J353F (07825)/ J395 (07930)
HISTORICAL PERSPECTIVES IN JOURNALISM
University of Texas
School of Journalism
Spring 2013

Instructor: Dr. Tom Johnson
Office: Belo 3.328
Phone: 232-3831
email: tom.johnson@austin.utexas.edu
Office Hours: TTH 11-12:30, by appointment and when you least expect it
Class Time: 12:30-1:45 Tuesday and Thursday, Belo 5.214

REQUIRED READINGS

Reading packet: available on Blackboard.

COURSE DESCRIPTION
Development of the mass media; social, economic, and political factors that
have contributed to changes in the press. Three lecture hours a week for one
semester. Prerequisite: Upper-division standing and a major in journalism, or
consent of instructor.

OBJECTIVES
J 353F will trace the development of American media with an emphasis on
cultural, technological and economic backgrounds of press development. To
put it more simply, this course will examine the historic relationship
between American society and the media. An underlying assumption of this
class is that the content and values of the media have been greatly influenced
by changes in society over the last 300 years. Conversely, the media have
helped shape our society. More specifically, this course will:

1. Examine how journalistic values such as objectivity have evolved.

2. Explain how the media influenced society and how society influenced
   the media during different periods of our nation's history.

3. Examine who controlled the media at different periods of time, how
   that control was exercised and how that control influenced media content.
4. Investigate the relationship between the public and the media during different periods of time.

5. Examine how diverse groups have been covered by the mainstream media and how they have used media to voice their concerns.

ASSIGNMENTS
There will be three one-hour exams. The exams will be equally weighted and will not be comprehensive. The tests will be multiple choice and short answer questions.

You also be responsible for two 3-5-page assignments as well as a biography on a former journalist. The first assignment will be the birthday assignment, where you compare and contrast coverage on the day you were born with coverage 30 years before the day you were born and 60 years before the day you are born. This assignment is due Feb. 7. In the second assignment, you will look at major event involving the women’s rights movement from 1960-1982 and look at how it was portrayed in two opposing newspapers. This assignment is due March 21. Third, you will write a biography of a journalist of your choice. Undergrads will write a 5-7 page paper, graduate students an 8-10 page paper. You need to select the journalist by March 26 and the assignment is due May 3. The assignments are explained in more depth on separate sheets.

GRADING:
First exam ......................100 points
Second exam ..................100 points
Final exam ....................100 points
Short assignments.......... 90 points
Discussion questions ......10 points

Class participation will also be factored in. Discussion questions will be sent periodically to the class. I have created a Facebook group for the class, Journalism History Rocks!! (J353F). The page will feature members of the hall of fame/hall of shame and videos shown in class. I will send discussion questions through the Facebook group as well as through your UT account. You do not have to join the Facebook group, although the hall of fame/hall of shame has information on it that will be helpful in studying for the exam.
ATTENDANCE:
I will allow you three unexcused absences. After the third absence, I will deduct half a letter grade for each additional absence. You need to contact me in advance if you are going to miss a class. If you contact me in advance, the absence will be excused. All tests must be taken during their scheduled time unless you have made prior arrangements. Assignments are due by 4:30 on the dates indicated. I will deduct 10 percent for every day the assignment is late. I will not accept any papers more than a week late.

RELIGIOUS HOLY DAYS OBSERVANCE POLICY:
The Texas Education Code specifies that an institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so arrangements can be made to complete an assignment within a reasonable time after the absence.
http://www.utexas.edu/student/registrar/catalogs/gi03-04/ch4/ch4g.html#attendance

STUDENTS WITH DISABILITIES:
Please notify your instructor of any modification/adaptation you may require to accommodate a disability-related need. You will be requested to provide documentation to the Dean of Student's Office in order that the most appropriate accommodations can be determined. Specialized services are available on campus through Services for Students with Disabilities.
http://www.utexas.edu/diversity/ddce/ssd/

POLICY ON SCHOLASTIC DISHONESTY:
The University defines academic dishonesty as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Scholastic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on a test, quiz, or other assignment, and submission of essentially the same written assignment for two courses without the prior permission of the instructor. By accepting
this syllabus, you have agreed to these guidelines and must adhere to them. Scholastic dishonesty damages both the student's learning experience and readiness for the future demands of a work-career. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. http://deanofstudents.utexas.edu/sjs/acint_student.php.

**THE HONOR CODE:**
The core values of the University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, fairness, and respect toward peers and community.

**CELL PHONES**
Few things are more annoying than a cell phone going off during class, so be sure to turn them off before class. I will try to remember too. I also do not want to see them out as texting during class is distracting to me and the students around you.

**LAPTOPS**
I encourage you to bring your lap tops to class. I post the power points online before class and I encourage you to download them and to take notes on the lectures. I cannot police you to see if you are taking notes or updating your Facebook page. Those who pay attention to class, however, perform better. If you are disrupting the class with your laptop use, you will be asked to put it away.

**LECTURE TOPICS AND READING ASSIGNMENTS**

**Note:** Dates for the exams and assignments may change depending on progress of the class

**I. Communication Before America**
English heritage of the American press

READINGS: Sloan, chapt. 1; chapt. 6, pp. 95-98
  Reading on Blackboard: Elizabeth Eisenstein, "The Emergence of Print Culture in the West"

**II. Communication in Colonial America**
Newspapers in colonial America; role of the press in the American Revolution; role of the press in the new nation

READINGS: Sloan, chapt. 3; 4; 6, pp. 98-118

Assignment #1 (Birthday assignment), due Thursday, Feb. 7

III. Communication and development in the Early Republic
Party press; penny press; abolitionist press; changes in news gathering

READINGS: Sloan, chapt. 5; 7; 8
  Reading on Blackboard: Michael Schudson, "Explanations of the Revolution in Journalism"

FIRST EXAM, Thursday, Feb 16

IV. Rise of sectionalism
The press and the Civil War; frontier press

READINGS: Sloan, chapt. 9; 10
  Reading Packet: Lauren Kessler, "The Freedom Train."

V. Commercialization of the Press
Growth of the newspaper business; rise of Yellow Journalism; muckraking

READINGS: Sloan, chapt. 11; 12; 16

Assignment #2 Women’s Rights coverage, due March 21

VI. World War I
Propaganda and suppression of the press in World War I.

READINGS: Sloan, chapt. 17, pp. 325-332

Select journalist for Tues. March 26

EXAM #2: Thursday, March 28
VII. The Roaring 20s
The development of radio; jazz journalism; movies

READINGS: Sloan, chapt. 15. pp. 286-289; chapt. 18; chapt. 19 pp. 383-387

Reading Packet: Carolyn Kitch, “Women in Journalism”

VIII. Television
Early history of television and television news

READINGS: Sloan, chapt. 23, pp. 451-455.

IX. Cold War and the Media
Press restrictions during the Cold War; Joseph McCarthy and the press

READINGS: Sloan, chapt. 23, pp. 458-459

X. Communication in War
Press coverage and restrictions in World War II, Vietnam, Persian Gulf; Iraq War


XI. Press and the Presidents
Relationship between the press and 20th Century presidents.
Readings: Sloan 335-337, 465-469, 486-487

XII. Youth culture and the press
The press in the 1960s

READINGS: Sloan and Startt, chapt. 23 pp. 459-463
Reading: Michael Schudson, "The rise of the critical culture"

THIRD EXAM: Thursday, May 2

Assignment #3 Journalist Biography Due Friday, May 3, by 4:30 p.m.
<table>
<thead>
<tr>
<th>Learning Outcomes:</th>
<th>Assessments:</th>
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| Students will be able to identify and describe principal developments and pivotal events in American Journalism History. | • Classroom exams  
• Classroom presentations  
• Classroom discussions  
• Written Assignments |
| Students will be able to identify and describe major contributors to the development of mass media in the United States including men, women and minorities. | • Classroom exams  
• Classroom presentations  
• Classroom discussions  
• Written Assignments |
| Students will be able to identify and describe the development and value of the First Amendment, historic court decisions and legal developments. | • Classroom exams  
• Classroom presentations  
• Classroom discussions  
• Written Assignments |
| Students will be able to identify and describe the general history of each of the major journalistic media. | • Classroom exams  
• Classroom presentations  
• Classroom discussions  
• Written Assignments |
Assignment #1: Birthday Assignment

Look at a leading newspaper (e.g. *New York Times*, *Los Angeles Times*, *Washington Post*, *Dallas Morning News*) on your birthdate, 30 years before your birthdate and 60 years before your birth date (e.g. Nov. 24th, 1992, Nov. 24th, 1962, Nov. 24th 1932). The library has a database ProQuest Historical Newspapers that has full text copies of leading newspapers such as the *New York Times*, *Dallas Morning News*, *Los Angeles Times*, and *Washington Post*. Be aware, though, that electronic copies of the *Dallas Morning News* end in 1978 and the *Los Angeles Times* ends in 1988, so they may not work for all of you. The library also has a data base Newspaper Source that has full text of 20 newspapers, but it is not as easy to use. Find a topic that is addressed in all three papers (e.g. crime coverage, coverage of presidential candidates). How is the issue addressed in the newspaper during each time period? How is coverage of the issue similar and how is it different in terms of content and writing style? Do the publications themselves seem to be different? What ways are they the same and which ways are they different? How might these differences in how the issue is covered and in the publication themselves reflect the context of each time period? Use your textbook as a general guide to context of each time period. Be sure to include your birthdate in your paper. This assignment is due **Feb. 7 by 4:30**. It is worth 25 points.
Assignment #2: Women’s Rights coverage

Take any women’s rights events from the Food and Drug Administration approving the purchase of birth control pills in 1960 until 1982 when the deadline for passage of the Equal Rights Amendment ended. Take any two of the newspapers. I would suggest either the New York Times or the Washington Post compared with the Dallas Morning News or the Los Angeles Times. How did they differ in amount of attention paid to the issue, placement in the newspaper, focus of the stories and the tone of coverage? Numerous websites can give you a timeline of key women’s rights events during this time period. This assignment is due March 21. It is worth 25 points.
Assignment 3: Biographical sketch

Write a biographical research paper on a journalist who is no longer in the reporting business who interests you. Undergrads need to write a 5-7 page paper, graduate students an 8-10 page one. I have included a list below of possible journalists to research. If there is another journalist who you would like to research who is not on the list, please talk to me. Journalists who are actively working now are ineligible. These must be past journalists or journalists known for events in the past. I will send the list of journalists around the class on March 26, but if you know there is a journalist you would like, contact me in advance.

The paper should focus on the individual’s life as journalist. I don’t want to read a biography that begins with the person’s birth and ends with the person’s death. The best papers will provide a sense of why this individual is important to journalism history and also provide insight into the personality of the individual, not simply list his or her accomplishments.

The biographical sketch must have at least five sources. Your textbook is a good starting point for information on the individual, but the textbook cannot be listed as a source. Wikipedia also cannot be listed as a source, but again, it may provide you with some valuable background information. Only two of the sources can come solely from the Internet (articles that are found online but can be found in print or video form are acceptable). The assignment is due Friday, May 3rd by 4:30. However, I will not count it as late if it comes in by Monday, May 6th by 4:30. The assignment is worth 40 points.
List of journalists:
This list is not exhaustive. If there are any other retired journalists you would like to examine, please discuss it with me. Those with an asterisk next to their name are not available for selection this semester:

Robert Abbott  
*Samuel Adams  
Joseph Alsop  
Jack Anderson  
Edwin Armstrong  
Susan B. Anthony  
Roone Arledge  
Terry Anderson  
Nathan Wheeler Ayer  
Benjamin Bache  
Ray Stannard Baker  
Ben Bradlee  
Moses Beach  
James Gordon Bennett  
Edwin Armstrong  
Edward Bernays  
Carl Bernstein  
Francis P. Blair  
Nellie Bly  
Edward Bok  
Mary L. Booth  
Elias Boudinot  
*Margaret Bourke-White  
David Brinkley  
Samuel Bowles  
William Bradford  
Ed Bradley  
Mathew Brady  
Jimmy Breslin  
Arthur Brisbane  
Amelia Bloomer  
*Tom Brokaw  
Heywood Broun  
William Cullen Bryant  
John Chancellor  
Horace Greeley  
Sara Josepha Hale  
Ezra Haywood  
William Randolph Hearst  
Marguerite Higgins  
*Hedda Hopper  
Chet Huntley  
*Peter Jennings  
Ted Koppel  
Ivy Lee  
Frank Leslie  
Roy Howard  
A.J. Liebling  
Walter Lippmann  
Elijah Lovejoy  
Henry Luce  
S.S. McClure  
Robert McCormick  
Joseph Medill  
Roger Mudd  
Guglielmo Marconi  
Edward R. Murrow  
Thomas Nast  
William Rockhill Nelson  
Al Neuharth  
SI Newhouse  
Adolph Ochs  
*Thomas Paine  
William Paley  
Louella Parsons  
Daniel Pearl  
Jane Pauley  
Drew Pearson  
David Graham Phillips  
*Ernie Pyle
*Connie Chung
William Cobbett
Samuel Cornish
George Creel
*Walter Cronkite
Cyrus Curtis
Charles Dana
John Peter Zenger
Elmer Davis
Richard Harding Davis
Benjamin Day
Dorothy Day
Lee DeForest
Dorothy Dix
Theodore Dreiser
Frederick Douglass
W.E. B. Du Bois
William Duane
Benjamin Edes
John Fenno
Cyrus Field
Benjamin Franklin
*James Franklin
Philip Freneau
*Walter Duranty
Margaret Fuller
William Lloyd Garrison
Charlayne Hunter-Gault
Mary Katherine Goddard
E.L. Godkin
Duff Green
Katharine Graham
Henry Grady
D. W. Griffith
David Halberstam
John Johnson
Robert Ezra Park
H.V. Kaltenborn
Dorothea Lange
Frank Munsey
William Paley
Edwin Porter
*Joseph Pulitzer
Henry Raymond
Whitelaw Reid
Frank Reynolds
Dan Rather
Grantland Rice
*Jacob Riis
James Rivington
Harold Ross
George P. Rowell
Mike Royko
John Russwurm
*Margaret Sanger
Bob Woodward
David Sarnoff
Edward W. Scripps
Eric Sevareid
Bernard Shaw
Agnes Smedley
Upton Sinclair
IF Stone
Melville Stone
John C. Sengstacke
Jane Grey Swisshelm
Ida Tarbell
Helen Thomas
Isaiah Thomas
Hunter Thompson
Dorothy Thompson
Ida B. Wells
William Allen White
*Red Smith
*Walter Winchell
*Virginia Woodhull
Lowell Thomas
<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>David Ogilvy</td>
<td>Linda Ellerbee</td>
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<tr>
<td>Bess Furman</td>
<td>Jack Germond</td>
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<td>Theodore White</td>
<td>Bernarr MacFadden</td>
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<td>Robert MacNeil</td>
<td>Henry Watterson</td>
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<td>Molly Ivins</td>
<td>Robert Rhett</td>
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<td>H. L. Menken</td>
<td>Thomas Ritchie</td>
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<tr>
<td>Russell Baker</td>
<td>Elizabeth Banks (not the actress)</td>
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<td>Eric Barnouw</td>
<td>Frank Gannett</td>
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<tr>
<td>Ambrose Bierce</td>
<td>Fremont Older</td>
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<tr>
<td>Herbert Block</td>
<td>William F. Buckley</td>
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<tr>
<td>Martha Gelhorn</td>
<td>Jessica Savitch</td>
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<td>Pierre Salinger</td>
<td>James Reston</td>
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<td>Robert Poynter</td>
<td>Mike Wallace</td>
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<tr>
<td>Lou Cannon</td>
<td>Damon Runyon</td>
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<tr>
<td>Harry Reasoner</td>
<td>Sam Donaldson</td>
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<tr>
<td>Reuben Salazar</td>
<td>Jose Yglesias</td>
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University of Texas Databases
http://lib.utexas.edu/indexes/titles.php?fulltext=true

2. African American Newspapers: the 19th Century
3. Alt-Press Watch: Data base of alternative and independent newspapers, magazines and journals
4. America’s Historical Newspapers: More than 1,000 historical newspapers published between 1690 and 1922
5. America: History and Life: Full text of major historical journals
7. Lexis-Nexis Databases: Full text of 350 newspapers as well as transcripts from 300 magazine and journals
8. Newspaper Source: Provides cover-to-cover full text for 20 national newspapers.
9. Nineteenth Century U.S. Newspapers

10. Proquest Historical Newspapers (This has full-text copies of major U.S. newspapers from when they began often until the mid90s. Our library has the Dallas Morning News, New York Times, Washington Post and Los Angeles Times.

11. Vanderbilt Television News Archive

Online Historical Sites

1. American Memory (http://memory.loc.gov/ammem/index.html): The American History Project gives you access to all historical information in the Library of Congress that has been put in digital form.

2. Mass Communication History (http://webpages.marshall.edu/~rabe/resources.htm) This site is one designed by a Marshall University faculty member that is a bibliographic site of about 3,000 sources on numerous mass media history topics.

3. Media History Project (http://www.mediahistory.umn.edu): The site promises to promote the study of media history from petroglyphs to pixels. Provides hot links to museum, archives and data bases; people; key
documents in U.S. press history; copyright laws; issues; and indices, organizations and publications. The site examines early media, print media, mass media and digital media.

4. **WWW Virtual Library: History Index** ([http://vlib.org/History](http://vlib.org/History)): This site provides links to historical research materials, historical topics and the history of nations around the world. This is a general history site, not one specifically for journalism historians.

5. **Historical Text Archive** ([http://historicaltextarchive.com](http://historicaltextarchive.com)) The HTA publishes articles, books, essays, documents, historical photos, and links, screened for content, for a broad range of historical subjects. This site will give you access to numerous documents, electronic books and links to other sites. It is organized by geography and topic directories.

6. **The Smithsonian** ([http://www.si.edu](http://www.si.edu)): Allows you to search the Smithsonian's museums, galleries and research center.

7. **History Net** ([http://www.historynet.com/](http://www.historynet.com/)): Features world history, American history, eyewitness accounts of historical events, personality profiles and interviews. This seems designed for high school and younger age students, but still has some valuable resources.

8. **History Buff** ([http://www.historybuff.com](http://www.historybuff.com)): This is a site devoted to newspaper coverage of events in American history.

9. **The History Channel** ([http://www.history.com](http://www.history.com)) Promises to be the best search in history and it does have a good search engine for history topic.

10 **History Matters**: ([http://historymatters.gmu.edu/](http://historymatters.gmu.edu/)): Designed to provide resources for high school and college teachers of U.S. History courses. Valuable because of its site [www.history](http://www.history) that provides links to hundreds of history websites. It has a companion site, World History Matters([http://chnm.gmu.edu/worldhistorymatters](http://chnm.gmu.edu/worldhistorymatters)).

12. Repository of Primary Sources (http://www.uidaho.edu/special-collections/Other.Repositories.html): Best site to find where manuscript, archives, rare books and other primary sources are located.

13. JSTOR (http://www.jstor.org/search) The best source to find older journal articles on a variety of topics including history.


15. Best of History Web Sites (http://www.besthistorysites.net/): Contains annotated links to more than 1000 history websites from prehistory through World War II. It is designed primarily for teachers, with history teacher guides and activities.

16. Newspaper Archives: (http://www.newspaperarchive.com/): Boasts that it is the largest archive of digital newspapers from 1753-present. Most of the papers are smaller ones. You need to pay to get access to inside pages, but they will provide the front page for free.

17. News Archives (http://www.newsarchives.com/): Provides actual front pages from the past from newspapers across the country. Unfortunately it is not a free site.

Specialty Sites
1. Harry Amana's Home Page (http://www.unc.edu/~haman/) The website of this University of North Carolina journalism professor has numerous links to various minority sites, many dealing with historical topics.

2. Making of America: Collections at University of Michigan (http://www.hti.umich.edu/m/moagrp) and Cornell University (http://digital.library.cornell.edu/m/moa/) is a searchable digital library of primary sources in American social history.

3. John W. Hartman Center((http://library.duke.edu/specialcollections/hartman/): Duke University’s collection of rare books, manuscripts and special collections for sales, advertising and marketing history
4. Accessible Archives (http://www.accessible.com/accessible/). Database with articles and primary materials from 18th Century and 19th Century periodicals.

5. UCLA Film and TV Archive (http://www.cinema.ucla.edu): Has more than 22,000 films and television programs and 27 million feet of newsreel footage.

6. National Digital Newspaper Program (http://www.neh.gov/projects/ndnp.html): A companion program to the United States Newspaper Program to digitize newspapers from the 18th Century to the Present. Currently they have digitized papers from 1880-1922, but they give you holdings for other newspapers.

7. World History Archives (http://www.hartford-hwp.com/archives/); Documents to support the study of world history from a working-class and non-Eurocentric perspective.

8. Writing Women Back into History (http://www.nwhp.org): The website of the National Women’s History Project is the best single source on women’s history.

9. History Websites Top 100: http://www.historywebsites.com/list.php Links to what are perceived as the top history websites, most devoted to very specific subjects.