JOU 4004 HISTORY OF JOURNALISM   SECT. 2666   SPRING 2017

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OFFICE HOURS: OFFICE HOURS: Wednesdays, 2-5 p.m.
(All other available times are BY APPOINTMENT).

COURSE OBJECTIVES: To survey the development of journalism and communications and the changes in the media as they relate to the larger society, economy, and political sphere; To illustrate that the development of all fields of communication are interrelated; To determine how various groups outside the mainstream contributed to overall press development; To understand that the study of media history is also the study of the lives of the audiences and their needs and concerns; and To appreciate that history is NOT just the study of names, dates, and places, but of people. The course challenges students to think creatively and analytically about key individuals, as well as great ideas and values such as media accuracy, free expression, ethics, history and diversity.

REQUIRED TEXTBOOK: Sloan, Wm. David (ed.), *The Media in America: A History*, 9th edition (2014).

RECOMMENDED READING: Folkerts, Jean, and Teeter, Dwight L., *Voices of a Nation: A History of the Media in the United States*; Emery, Edwin, and Emery, Michael, *The Press and America: An Interpretive History of the Mass Media*; *Barzun, Jacques, and Graff, Henry W., The Modern Researcher.*

GRADING: Final grades will be determined by the student's performance on **three 50-question multiple choice tests and a double-weighted research paper or project based on primary documents.** Information on current UF grading policies for assigning grade points can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

        <u>**Final Grade Proportions**</u>:

Exam I	20%
Exam II	20%
Exam III	20%
Final paper/project	40%

        (**Paper/project components:** Secondary source list 5 pts.; Primary source list, 10 pts.; Paper/project, 85 pts.)

Any opportunities for makeup work will be determined by the instructor on a case-by-case basis. Pleas for extensions on the paper deadline or makeup tests must be made **well in advance of the due date or test date**. In other words, late-night phone calls on the night before the tests or due dates will be diagnosed as an extreme case of anxiety or cold feet and will be dealt with accordingly. ["I didn't know the test (or paper) was (or was due) tomorrow" is **NEVER** an acceptable excuse.] Legitimate excuses must be supported by appropriate documentation.

RESEARCH PAPER/HISTORY PROJECT: (SEE ADDITIONAL CRITERIA INFO ON E-LEARNING SYSTEM HOMEPAGE AND ATTACHED SHEET.) The paper should be a well-written (and mechanically perfect), thoroughly documented examination of an event, issue, or aspect of

advertising, public relations, journalism/print media (newspaper, magazine, book, comic book, etc.), or telecommunications (radio, television, film). It should **NOT** be a chronological history of a particular media entity (or individual), but a specific aspect of that entity's operation and development (or that individual's contribution to mass media operations). The paper may also be an analysis of a concept or aspect of a key point in media history--i.e., an event or occurrence that sparked changes or dilemmas in media operations and procedures **PRIOR TO 1989**.

The paper should be 8-12 double-spaced, typewritten pages, and it should include a mixture of primary and secondary sources, with the basic argument supported predominantly with primary materials. Papers must be fully documented with full citations. Concentrate on the historical perspective and not on how the publication operates today.

Requirements for the alternative history project will differ for each project design, but the **project must still be based on primary sources and include a 3-5-page summary of contextual information and analysis/discussion of your interpretations**, in addition to the project materials.

E-LEARNING/CANVAS SYSTEM: Grades, instructional information, lecture outlines, practice exams, additional paper requirements, etc. will be posted regularly on the E-Learning/Canvas System. To access the system, go to the Learning Support Systems homepage at <http://lss.at.ufl.edu/> and click on the link. Students must have an active Gatorlink ID to access the class homepage. If you do not have a Gatorlink ID, cannot remember your login information, or have an ID that does not work, please go to the Gatorlink Web site at <http://gatorlink.ufl.edu> or contact the CIRCA Help Desk [(in HUB 132) or 392-HELP] for assistance.

HONESTY PLEDGE: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." In addition, on all work students submit for credit at the university, the following pledge is required or implied, under the Student Code of Conduct: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

As a University of Florida student, you are expected to avoid committing or assisting another student in violating this honesty pledge, and it is your obligation to report any academic honesty violations you observe. The faculty members of the Journalism Department have endorsed a policy that details strict guidelines regarding plagiarism and cheating. These guidelines can be found at: <http://www.jou.ufl.edu/academic/jou/honesty/>.

In addition, as stated in the UF student handbook, **violations of the Student Honor Code shall result in a reduced or failing grade and/or judicial action as defined in Rule 6C1-4.016, F.A.C. of the Student Conduct Code.** These violations include cheating (improperly taking or providing information that will be used in determining academic credit), plagiarism, bribery, misrepresentation, conspiracy to commit academic dishonesty, and fabrication of information. Info regarding the code is available at <http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>. For the purposes of this course, plagiarism also includes (but is not limited to) submitting work that was written to fulfill requirements for another class, making up information, and failing to cite your use of the work of others. Failing to adhere to the Academic Honesty Guidelines will result in serious disciplinary action, which may include expulsion from the class, as well as the college and university. For further definitions of plagiarism and how to avoid it, as well as a plagiarism checker tool, try the following Website: <http://www.plagiarism.org/>.

ATTENDANCE: Attendance is critical to this course. While we will be using a textbook as a chronological base, a significant amount of information included in lectures is **NOT** included in the textbook. American mass media history has been a combination of contributions from a variety of sources outside the margins of the mainstream. Yet, many media history textbooks have failed to examine certain aspects of, and participants in, media development. This course will at least attempt to highlight a few of those moments and entities previously ignored in standard history texts. This information will represent a significant portion of your exams, as will information provided by the graduate students in presentations to the class.

Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

PARTICIPATION: Your presence is not all that is required. Your active participation in discussions is critical to this course. As a class, your combined knowledge of history -- from the history of jazz and fashion to the development of photography skills -- provides the key to understanding exactly where media history fits in to "The Big Picture." Art, music, clothing, manufacturing, politics, agriculture, etc., all played a role in determining the operations of mass media.

PROFESSIONAL CONDUCT: -- Class begins when the instructor walks into the room. Cell phones and other personal electronic devices must be turned off or placed on 'vibrate' at the beginning of class. Likewise, **electronic devices are to be used ONLY for course-related work when classes are in session.** No checking e-mail or social networking accounts, internet surfing, texting, instant messaging, twittering, etc., during class time.

--Your participation and attentiveness are critical to your success in this course. Please provide your instructor and your fellow classmates with your undivided attention. **When one person speaks, whether instructor or classmate, we ALL listen.** Working on assignments for other classes (or for this class), reading the *Alligator* or other material unrelated to this course, or any other disruptive or distracting behavior is prohibited.

COURSE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: Students who require special accommodations or support services should contact the Disability Resource Center (DRC) Office in Reid Hall, (352-392-8565 x200). Students must register with the DRC and provide the instructor with documentation from that office when requesting accommodations.

COURSE EVALUATIONS: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

COURSE CONTENT: This is **NOT** a course based on memorization. It is a combination of information and reasoning. The course will be structured in both chronological and topical order. The discussions and lectures will focus on specific "episodes" in American history and the role of the media during those episodes. Emphasis will be placed on how these incidents affected the media, as well as how the media impacted on society during those incidents. Attention will also be given to critical

changes in society and how the media were forced to adapt to suit the changing needs of their intended audiences.

COURSE OUTLINE
(Schedule and discussion topics may change during the semester.)
(Additional assignments/deadlines will be posted on the **E-Learning** class calendar.)

Week	Discussion/Reading Assignments

1 -   Introduction: Significance of Studying Media History; Starting from a Familiar Point

2 - 5   Journalism in Early America: Developing in the Public Sphere (**Chpts. 2-7**): including,
                The Printing Press and Social Upheaval
                Revolutionary and Tyrannical Voices
                Trials & Tribulations of Free Speech
                Media as a Political Tool
                News Becomes a Commodity
      FINAL POINTS AND REVIEW FOR EXAM I
      (HOLIDAY: MONDAY, JAN. 16, MARTIN LUTHER KING JR. DAY)

6   **EXAM I (FEB. 8)**

7 - 9   War and Change in Nineteenth-Century Journalism (**Chpts. 8-16**): including,
                Frontier Press: Shaping American Society
                Militant and Minority Voices
                Yellow Journalism and Ethical Dilemmas
                The Press in Wartime
                Technological Revolutions and Evolutions

          **************SPRING BREAK - WEEK 10 (MARCH 6-10)** ****************

11   FINAL POINTS AND REVIEW FOR EXAM II

12   **EXAM II (MARCH 22)**

13 - 14   Media Modernization and Technology **(Chpts. 16-24)**: including,
                Press at War: Joining the War Effort
                Role Adjustments: Media as Entertainer & Profiteer
                Golden Age of Radio
                McCarthy Witch Hunts
                Television's Finest Hour
                Media Investigations

15   Media Revolutions and Evolutions
      PAPER/PROJECT (hard copy) DUE by class time
                (WEEK 15 – WEDNESDAY, APRIL 12)

16   FINAL POINTS AND REVIEW
                     Last class meeting, April 19 (CLASSES END, APRIL 19)
                       (READING DAYS, APRIL 20-21)

17   **EXAM III (MONDAY, APRIL 24, 8-10 p.m.)**

FINAL THOUGHTS: The history of journalism is not an entity unto itself, made up of a set of names, facts, and dates. The media and society maintain a relationship that influences both participants. This course is designed to show that interrelationship as it developed in a shared historical setting.

JOU 4004 HISTORY OF JOURNALISM
RESEARCH PAPER/PROJECT REQUIREMENTS

OBJECTIVE: The purpose of the research paper/project is to provide a comprehensive analysis of a particular aspect of media history or a significant event that influenced the development (or operation) of the mass media, a specific medium, or a particular media organization.

TOPIC: Pick a subject that interests you. This is **NOT** to be a chronological calendar on the history of a newspaper or a summary of the contents of a movie, TV program, radio show, or ad campaign. You are looking for patterns of change, explanations of occurrences, turning points in media history (or in the operations of a single paper, station, agency), etc. In other words, you are looking for "how" or "why" the media provided coverage of certain events or occurrences, as well as why the industry (or components of it) turned out the way it has. **For example:** how the Civil War altered reporting techniques; how and why the black press was forced to establish its own press association of correspondents during World War II; how women were depicted in magazines prior to the '60s; how local Southern television stations covered the church bombings, riots, etc. of the civil rights movement; a comparison of how Northern and Southern papers covered rape trials in the '50s; the development of target audiences for advertising; why the media failed to report the atrocities of the Holocaust. **NOTE: NO PAPER/PROJECT SHOULD DEAL WITH A TOPIC OCCURRING AFTER 1989, UNLESS IT IS A COMPARISON OF HOW SIMILAR EVENTS OR ASPECTS WERE COVERED OR ADDRESSED IN THE PAST AND PRESENT**. For example, how coverage of the Gainesville murders differed from other mass murders (such as the Jeffrey Dahmer and Son of Sam cases), or compare how marketing strategies for Barbie dolls in the 1960s differed from marketing in the 21st century.

Develop the topic idea to focus on a central thesis or argument about media-related events in history. **For example:**

- **Unacceptable:** "A biography of John F. Kennedy"
- **Good:** "How the press coverage created a particular "image" of JFK's family and presidential administration after his assassination."
- **Weak:** "Why James Brown was a great musician."
- **Better:** "The impact of James Brown's music career on race relations in the 1960s."
- ✓ **Weak:** "Media discussions of slavery in America before the Civil War."
- ✓ **Good:** "How media coverage of the Nat Turner rebellion altered perceptions of the slavery system in the South."
- ➤ **Weak:** "The status of women in society as depicted in *Gone with the Wind*."
- ➤ **Better:** "The evolution of female empowerment of Melanie, Scarlett, and Mammy in *Gone with the Wind*."
- ▪ **Weak:** "Sex and the single female in TV sitcoms."
- ▪ **Better:** "A comparison of female sexuality in *Sex in the City* vs. *Laverne and Shirley*."
- ★ **Weak:** "The history of Superman comics."
- ★ **Better:** "Superheroes as symbols of hope during the Depression Era and WWII."

SOURCES: Use a mixture of primary sources (as evidence or support for your main points) and secondary sources (to provide background or context). Books, such as your textbook, are secondary sources (a historian's explanation of what took place or why it happened). Primary sources are letters, newspapers, magazines, advertisements, documents, interviews, speeches, etc. (including transcripts

and descriptions of the contents of audio/visual items) produced by or about the individuals or organizations being discussed in your paper/project. Published letters, diaries, memoirs, etc. are also considered primary sources. On-line primary sources and oral history interviews with key participants in the event are also acceptable. This is NOT to be merely a collection of information from various books pulled together into paper form, nor is this meant to be a book report (based on a single source). SINGLE-SOURCE PAPERS OR PAPERS BASED SOLELY ON SECONDARY SOURCE MATERIALS WILL RECEIVE UNSATISFACTORY GRADES.

Cite all sources you use and information that is not common knowledge, including information from personal interviews and on-line information. Failure to acknowledge information that is not your own work is PLAGIARISM, which is a violation of the academic honesty policy. UF Student Honor Code: "Plagiarism includes, but is not limited to, quoting oral or written materials without citation on an exam, term paper, homework, or other written materials or oral presentations for an academic requirement; submitting a paper which was purchased from a term paper service as your own work; submitting anyone else's paper as your own work." Papers without proper citations **WILL NOT BE GRADED**. A grade of "Incomplete" will be issued until all citations requirements are met.

Papers that were prepared for other classes, but submitted to fulfill this course's research paper requirement, are also **UNACCEPTABLE**, as well as a violation of the academic honesty policy unless both instructors agree to the simultaneous submissions.

ALTERNATIVE PROJECT: Students have the option of completing a historical project in lieu of the paper. Examples of possible alternative projects: an oral history interview and documentation project (talk to people who witnessed history and place their comments within a frame provided by scholarly and contemporary accounts of the incidents); radio, television or online programs, kind of like an in-depth NPR program, a TV short or a special interactive Web site. However, the final project must not be simply a collection of information. There must be a solid argument point or thesis that clearly relates to all components of the project and an organizational structure that directly ties the primary source evidence to elements of that thesis. The project must also provide a conclusion that makes the connections between this main argument and the larger implications of media evolution. Requirements will differ for each project design, but the project **MUST still be based on primary source evidence and include a 3-5-page summary of contextual (background) information and analysis/discussion of your interpretations**. Students are also still required to submit preliminary secondary list and primary source list components.

STYLE REQUIREMENTS:

- **Structure**. You may use narrative (chronological), geographical, or topical structure. However, make sure the theme or the point you are trying to make is clearly understood at the beginning. The introduction should include a clear statement of the main point of the paper/project. Follow with the evidence to support your position, providing context and citing the sources for all information used as the basis for your argument. **You MUST provide examples or excerpts from primary sources** within the body of the paper/project to add to the credibility of your analysis. End with a summary and the implications of your research or the significance of the results to media history. **Attach copies from the original documents to your final paper/project.**

- **Length**. The paper should be **eight to 12 typed** (double-spaced) pages (with standard 1-inch margins and 12-point typeface), including endnotes or footnotes.

- **Style**. Use the *Chicago Manual of Style* or Kate Turabian's *A Manual for Writers of Term Papers, Theses and Dissertations*. [Guidelines from both are available on-line at numerous writing sites. A good starting point is the "Web Links" on the *Writing Studio* of the UF University Writing Program (formerly the Writing Center) Web site at https://writing.ufl.edu/writing-studio/. See also guidelines at the end of this criteria sheet.] Number pages in the upper right-hand corners and provide a title.

- **Title Page**. Use a cover sheet. Center the title, your name, course number (JOU 4004: History of Journalism) and the date on the cover. Staple the cover sheet to the front of your paper. **Do not place the paper in a cover or have it bound.**

- **Source Page**. The use of fabricated information will NOT be tolerated. **Provide a source sheet that includes a full cite of all materials used, as well as the call number and/or location of each resource.** For Web sites, include the name of the organization or individual who produced the site or edited the content. Staple the sheet to the back of your paper.
[For example: Humphrey, Carol Sue. *This popular engine: New England newspapers during the American Revolution, 1775-1789*. (Newark: University of Delaware Press, 1992. UF LIBRARY WEST, PN4891.H86 1992;
"Presidential Elections, 1860-1912," http://elections.harpweek.com. Accessed March 3, 2005. Produced by Dr. Robert C. Kennedy of HarpWeek.]

- **Proofread**. Copyedit for errors. Factual errors will result in a significant reduction in your grade. Spelling and grammar errors (including typos) will also hurt your grade.

- **Copies**. Turn in **TWO COPIES** of your paper, a hard-copy version and an electronic version to be submitted to E-Learning. The hard-copy version will be graded and returned. I grade ONLY the hard copy version. The other will be kept on file. However, I WILL NOT GRADE the hard copy version **UNTIL I RECEIVE THE ELECTRONIC COPY. IF YOU DO NOT TURN IN A HARD-COPY VERSION AND THE ELECTRONIC VERSION BY THE DUE DATES FOR EACH, YOUR PAPER/PROJECT WILL NOT BE GRADED.**

- **Content and Writing Quality**. I expect a well-written, thoughtful, and interesting piece of writing. The paper/project **MUST** be an **analysis**, rather than simply a summary, of information. However, it does not have to be just another boring research paper to get you through a class. Think "creative" and pick a topic that showcases your interests.

GRADING:
Papers and projects will be judged on how well you have adhered to the criteria. However, the greater significance will be placed on content. While points will be lost on a paper that is poorly edited or grammatically incorrect, bonus points will be given for papers that exhibit originality, skillful use of primary sources (as well as secondary sources for background), comprehensive analysis of information, and strength of argument. **Grading standards for the paper/project content, as well as sample papers and other research resources, will be posted on the e-Learning class site.**

DEADLINE:

        HARD COPIES of papers/projects are **due by class time on WEDNESDAY, APRIL 12**. No extensions will be granted unless extenuating circumstances exist. Advance notice, documentation, and a specific deadline for completion of the work will be required before any extensions are granted.

Guidelines for Footnotes/Endnotes

I. Basic Forms

1. Book

[1]Bingham Duncan, *Whitelaw Reid: Journalist, Politician, Diplomat* (Athens: University of Georgia Press, 1975), 75-76.

2. Volume in a multivolume series with the same title

[1]Elizabeth Bisland, *The Life and Letters of Lafcadio Hearn*, 2 vols. (Boston: Houghton Mifflin, 1906), 1: 2.

3. Separately titled volume in a multivolume series

[1]Carol Sue Humphrey, *The Press of the Early Republic, 1783-1833*, vol. 2, *History of American Journalism* (Westport, Conn.: Greenwood Press, 1996), 44.

4. Reprint edition of a book

[1]James C. Austin, *Petroleum V. Nasby* (1948; reprint ed., New York: Twayne, 1965), 91.

5. Component by one author in a work by another

[1]Edward P. Mitchell, "The Newspaper Man's Newspaper," in *Dana of the Sun*, ed. Alfred H. Fenton (New York: Farrar & Rinehart, 1941), 176.

6. Journal

[1]Earl B. Braly, "William Dean Howells, Author and Journalist," *Journalism Quarterly* 32 (1955): 456-57.

7. Dissertation

[1]William M. Armstrong, "E.L. Godkin and American Foreign Policy, 1865-1900," Ph.D. dissertation, Stanford University, 1954, 47.

8. Magazine

[1]Edward P. Mitchell, "Mr. Dana of 'The Sun,'" *McClure's Magazine*, 3 October 1894, 374.

9. Newspaper

[1]New York *Times*, 15 March 1880, 15. (Add author and title for a signed article.)

10. Newspaper without location in title

[1]*The Times* (London), 15 April 1870, 6.

11. Primary item in a primary source

[1]E. L. Godkin to Henry Villard, 13 October 1887, Rollo Ogden, ed., *Life and Letters of Edwin Lawrence Godkin* (New York: Macmillan, 1907), 447.

### 12.	"Primary" item in a secondary source

[1]Horace Greeley to Whitelaw Reid, 2 September 1872, quoted in Royal Cortissoz, *The Life of Whitelaw Reid* (New York: Scribner, 1921), 283.

(For primary references in secondary sources, use "quoted in" for direct quotations and "cited in" for references to indirect quotations.)

II. Electronic Sources

Basic citation components and punctuation: note number. Author's First name and Last name, <author's internet address, if available>, "Title of Work" or "title line of message," in "Title of Complete Work" or title of list/site as appropriate, <internet address>, [menu path, if appropriate], date if available, archived at if appropriate.

### 1.	Listserv Message

Phillip Curtin, <curtinpd@jhunix.hcf.jhu.edu>, "Goree and the Slave Trade," in H-AFRICA, <h-africa@msu.edu>, 31 July 1995, archived at <gopher.h-net.msu.edu>, [path: H-NET E-Mail Discussion Groups/H-AFRICA/ Discussion Threads/Goree and the Atlantic Slave Trade--item number 465].

Richard Lobban, <RLobban@grog.ric.edu>, "REPLY: African Muslim Slaves in America," in H-AFRICA, <h-africa@msu.edu>, 4 August 1995, archived at <http://h-net.msu.edu/~africa/archives/august95>.

Gretchen Walsh, "REPLY: Using African newspapers in teaching," in H-AFRICA, <h-africa@msu.edu>, 18 October 1995.

### 2.	World Wide Web

Peter Limb, "Relationships between Labour & African Nationalist/Liberation Movements in Southern Africa," <http://neal.ctstateu.edu/history/world_history/archives/limb-l.html>, May 1992.

### 3.	E-Mail Messages

Mel Page, <pagem@etsuarts.east-tenn-st.edu>, "African dance...and Malawi," private e-mail message to Masankho Banda, 28 November 1994.

II. General Rules
1. For later references, use the author's last name and a shortened title of the work (e.g., Wall, *Henry Watterson...*, 106).
2. The author's name should appear in a note even if it is mentioned near the citation in the text.

3. "Ibid." is used for a reference to the work in the preceding footnote. Do not underline or italicize "Ibid."

4. Number footnotes consecutively (i.e., 1, 2, 3, 4...) throughout the manuscript, and use supernumerals for the footnote numbers in both the body text and the footnote text.

5. For additional guidelines, consult a generally accepted manual (such as *The Chicago Manual of Style* or *Turabian's Guide*) and consistently follow the forms of that specific manual.

6. Additional formatting Web sites:

    1. UF Reading and Writing Center

        http://writing.ufl.edu/writing-studio/writing-resources/

    2. Purdue Online Writing Lab

        https://owl.english.purdue.edu/owl/resource/717/01/

    3. BibMe: Free Bibliography & Citation Maker

        <http://www.bibme.org/>

    4. Landmark Project *Son of Citation Machine* <http://citationmachine.net/>