

**J353F (08015)/ J395 (08160)**  
**HISTORICAL PERSPECTIVES IN JOURNALISM**

University of Texas  
School of Journalism  
Fall 2014

**Instructor:** Dr. Tom Johnson

**Office:** Belo 3.328

**Phone:** 232-3831

**email:** tom.johnson@austin.utexas.edu

**Office Hours:** MWF 10:30-11:30 by appointment or when you least expect it

**Class Time:** MWF 1-2 BMC 5.214

**REQUIRED READINGS**

Wm David Sloan, *The Media in America: A History* (9th Edition).

Reading packet: available on Canvas.

**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**

J353F 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 **Sept. 25**. In the second assignment, you will look at major event involving the civil rights movement from 1954-1963 and look at how it was portrayed in two opposing newspapers. This assignment is due **Oct. 30**. 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 **Nov. 9** and the assignment is due **Dec. 4, but will be accepted by Dec. 8 by 4:30 p.m. for no late penalty**. 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 .....60 points

Class participation will also be factored in. Weekly discussion questions will be due at the beginning of class each Wednesday, except the first week of class, test weeks and Thanksgiving week. 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, except the discussion questions which are due after we talk about them in class. 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](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.

**LAP TOPS**

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 lap top 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 Canvas: Elizabeth Eisenstein, "The Emergence of Print Culture in the West," *Journal of Communication*

## **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 Friday , September 25**

## **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 Canvas: Michael Schudson, "Explanations of the Revolution in Journalism"

**FIRST EXAM, Wednesday, September 30**

## **IV. Rise of sectionalism**

The press and the Civil War; frontier press

READINGS: Sloan, chapt. 9; 10

Reading Packet:

Felix Gutierrez, "Spanish-language Media in America: Background, Resources, History"

Juan Gonzalez and Joseph Torres, "The Indian War of Words"

## **V. Commercialization of the Press**

Growth of the newspaper business; rise of Yellow Journalism; muckraking

READINGS: Sloan, chapt. 11; 12; 16

Lauren Kessler, "The Freedom Train."

Ted Curtis Smythe, "The Reporter, 1880-1900: Working Conditions"

and their Influence on the News."

**Assignment #2 Civil Rights Coverage, due Friday, Oct. 30**

**VI. World War I**

Propaganda and suppression of the press in World War I.

READINGS: Sloan, chapt. 17, pp. 337-343

**EXAM #2: Wednesday, Nov. 4**

**Choose journalists for biography assignment by Monday, Nov. 9**

**VII. The Roaring 20s**

The development of radio; jazz journalism; movies

READINGS: Sloan, chapt. 15. pp. 298-302; chapt. 18; chapt. 19 pp. 395-398

Reading Packet: Carolyn Kitch, "Women in Journalism"

**VIII. Television**

Early history of television and television news

READINGS: Sloan, chapt. 23, pp. 463-467.

**IX. Cold War and the Media**

Press restrictions during the Cold War; Joseph McCarthy and the press

READINGS: Sloan, chapt. 23, pp. 470-471

**X. Communication in War**

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

READINGS: Sloan, chapt. 17, 351-358 chapt. 23 475-477; chapt 24, pp. 499-500

**XI. Press and the Presidents**

Relationship between the press and 20th Century presidents.

Readings: Sloan 316-318, 447-448 477-481, 498-499

**XII. Youth culture and the press**

The press in the 1960s

READINGS: Sloan and Startt, chapt. 23 pp. 471-475

Reading: Michael Schudson, "The rise of the critical culture"

**THIRD EXAM: Thursday, Dec. 4**

**Assignment #3 Journalist Biography Due Friday, Dec. 4, by 4:30 p.m. but still will be accepted by Tuesday Dec. 8, by 4:30**

<b>Learning Outcomes:</b>	<b>Assessments:</b>
Students will be able to identify and describe principal developments and pivotal events in American Journalism History.	<ul style="list-style-type: none"> <li>• Classroom exams</li> <li>• Classroom presentations</li> <li>• Classroom discussions</li> <li>• Written Assignments</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Classroom exams</li> <li>• Classroom presentations</li> <li>• Classroom discussions</li> <li>• Written Assignments</li> </ul>
Students will be able to identify and describe the development and value of the First Amendment, historic court decisions and legal developments.	<ul style="list-style-type: none"> <li>• Classroom exams</li> <li>• Classroom presentations</li> <li>• Classroom discussions</li> <li>• Written Assignments</li> </ul>
Students will be able to identify and describe the general history of each of the major journalistic media.	<ul style="list-style-type: none"> <li>• Classroom exams</li> <li>• Classroom presentations</li> <li>• Classroom discussions</li> <li>• Written Assignments</li> </ul>

## **Assignment #1: Birthday Assignment**

Look at a leading newspaper (e.g. *Chicago Tribune*, *New York Times*, *Washington Post*) on your birth date, 30 years before your birthdate and 60 years before your birth date (e.g. Nov. 24th, 1995, Nov. 24th, 1965, Nov. 24th 1935). The library has a database ProQuest Historical Newspapers that has full text copies of the *New York Times*, and the *Washington Post* for each of these three time periods. 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 on your paper. This assignment is due **Friday, Sept. 25 by 4:30**. It is worth 25 points



## **Assignment #2: Civil Rights coverage**

Take any civil rights events from the Supreme Court's *Brown vs. Board of Education* ruling (1954) until 1963 when four young girls attending Sunday School were killed when a bomb exploded in their Birmingham Baptist church. Compare coverage between either a historically black newspaper (such as the *Pittsburgh Courier* or the *Baltimore Afro American*) and a historically white paper (such as the *Washington Post*) or the difference between a Northern and a Southern newspaper. We have two databases that feature minority newspapers, the African America Newspapers and Hispanic American Newspapers. There are four full-text data bases for large metro dailies: *The New York Times*, *The Washington Post*, *The Dallas Morning News* and the *Los Angeles Times*. The *Dallas Morning News* counts as a Southern newspaper, and the other three count as Northern papers. 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 civil rights events during this time period. This assignment is due **Friday, Oct. 30 by 4:30**. 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. Journalists with an asterisk next to their name were done last year and are therefore not available. 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 **Nov. 9**, 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, Dec. 5 by 4:30. However, I will not count it as late if it comes in by Monday, Dec. 8 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	Horace Greeley
*Samuel Adams	Sara Josepha Hale
Joseph Alsop	Ezra Haywood
Jack Anderson	*William Randolph Hearst
Edwin Armstrong	Marguerite Higgins
*Susan B. Anthony	*Hedda Hopper
Roone Arledge	Chet Huntley
Terry Anderson	*Peter Jennings
Nathan Wheeler Ayer	Ted Koppel
Benjamin Bache	Ivy Lee
Ray Stannard Baker	Frank Leslie
*Ben Bradlee	Roy Howard
Moses Beach	A.J. Liebling
James Gordon Bennett	Walter Lippmann
Edwin Armstrong	Elijah Lovejoy
Edward Bernays	Henry Luce
*Carl Bernstein	S.S. McClure
Francis P. Blair	Robert McCormick
Nellie Bly	Joseph Medill
Edward Bok	Roger Mudd
Mary L. Booth	Guglielmo Marconi
Elias Boudinot	Edward R. Murrow
*Margaret Bourke-White	Thomas Nast
David Brinkley	William Rockhill Nelson
Samuel Bowles	Al Neuharth
William Bradford	SI Newhouse
Ed Bradley	Adolph Ochs
Mathew Brady	Thomas Paine
Jimmy Breslin	William Paley
Arthur Brisbane	Louella Parsons
Amelia Bloomer	Daniel Pearl
*Tom Brokaw	Jane Pauley
Heywood Broun	Drew Pearson
William Cullen Bryant	David Graham Phillips
John Chancellor	*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. Dubois  
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  
Edgar Snow  
Leslie Stahl  
Lincoln Steffens  
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

David Ogilvy

Bess Furman

Theodore White

Robert MacNeil

Molly Ivins

H. L. Menken

Russell Baker

Eric Barnouw

Ambrose Bierce

Herbert Block

Martha Gelhorn

Pierre Salinger

Robert Poynter

Lou Cannon

Harry Reasoner

Reuben Salazar

Linda Ellerbee

Jack Germond

Bernarr MacFadden

Henry Watterson

Robert Rhet

Thomas Ritchie

Elizabeth Banks (not the actress)

Frank Gannett

Fremont Older

William F. Buckley

Jessica Savitch

James Reston

Mike Wallace

Damon Runyon

Sam Donaldson

Jose Yglesias

## **University of Texas Databases**

<http://lib.utexas.edu/indexes/titles.php?fulltext=true>

1. African American Newspapers 1827-1998 News
2. African American Newspapers: the 19<sup>th</sup> 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
6. Hispanic American Newspapers, 1880-1980
7. Lexis-Nexis Databases: Full text of 350 newspapers as well as transcripts form 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. Briscoe Center for American History  
(<http://www.cah.utexas.edu/index.php>): This site, located at UT Austin, boasts the best news media history collection in the United States.
  
2. 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.
  
- 3 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.

4. 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.

5. WWW Virtual Library: History Index (<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

6. Historical Text Archive (<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

7. The Smithsonian (<http://www.si.edu>):  
Allows you to search the Smithsonian's museums, galleries and research center.

8. History Net (<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.

9. History Buff (<http://www.historybuff.com>): This is a site devoted to newspaper coverage of events in American history.

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

11. History Matters: (<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>).

12. NUCMUC Home Page (<http://www.loc.gov/coll/nucmc/>) Home page of the National Union Catalogue of Manuscript Collections that catalogues manuscripts in the Library of Congress.

13. Repository of Primary Sources (<http://webpages.uidaho.edu/special-collections/other.repositories.html>): Best site to find where manuscript, archives, rare books and other primary sources are located.

14. JSTOR (<http://www.jstor.org/action/showBasicSearch>) The best source to find older journal articles on a variety of topics including history. It is a database at University of Texas

15. HyperHistory Online ([http://www.hyperhistory.com/online\\_n2/History\\_n2/a.html](http://www.hyperhistory.com/online_n2/History_n2/a.html)): Presents 3.000 years of world history with an interactive combination of lifelines, timelines and maps.

16. 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.

17. 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.

### **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.quod.lib.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/rubenstein/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/divisions/preservation/national-digital-newspaper-program>): 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. National Women's History Project (<https://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.