

History of Journalism and Mass Communication Spring 2016

JMS 713
T 4-6:45 p.m.
GUA 1126

Office Hours: M 9-11; W 9-11; R 11:30-12:30; and by
appointment

Course Overview: This course is designed to help you develop a familiarity with concepts, tools, methodologies, and theories useful in interpreting the history of the mass media. The course will emphasize the necessity for determining how your research can contribute to the pool of historical knowledge of contemporary scholars. You will examine history from a topical perspective, not a chronological one, and your research will require you to think critically as you focus on questions of how and why the media of a given era was significant. You will learn to evaluate information and judge the validity of primary and secondary sources, and to explore a diverse selection of writers and their ideas in researching the media for academic and professional purposes. You will demonstrate proficiency in developing and writing a research paper appropriate for submission to reviewers that explains the historical significance of the media, drawing from an inter-disciplinary selection theories, methods, and sources.

This course emphasizes historiography, a broad concept relevant to a number of disciplines, but it is essentially the history of history, a meta-history used to understand the basis of narratives. Historians have explained the role of communications in relation to social organization, but one of the few issues upon which they agree is the development of mass media has been a significant part of modern civilization. Media history has subsequently had a unique role in the social sciences — some scholars have described it as a reconstructing the first draft of history. Because we will focus on the history of media studies, you will in effect write about writers who not only wrote about history, they provided an eyewitness account of it.

Learning Outcomes:

At the completion of this course, students will be expected to be able to:

1. Analyze the significance of media's effect on historical events.
2. Evaluate literature in terms of validity and applicability for inclusion in proposed research.
3. Demonstrate ability to produce research consistent with contemporary publication standards.
4. Differentiate between primary and secondary sources, how to use them effectively, and to determine their credibility relative to other sources given a particular topic.

Required Textbooks: Check the schedule for assigned readings. Weekly reading assignments are subject to change at the instructor's discretion.

- *The American Journalism History Reader*, eds. Bonnie Brennen and Hanno Hardt. New York: Routledge, 2011. ISBN 978-0-415-80187-4.
- Sloan, Wm. David, and Michael Stamm. *Historical Methods* (3rd edition). Northport, AL: Vision Press, 2010. ISBN: 978-1-885219-38-1.

Note: The bookstore should have these issues in stock. You may purchase the most recent edition of paperback or hardcover.

About the Readings: The schedule below includes a variety of readings from different disciplines designed to help you develop an angle for a research paper you will complete for this class. A number of the readings address complex and challenging issues generally not addressed in journalism, media studies, or communication studies. However, you will be asked to interpret the texts from a historiographic perspective that is, you will be writing about the material without necessarily having to master technical language or aspects of particular disciplines. We're interested primarily in exploring how and why the authors wrote about their material, so be prepared to read in the context of meta-historical issues raised.

Course Requirements: You will complete a research paper for a major portion of your grade. We will discuss ways to integrate a working bibliography (an annotated list of sources indexed by historiographic themes) and a prospectus (a proposal of your paper idea) throughout the semester. Another major portion of your grade will be based on weekly discussion and accompanying reaction papers about assigned readings. The reaction papers are designed to help conceptualize tools that will be useful in writing your research paper. **Note:** Extensions for assignments will be issued at the instructor's discretion. Late submissions not approved by the instructor in advance will result in a lower grade or a zero ("0") on the assignment.

Attendance: Please attend every class. Your chances of succeeding in this course depend upon active class participation and discussion. If you miss class, the quality of your work will suffer, as will your final grade. If you know you cannot attend a particular class, please notify me in advance. We can arrange a time to discuss key items, or you will be directed to an appropriate resource for help. You will also benefit from reviewing course materials with classmates.

Religious Holidays Policy: Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within** the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or **within** the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

University Library:

Students may consult with a librarian on research needs. For this class, the subject librarian is Susie Skarl (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second

floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.
Emailing within WebCampus is acceptable.

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Office Hours: I will be in my office during the hours listed in this syllabus, and I can be available at other hours if arranged in advance. We can discuss specific questions you may have or review your work to see how it may be refined. I will not discuss grades in class. If you have a question about how I've evaluated your work, please see me during office hours or at another time we arrange. If you do have a question about a specific grading issue on an assignment, you must talk to me within two weeks after the assignment deadline.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To

maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Grading for the Course: Your grade will be determined by your performance in the following areas — failure to complete an item will result in a zero for that portion of the course.

Five times this semester, you will make 10- to- 15- minute presentations based on the material you have read. Along with the presentation you will make to the class, you will submit to me a 2- to- 3-page reaction paper that addresses these questions:

- í What is the author’s thesis?
- í What sources does the author feature?
- í What are the strengths and weaknesses of the author’s argument?
- í What are the strengths and weaknesses of the author’s style?
- í What do other sources say about the author’s contributions to scholarly literature?

You will receive a score based on your combined work on the presentation and paper. We will discuss the specifics of each session in the preceding week(s).

A major component of research — especially in historical studies — depends on how fluently you can work with primary and secondary sources. By the end of the semester, you will have worked with me on a manuscript under development that requires use of Chicago style citations and that references both primary and secondary sources.

This manuscript, a textbook on journalism history, is based on my [History of Journalism](#) lectures and may become a more formal part of JMS 713 at a future date. Its scope begins with the American Revolution and ends with contemporary issues. Your grade will be determined by the thoroughness of your source work, as well as the accuracy and style of your citations.

Prospectus = 10 percent

Early in the semester, you will begin work on a topic for development into a research paper. To develop an effective draft of your paper, you must first write a Prospectus, which will be due March 29. The prospectus is not the same thing as your paper — it tells the reader (me) what you plan to address in your paper and how you will do it. While your final paper is not due until the end of the semester (May 10), you will need to address in your prospectus these areas before you proceed

- í **Thematic Statement:** What is your study about?
- í **Significance of the Study:** How does it contribute to scholarship?
- í **Literature Review:** What do previously published sources say about the subject?
- í **Method:** How will you conduct your study?

There is no minimum or maximum page count for a Prospectus, but plan on having at least 10 pages ready by May 10.

Final Paper = 40 percent

Your final paper, due at the end of the semester, will explore a topic chosen by you based on historiographic concepts discussed in the course. You will focus on a particular era and subject, and media-related events and individuals. You will be expected to develop an original idea and angle for your research, but we will review common topics and approaches used by students and scholars of the media. If you follow instructions and keep up with your readings, your final draft should reflect the style and quality appropriate for submission (with revisions) to an academic conference.

Combined Scores

A = 93 to 100	C = 73 to 76.4
A- = 90 to 92.4	C- = 70 to 72.4
B+ = 87 to 89.4	D+ = 67 to 69.4
B = 83 to 86.4	D = 63 to 66.4

B- = 80 to 82.4	D- = 60 to 62.4
C+ = 77 to 79.4	F = below 59.4

Incomplete Grades: The grade of I - Incomplete - can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

SCHEDULE

1/19: Course Overview, Why We Write

- í Bierce <[The Devil's Dictionary](#)>
- í Orwell <[Politics and the English Language](#)> and <[Why I Write](#)>
- í Weber <[Politics as a Vocation](#)>

Due Jan. 26: E-mail a research topic to the professor, detailing in 1 paragraph your w/w/w/w/w/h + “so what?” Also, send citations (in APA) for three secondary sources on the subject.

Note: All subsequent assigned readings should be read before class meetings; for next week, read the materials assigned for Jan. 26.

1/26: Philosophies of History

Burns and Rayment-Pickard, eds., “On Philosophizing about History,” in *Philosophies of History* (Malden, Mass: Blackwell Publishers, 2000), 1-28; Ibid, “Immanuel Kant,” 52-6; Ibid, “Georg Wilhelm Friedrich Hegel,” 84-9; Ibid, “Søren Kierkegaard,” 143-46.

In *Historical Methods*, read:

- Ch. 1: “The Nature of History”
- Ch. 2: “Interpretation in History”
- Ch. 3: “The Fundamentals of Good History”

In class, we will also discuss the following items as reference materials for a Bibliography, Prospectus, and Final Paper.

- Ratzlaff, [Working Bibliography](#) (Fall 1997), 1-6.
- “Press Coverage of Lynching in Mainstream Newspapers During the Early Years of Ida B. Wells’s Anti- lynching Campaign, 1892-1894,” [Prospectus](#) (Fall 1997), 1-7.
- “Coverage of Lynching in Selected Mainstream Newspapers, 1892-1894,” [Paper Presented](#) at the Symposium on the 19th Century Press, the Civil War, and Free Expression, University of Tennessee, Chattanooga, November 1999, 1-29.
- “Introduction,” University of Florida, Ph.D. [dissertation](#), 2000, 1-40.

2/2: Presentations #1

Write a Reaction Paper, from *American Journalism History Reader*:

- Ch. 1: “American Journalism and its Historical Treatment”
- Ch. 2: “The Problem of Journalism History”
- Ch. 3: “The Ossification of Journalism History”
- Ch. 4: “Theory and History”
- Ch. 5: “A Revolution in Historiography?”
- Sumpter, “Core Knowledge,” *Journalism History*, 35, 1 (Sp2009): 42-51, available at <http://www.library.unlv.edu>.

2/9: Historiography and Theory

Find and read the following items using <jstor.org>.

- Dryzek and Leonard, "History and Discipline in Political Science."
- Hughes, "The Fruits of Cultivation Analysis: A Reexamination of Some Effects of Television Watching."
- McCombs and Shaw, "The Agenda-Setting Function of Mass Media."

2/16: Presentations #2

Write a Reaction Paper, *AJHR*

- Ch. 6: "Apology for Printers"
- Ch. 7: "Journalism in the United States from 1690-1872"
- Ch. 8: "Printers and the American Revolution"
- Ch. 9: "The Colonial Journalist"
- Ch. 10: "The Federal Era III: Scissors, Paste, and Ink"
- Ch. 11: "The End of the Beginning"

2/23: Pre- and Post- Postmodernism

- Bloom, "Music," in *The Closing of the American Mind* (New York: Simon & Schuster, 1987), 68-81.
- Foucault, "[What is Enlightenment?](#)"
- Himmelfarb, "Telling it as you like it: postmodernist history and the flight from fact," in *The Postmodern History Reader*, Keith Jenkins, ed. (London: Routledge, 1997), 158-74.

3/1: Presentations #3

Write a Reaction Paper, *AJHR*

- Ch. 12: "Reflections on Journalism"
- Ch. 13: "The Immigrant Press and Assimilation"
- Ch. 14: "Front-page Girl"
- Ch. 15: "The Editorial Staff"
- Ch. 16: "Technology and Ideology"
- Ch. 17: "Changes in News in the 19th Century"
- Ch. 18: "Paper Prints for the Masses"
- Ch. 19: "American Political Parties and the Press"

3/8: Media, History, and Academia

Before class, read:

- Croteau and Hoynes, "Media Technology and Social Change," in *Media, Society Industries, Images, and Audiences* (Thousand Oaks, CA.: Pine Forge Press, 1997), 261-86.
- Severin and Tankard, "Models in Mass Communication Research," in *Communication Theories: Origins, Methods and Uses in the Mass Media* (Boston: Allyn & Bacon, 2001), 36-54.

Before Spring Break: Read the following chapters in *Historical Methods*:

- Ch. 4: "Basic Procedures and Techniques"
- Ch. 5: "Searching for Historical Materials"
- Ch. 6: "Historical Research on the Internet"
- Ch. 7: "Historical Sources, Evaluation"
- Ch. 8: "Explanation in History"
- Ch. 9: "Writing"

3/15: Presentations #4

Write a Reaction Paper, *AJHR*

- Ch. 20: "Writing News, Telling Stories"
- Ch. 21: "The Reporter and the News"
- Ch. 22: "The Newspaperman"

- Ch. 23: “House of Lords”
- Ch. 24: “Newspaper Crusaders”
- Ch. 25: “The Disappearing Daily”

3/22: Spring Break (class does NOT meet). Before April 5, Read *Historical Methods*, “Presentation and Publication,” 279-91; have a draft of your paper ready for an editing session.

3/29: Prospecti (10 percent)

4/5: Presentations #5

Write a Reaction Paper, *AJHR*

- Ch. 26: “Voices”
- Ch. 27: “The Beginnings”
- Ch. 28: “Democracy and the News”
- Ch. 29: “Dialectical Tensions”
- Ch. 30: “Fact and Fiction”
- Ch. 31: “A Fighting Press”

4/12: Editing Sessions

4/19: Paper Presentations, Pt. 1

4/26: Paper Presentations, Pt. 2

5/3: Chapters/Sources Due (25 percent)

5/10: Final Paper Due (40 percent)