline topic by 11 p.m. on May 8 and put it on the Timeline Topics sheet on Canvas.**

Quizzes: We will have five quizzes on the readings and class content during the quarter. The quizzes will become available on Canvas after class every other Thursday and will close by 11 p.m. the following Monday. Answers will be available for viewing for 48 hours following the closing of the quiz. The quizzes will usually have 10 questions, and you will have 10 minutes to complete them. Most of the questions will be multiple choice, true/false or matching. Lecture slides will be posted on Canvas to help you study. The questions will be randomized, so you are likely to have a different set to answer than your friends. There are no makeups for missed quizzes unless you can show that you were having a medical emergency or were attending a funeral.

The quizzes are designed to give you enough time to complete them if you've read the material. If you have not read the material and attempt to find all the answers in the readings or online while taking the quiz, you will not have time to complete it. You may use any reference materials including your class notes and readings. You may not use your classmates, friends or family. Each of you is on your honor under the Medill Integrity Code to respect these instructions.

If you do encounter a technical problem while taking the quiz, immediately contact NUIT support by calling **847-491-HELP** (4357) or e-mailing consultant@northwestern.edu, not me. The support staff can determine what the problem is.

Readings

Required Book

John Hersey's *Hiroshima* is the only required book for the course. Any edition will do as long as it contains Chapter 5 "The Aftermath." It is available at Beck's Book Store in Evanston as well as from online sellers such as Amazon. You can choose new, used or electronic versions. Paperbacks are available for under \$10. There is a version of *Hiroshima* on *The New Yorker's* web site, but it doesn't include the essential last chapter, so get the actual book. The readings from *Hiroshima* will be due in the second half of the quarter.

Other required readings and videos will be **posted on Canvas in the modules section** for each class day. They should be completed in advance of the lecture at which they will be discussed. For example, readings listed under Class 2 in Canvas should be done before the start of the second class. With each set of readings and videos, I ask one or more questions. Look for evidence and analysis that can be used to answer it so that you will be prepared for class discussions.

Promises

We are joining together as a community of scholars who will be learning about media history. As a community, we should have shared expectations for each other in order to gain the most from our time together.

What you can expect from me:

1. I will be on time and prepared for class.
2. I won't be perfect, but I'll be enthusiastic, work hard and constantly strive to improve.
3. I will be rigorous and try to give you useful feedback.
4. I will be encouraging, respectful and supportive of your learning.
5. I will be fair, honest and ethical.
6. I will have a sense of humor and try to make the class engaging.

What I expect from you:

1. You will be on time and prepared for class, which includes doing the readings.
2. You will be enthusiastic, work hard and constantly strive to improve.

3. You will be willing to receive constructive feedback.
4. You will be encouraging, respectful and supportive of your classmates.
5. You will be honest and practice the ethics of journalism and academia.
6. You will let me know if you are having difficulties with the class.

If you have questions or concerns about any aspect of this course, you are encouraged to talk with me. You can stop by during my office hours or email me with days and times when you're available.

Assessment

Your grade for the course will be calculated based on this weighting of the course components:

Component	Weighting
Class participation	20 percent
Quizzes on readings and class	25 percent
Birthday research assignment	30 percent
Birthday assignment source list	1 percent
Timeline team assignment	24 percent

Unless you've received an extension because of a medical or family emergency, **1 percent will be deducted for each hour an assignment is submitted late and up to 10 percent for each day it is submitted late.**

Final grades will be determined on the following percentage point system:

A = 93.34 and above;	A- = 90 to 93.33;	B+ = 86.67 to 89.99;
B = 83.34 to 86.66;	B- = 80 to 83.33;	C+ = 76.67 to 79.99;
C = 73.34 to 76.66;	C- = 70 to 73.33;	D+ = 66.67 to 69.99
D = 63.34 to 66.66;	D- = 60 to 63.33;	F = any grade below a 60

I reserve the right to lower grades for unprofessional behavior such as the disruption of class, rudeness to classmates, frequent missing of deadlines or violations of the Medill or Northwestern integrity codes.

Accessibility and Special Needs

In compliance with the Americans with Disabilities Act, the university is committed to equal access to all students. Any student with a verified disability requiring special accommodation should let me know as soon as possible about it. If you have a disability that has not been verified yet by the AccessibleNU office, you should contact them at (847) 467-5530 as early as possible, preferably within the first week of the quarter. All discussions will remain confidential. [http://www.northwestern.edu/accessiblenu/ /](http://www.northwestern.edu/accessiblenu/)

Mental and Physical Health

If you find yourself struggling with your mental or physical health this quarter, please feel free to approach me. I try to be flexible, understanding and accommodating. For further support, please contact Northwestern's Counseling and Psychological Services, also known as [CAPS](#) (847-491-2151), or Student Assistance and Support Services, also known as [SASS](#) (847-491-8430). You can find all of the university's resources for assistance at www.northwestern.edu/nuhelp.

Course environment

I'll be delighted if everyone does well in this course. I don't grade on a curve, so there's no reason for you to feel like you need to compete against your classmates. Instead, we'll all learn and enjoy the class more if we encourage and help each other (although of course you should do assignments independently unless it's a team project). Because the media cover many sensitive and controversial issues, this course will do so as well. I expect us to have robust yet respectful discussions. I have my own strong opinions on some subjects, but I welcome differing viewpoints. We can disagree about ideas without being disagreeable. Insults and attacks against people based on race, gender, sexuality, religion or other identities will not be tolerated. Our class discussions should be considered confidential and not shared on social media so that we all feel safe to discuss matters openly and honestly. If you feel like a topic isn't being covered in a thoughtful, fair or sensitive manner, or if you think I am not being respectful, please talk with me about it.

During the quarter, we'll discuss topics that may be disturbing to some students. If you ever feel the need to step outside during a class discussion, you may do so without penalty. If you do leave the room for a significant time, please plan to get notes from another student. I'm open to talking with you about how material might be handled differently if it's troubling to you.

Academic integrity

Students must adhere to the Medill School of Journalism's standards for academic integrity as outlined in the Undergraduate Handbook at <http://www.medill.northwestern.edu/journalism/undergraduate-journalism/life-at-medill/student-life/academic-integrity.html>. Fabrication, plagiarism, cheating, lying and other violations of the code will not be tolerated. Such violations can be grounds for a failing grade in this class and dismissal from Medill. Make sure you read this policy as well as the university's code at <http://www.northwestern.edu/provost/policies/academic-integrity/>.

Laptops and phones

Let's try to give each other our full attention during class. [Studies have consistently shown that multi-tasking decreases academic performance](#) and distracts others, while [taking notes by hand improves classroom performance](#) for most students. I expect you to keep your laptops closed and phones away except during times in class when they are needed. If you feel that you need your laptop or phone available throughout class, the right section of the classroom as you face the lectern will be for users. Students in other sections of the classroom should not have their laptops open during class unless they are needed for an in-class exercise. In return, I promise not to play Candy Crush Saga on my phone during class.

Course Schedule

The schedule of class topics is on Canvas. **To see the required readings for each class, go to the Modules section of Canvas.** Readings and viewings should be completed before the lecture sessions. Because the media world is changing rapidly, the readings or course topics for a particular week might change to make them up-to-date with the latest news and the needs of the class. Advance notice will be given when that happens. It's important to remember that these readings are chosen particularly to get you thinking about a topic. They do not necessarily present the "right" answer or opinions that I agree with. Read, think and enjoy!

Our last class will be held June 6. There's no final exam.

A Little Bit About Me

I'm the author of *Watergate's Legacy and the Press: The Investigative Impulse* (Northwestern University Press, 2011). I've written for The New York Times, TheAtlantic.com, CBS News' Public Eye, WashingtonPost.com, Chicago Tribune, Christian Science Monitor, Crain's Chicago Business, Family Circle, Huffington Post, Parenting, Parents, Quill, Illinois Issues, Reform Judaism and many other publications. Previously, I reported for the Daily Herald in suburban Chicago and The Tampa Tribune. I've been interviewed as an expert source by CNN, NBCNews.com, the Australian Broadcasting Corporation, La Nacion (Buenos Aires), WTTW's "Chicago Tonight" and Wisconsin Public Radio. I've served on the Board of Directors of the American Journalism Historians Association and chaired its History in the Curriculum Committee. I'm also a member of Investigative Reporters & Editors, the Chicago Headline Club, and the Association for Education in Journalism & Mass Communications. I live in Wilmette with my wife, three sons and our elderly guinea pig, Ethel. For fun, I like reading, traveling, bike riding, exploring new restaurants and hanging out at Wrigley Field.