



SYLLABUS
HISTORY OF JOURNALISM
JOU 4004/SECTION 2666
GRADUATE SECTION: JOU 5007/065B
SPRING 2018
ONLINE

Graduate Assistant: Rich Shumate, M.A.

Email: shumater@ufl.edu (emails answered with 24 hours)

Twitter: @The_Shumater **Skype:** shumate.rich

Prerequisites: None

OFFICE HOURS/INSTRUCTOR ACCESS

Rich Shumate, the graduate assistant managing this online course, is not on campus at UF and will not be having office hours during the semester. However, he is available by email, generally responding within 24 hours. He is also happy to speak with students via Skype if you need to have a face-to-face conversation about the class. Mr. Shumate should be your first point of contact for questions about JOU 4004/JOU 5007. However, you may also contact Prof. Ted Spiker, who is overseeing the management of this class, for any unaddressed questions or concerns.

REQUIRED MATERIALS

Fellow, A. (2013) *American Media History* (3rd Ed.). Boston: Cengage Learning.

Note: A used or e-book version of this textbook is acceptable for this class. The e-book version can be rented or purchased directly from Cengage at: <http://www.cengagebrain.com/course/2690096>

Washburn, P. (2006). *The African American Newspaper*. Evanston, IL: Northwestern University Press.

Other assigned readings will either be posted on Canvas or be available through the UF Libraries.

COURSE OVERVIEW

This course is designed to provide students with a grounding in the history of American journalism, from the Colonial Era through the advent of television and into latter-day developments. Journalism history will be evaluated from political, social/cultural, economic, and technological perspectives, with an emphasis on the role that journalism plays in a democratic society. Minority perspectives, including the African American, Native American, and Latino presses, are considered, as are the role of women in journalism and journalism's role in fostering and sustaining efforts at social reform. Various schools and theories in the field of journalism history will be considered. Historical research as an academic discipline will also be explored, and students will demonstrate the ability to both evaluate the historical research of others and conduct research themselves.

Because this is an online course conducted through Canvas, students are expected to keep up with class readings and engage in online discussions with their classmates.

Upon successful completion of this course, students will be able to:

- Identify the major historical trends in, and the development of, journalism history in the United States.
- Understand the relationships between developments in U.S. journalism and political, social/cultural, economic, and technological changes in the larger American society.
- Demonstrate knowledge of key figures and events in U.S. journalism history and understand their importance to larger developments in American history.
- Appreciate the contributions made to journalism history by non-majority and historically disenfranchised groups.
- Understand how media historians conduct research, as well as the ingredients required for high-quality research.
- Demonstrate the ability to conduct in-depth research on a media history topic and present findings in a paper using proper structure and appropriate documentation.

COURSE STRUCTURE

For each unit, students will:

- Complete assigned readings and a reading quiz.
- Watch a lecture for the module (please complete the readings before watching the module).
- Develop discussion questions for the class.
- Answer discussion questions and participate in a class discussion.

The schedule for the class is listed at the end of this syllabus, and instructions for each module will be posted on Canvas and emailed to students at the beginning of each module. It is your responsibility to keep up with the schedule. Please note that the modules are not all the same length.

ASSIGNMENTS AND GRADING

Grading Scale

A = 93-100	B- = 80-82	D+ = 67-69
A- = 90-92	C+ = 77-79	D = 63-66
B+ = 87-89	C = 73-76	D- = 60-63
B = 83-86	C- = 70-73	E = 59 and below

Exams (30 percent): Two exams will be given, one near the midpoint of the semester and the other during Finals Week, each worth 100 points. The first exam will cover Modules 1-5; the second, Modules 6-11. Each will count 15 percent of the final grade. (Note: Even though the second test is being given during Finals Week, it will NOT be a comprehensive exam over the entire course.) Exams will be administered using ProctorU; students who do not have a ProctorU account should sign up for one as soon as possible. There is a fee associated with ProctorU.

Research Paper (30 percent): The research paper will allow students to demonstrate their grasp of journalism history and historical analysis. This paper must reflect original research using mostly primary sources and the paper structure presented in class. Sources must be cited thoroughly and correctly using the Chicago style of documentation. The paper itself is worth 100 points; students are also required to submit an

idea memo, a list of sources, and a literature review at specific deadlines before the final paper is due. Each of those assignments is worth 25 points, for a total of 175 points.

You will find more detailed information about the research paper assignment at the end of this syllabus.

Reading Quizzes (20 percent): A reading quiz will be posted on Canvas for Modules 2-11 at the time the module opens. Students are to complete the quiz by the deadline. These quizzes are NOT designed to test students' memorization of materials. Students are encouraged to use the lectures, readings, and class materials to complete the quizzes and may make multiple attempts. Keep in mind, however, that these quizzes will form the basis for the exams, during which this material will need to be recalled from memory. Each quiz is worth 50 points.

Note: Reading quizzes cannot be made up, but the lowest of the 10 scores will be dropped, which allows students to miss one quiz without penalty.

Discussions (20 percent): For Modules 1-11, students will participate in an online discussion in Canvas. Each discussion is worth 50 points. For each module:

- Students will post three substantive discussion questions by the deadline, based on the lecture and assigned readings. These should include questions that occur to you as you move through class materials or questions that you think might spark a useful discussion among your classmates. The questions together are worth a maximum of 20 points.
- The instructor will then select two discussion questions based on student submissions and put them in a discussion thread for everyone to answer. Students will have 48 hours to post their responses. To receive full credit, answers must address the question thoroughly and insightfully. The answers together are worth a maximum of 20 points.
- After posting, students will then join in the discussion by offering at least four meaningful responses to classmates' posts (that is, something more substantial than just agreeing or disagreeing with what they had to say.) The posts together are worth a maximum of 10 points.

Note: Discussions cannot be made up, but the lowest of the 11 scores will be dropped, which allows students to miss one discussion without penalty.

DISCUSSION COURTESY

In a discussion-based class, creating a safe environment where students are empowered to freely express their views is imperative. So please be courteous and respectful to your fellow students during discussions, and think before you post. Treat the views of others as you would like yours to be treated.

LATE WORK

Deadlines in this online class are firm. Unless a student has an acceptable excuse cleared in advance with the instructor, late work will not be accepted; Canvas will turn off assignment submissions after a deadline passes. Acceptable excuses include university-sanctioned activities, serious family emergencies, religious observances, military obligations, and illnesses; in case of the latter, a doctor's note may be requested. Students who find themselves in unexpected circumstances that they believe will result in a missed deadline should talk to the instructor as soon as those circumstances arise. **Do not wait until after the deadline has already passed.**

Please be mindful that technical issues can arise with Canvas, so it is probably not a good idea to wait until near deadline to submit assignments. You are still responsible for meeting deadlines, even if your technology goes astray.

ACADEMIC INTEGRITY

All students are expected to abide by the University of Florida's rules for academic integrity, including the Honor Code (<http://www.dso.ufl.edu/sccr/honorcode.php>). Academic dishonesty will result in a zero on the assignment and could lead to failure in the course. The instructor is required to report any violations of the Honor Code to the Dean of Students Office, in accordance with University of Florida policy.

Quizzes and exams in this course will be administered through Canvas; providing help to, or receiving help from, anyone is a violation of the Honor Code and can result in penalties up to and including failure of the course. Plagiarism in any paper written for this course is also a violation of the Honor Code.

You can read about issues related to academic dishonesty in the College of Journalism and Communications at <http://www.iou.ufl.edu/academic/iou/honestv>

STUDENTS WITH DISABILITIES

All students with disabilities will be accommodated, after the instructor receives a letter from the Disability Resource Center. Please contact the DRC if you need an accommodation; the DRC will then generate a letter for the instructor so that the accommodation can be made.

CLASS SCHEDULE

Note: This is a tentative outline of the class schedule, subject to revision. The schedule will be updated on the home page of the Canvas shell, with links to PDFs of readings not in the textbooks. Students should check the schedule on Canvas for the latest assignments and updates.

RP=Research Paper

RQ=Reading Quiz

DQ=Discussion Question (posted by students based on lectures, readings)

DA=Discussion Answer (students answer questions posed by instructor, comment on classmates' posts)

Monday	Tuesday	Wednesday	Thursday	Friday
1/8 Module 1 Begins READ Sloan, Ch. 1&2 WATCH Lecture	1/9	1/10 DAs Open	1/11	1/12 DAs Due 8 p.m. Module 1 Closes
← Module 1 →				
1/15 MLK Holiday	1/16 Module 2 Begins READ Fellow, Ch. 1&2; other assigned readings WATCH Lecture	1/17	1/18	1/19 RQ/DQs Due By 8 p.m.
← Module 2 →				
1/22 DAs Open	1/23	1/24 DAs Due 8 p.m. Module 2 Closes	1/25 Module 3 Begins READ Fellow, Ch. 3; Washburn, Ch. 1 &2; other assigned readings WATCH Lecture	1/26
← Module 2 (cont.) →			← Module 3 →	
1/29	1/30 RQ/DQs Due By 8 p.m.	1/31 DAs Open	2/1	2/2 DAs Due 8 p.m. Module 3 Closes
← Module 3 (cont.) →				
2/5 Module 4 Begins READ Fellow, Ch. 4; other assigned readings. WATCH Lecture	2/6	2/7	2/8 DAs Open	2/9
← Module 4 →				

Monday	Tuesday	Wednesday	Thursday	Friday
2/12 DAs Due 8 p.m. Module 4 Closes <div style="background-color: black; color: white; padding: 2px; display: inline-block;">Module 4 (cont.)</div>	2/13 Module 5 Begins READ Fellow Ch. 5; other assigned readings WATCH Lecture	2/14	2/15	2/16 RQ/DQs Due By 8 p.m.
2/19 DAs Open	2/20	2/21 DAs Due 8 p.m. Module 5 Closes	2/22 Module 6 Opens READ Fellow, Ch. 6 (all) & 7 (pp. 175-197); Washburn, Ch. 3&4; other assigned readings WATCH Lecture	2/23 <u>EXAM 1 (Modules 1-5)</u> <u>RP IDEA MEMO DUE</u>
	<div style="background-color: black; color: white; padding: 2px; display: inline-block;">Module 5 (cont.)</div>			<div style="background-color: black; color: white; padding: 2px; display: inline-block;">Module 6</div>
2/26 RQ/DQs Due By 8 p.m.	2/27 DAs Open	2/28	3/1 DAs Due 8 p.m. Module 6 Closes	3/2 Module 7 Opens READ Selections from “Journalism 1908” and other assigned readings. WATCH Lecture
	<div style="background-color: black; color: white; padding: 2px; display: inline-block;">Module 6 (cont.)</div>			<div style="background-color: black; color: white; padding: 2px; display: inline-block;">Module 7</div>
3/5 SPRING	3/6 BREAK	3/7	3/8	3/9
3/12 <div style="background-color: black; color: white; padding: 2px; display: inline-block;">Module 7 (cont.)</div>	3/13 RQ/DQs Due By 8 p.m.	3/14 DAs Open	3/15	3/16 <u>RP SOURCE LIST DUE</u> DAs Due 8 p.m. Module 7 Closes
3/19 Module 8 Opens READ Assigned readings WATCH Lecture	3/20	3/21	3/22 RQ/DQs Due By 8 p.m.	3/23 DAs Open
		<div style="background-color: black; color: white; padding: 2px; display: inline-block;">Module 8</div>		

Monday	Tuesday	Wednesday	Thursday	Friday
3/26 Module 8 (cont.)	3/27 DAs Due 8 p.m. Module 8 Closes	3/28 Module 9 READ Fellow Ch. 9; Washburn, Ch. 5&6; other assigned readings WATCH Lecture	3/29 Module 9	3/30 <u>RP LIT REVIEW DUE</u> RQ/DQs Due By 8 p.m.
4/2 RQ/DQs Due By 8 p.m.	4/3 DAs Open	4/4 Module 9 (cont.)	4/5 DAs Due 8 p.m. Module 9 Closes	4/6 Module 10 Opens READ Fellow Ch. 10; Washburn, Ch. 7; other assigned readings. WATCH Lecture Module 10
4/9 Module 10 (cont.)	4/10 Module 10 (cont.)	4/11 RQ/DQs Due By 8 p.m.	4/12 DAs Open	4/13 <u>RESEARCH PAPER DUE</u>
4/16 DAs Due 8 p.m. Module 10 Closes Module 10 (cont.)	4/17 Module 11 Opens READ Washburn Ch. 8; other assigned readings. WATCH Lecture	4/18 Module 11	4/19 Module 11	4/20 RQ/DQs Due By 8 p.m.
4/23 DAs Open	4/24 Module 11 (cont.)	4/25 DAs Due 8 p.m. Module 11 Closes		
<u>FINALS WEEK EXAM 2</u> <u>Modules 6-10</u>				

RESEARCH PAPER

OBJECTIVE: The purpose of this research paper is to provide a comprehensive analysis of an aspect of journalism history, focusing on the questions of why this aspect was important in the development of journalism and what this event can tell us about our media/journalism landscape today. You are looking for “how” or “why” media outlets or journalists provided coverage of certain events or occurrences and the lasting impact this coverage has had.

APPROACHES

You can select from among the following approaches:

- Look at how different but related media outlets covered the same historical event and explore/explain the differences in content/approach (for instance, how major newspapers in Florida covered Hurricane Donna or how national picture magazines covered the assassination of President Kennedy.)
- Look at how a media outlet covered an ongoing story or how two different media outlets covered an ongoing story differently (for instance, how the Miami Herald covered the 1964 St. Augustine civil rights protests or the contrast between how the Herald and the Florida Times-Union covered those protests.)
- Look at how a specific journalist covered an ongoing story for which his or her coverage became noteworthy (for instance, how Edward R. Morrow covered the London Blitz during World War II.) This could also focus on a Florida journalist who made a name for himself or herself covering a particular event or an ongoing story.
- NOTE: If you have an idea that you are interested in researching that doesn't fit into the categories above, you may do with the instructor's permission. However, it must touch on an aspect of journalism history and allow for an analysis of journalistic products.

Whatever approach and topic you select, you should be as specific as possible with the outlets and events you select in order to keep the paper's focus manageable. Please ask for direction if you have any questions about whether your topic is too broad or too narrow.

REQUIREMENTS

- Your paper should be between 8-12 pages, double-spaced with 1-inch margins, using 12-point type, including footnotes. You must also include a list of references that is not included in the page count. In the header, please provide your last name and page numbers.
- Also, please provide a title page, with your name, the name of the course, and the title of your paper.
- The historical event you select must have happened prior to 1988 (not something in the last 30 years.)
- Your paper must be an analysis, not simply a summary of the historical information you have found.
- All materials that you use in your paper must be cited appropriately using the Chicago Manual of Style. Guidelines for how this should be done will be provided.
- The final paper must be uploaded to Canvas by **8 p.m. on Friday, April 13**. Failure to meet the deadline will result in a 10 percent reduction for every day that the paper is late.
- Your idea memo, source list, and literature review are due six weeks, four weeks, and two weeks before the paper deadline, respectively. Final papers won't be graded unless all three of these preliminary assignments have been turned in.

SOURCES

- You must have access to, and use, primary source material for the news product you are analyzing. For instance, if you are looking at how a newspaper or magazine covered an event, you will need to look at actual copies or microfilm of the newspaper or magazine in a library or archive or online; if you want to look at television or radio coverage, you will need to watch or listen to that coverage or obtain a transcript of it. You can't rely on secondary sources (other books or research) that describes

or quotes from the original material. So, before you select a topic, make sure that primary source material is available and accessible. The place to start is on the journalism subject specialist's page on the UF library website.

- A note here on television coverage: Most content on U.S. television from 1968 onward is available through an archive kept by Vanderbilt University. TV material before 1968 can be difficult to find, except in transcript form. So you should probably avoid topics that would require looking at television coverage prior to 1968.
- In addition to primary source material, you will also need to prepare, as part of your paper, a literature review that describes the time period you are analyzing (for instance, if you are looking at civil rights coverage, your literature review will need to explain what the civil rights movement was and why it happened.) You can use secondary source material for your literature review, but you should try to include as much primary source material as possible.
- Primary sources include letters, newspapers, magazines, advertisements, documents, interviews, speeches, etc. produced by or about the people you are exploring in your paper. Secondary sources are historian's explanations of what took place or why it happened (for instance, your textbooks for this class are secondary sources.)
- If the focus of your paper is on a specific journalist, you should check to see where his or her personal papers are archived. For Florida journalists, this may be in Florida or even at UF. For national journalists, the papers are likely housed out of state. Material in archives is generally not available online; you will have to look through it in person.

GRADING

- Your grade will be based on 1) the quantity and quality of your research, as demonstrated in your paper; 2) the strength of your analysis; and 3) the quality of your writing.
- Throughout your paper, you should include, liberally, examples or excerpts from your primary source material. Show the material, don't just describe it.
- This is an upper-level journalism class, so writing should be free of errors in spelling, grammar, and punctuation. Errors in fact will result in a significant reduction in your grade.

PLACES TO START

- Secondary source histories of media and journalism might be a good place to find ideas. If you have a particular time period or event in mind, find some histories of media coverage in that era or event, paying particular attention to the footnotes or bibliographies that might lead you to primary sources.
- If you would like to focus on Florida, find histories of state media in the library or academic journals.
- A well-known media history textbook, *The Media in America: A History* by William David Sloan, could also provide ideas. It is available at Library West.
- The premier academic journal for media historians, *American Journalism*, is available online through UF Libraries. You can search the database by using topics, dates, or names to find academic articles that have been written on your subject. These can also be used as secondary source material for your literature review.