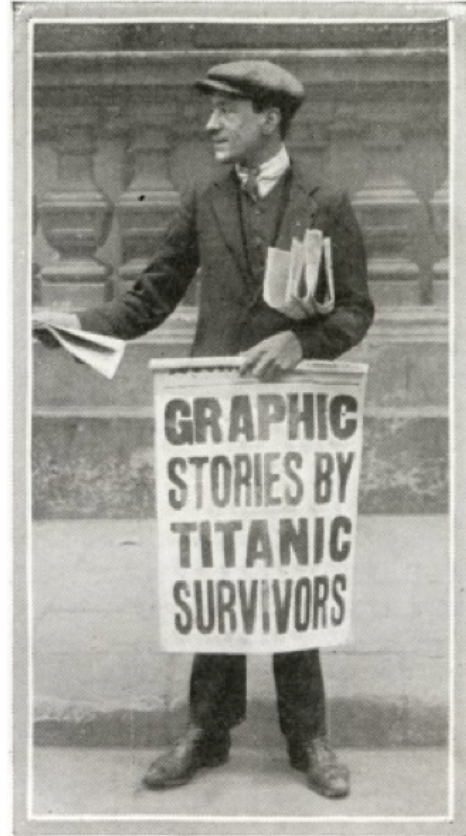




**READINGS IN
MASS COMMUNICATION HISTORY**

Spring 2014
Tuesdays, 11 a.m.–1:45 p.m.
CA 340

Instructor: Dr. Barbara Friedman
Office: 357 Carroll Hall
Office Hours: T 2:30-3:30
and by appointment
E-mail: bfriedman@unc.edu
Phone: 919-843-2099



Course Description

The main purpose of this course is to introduce you to different methods of historical research and ways of constructing historical narrative and analysis—and how these can be usefully employed in the topical area of mass communication history. Adopting as its broad theme *the possibilities of historical knowledge*, the course draws on compelling salient and recent work in and about journalism and communication history as a means to enhance your research and teaching capabilities. More specifically, you will develop skills in the critical analysis of historical research; be exposed to different methodological approaches and evaluate their purposes, strengths and weaknesses; and explore prevailing critiques of the field. Each student will conclude the course with a research paper on a selected topic in journalism/communication history.

Course Objectives

Students in this course will learn:

- to analyze the substantive claims and findings of historical studies;
- to examine and assess the value of the methods used to produce a historical work;
- to examine and assess the shortcomings of the evidentiary and theoretical bases of such works;
- to recognize the diversity of approaches to historical research;

- to understand how the discipline of journalism/communication developed historically and how the study of mass communication history fits within broader disciplinary conversations;
- to recognize and understand some of the main issues/concerns in the field of journalism/communication history;
- to think historically or, to think in terms of change and continuity over time while understanding the time-conditioned beliefs, practices and relationships that shape human experience;
- to make contributions to historical knowledge in the field of journalism/communication by conducting historical research paper that uses primary and secondary sources in a substantive and sound manner.

Required Reading

Article-length readings are available on our course Sakai site. The following texts are required and to be read as directed on the syllabus:

- Ellen Gruber Garvey, *Writing With Scissors: American Scrapbooks from the Civil War to the Harlem Renaissance* (New York: Oxford Press, 2013). Note: This book is available for purchase, or as an electronic resource via the UNC library.
- Gretchen Soderlund, *Sex Trafficking, Scandal, and the Transformation of Journalism, 1885-1917* (Chicago: University of Chicago Press, 2013).
- John Tosh, *The Pursuit of History*, 5th ed. (Harlow, England: Pearson, 2010).
- Barbie Zelizer, ed., *Explorations in Communication and History* (London: Routledge, 2008).

You are required to have read all the assigned material before arriving to class – this will give us a common frame of reference for discussion, as they are specifically related to each week’s themes or issues. So that your participation will be productive and substantive, please bring your reading to class with you.

Coursework and Important Dates

Coursework	Due date	% of final grade
Discussion leader	TBD	10
Online commentary	Fri. & Mon. by 5 p.m.	10
Research paper topic	Jan. 28	N/A
Research paper proposal	March 4	20
Book review	March 25	10
Research paper	April 22	50

Discussion leader: During one class period, you present a lecture on a selected subject of about 15-20 minutes and lead a discussion afterward. Please pick a topic of interest to you and then feel free to narrow it as you think appropriate. Select a date for your presentation that will best fit your schedule. These lectures are expected to be factual in nature, although student leaders are certainly welcome to spend a short period of time evaluating the literature available on the subject.

Online commentary: With the exception of the week you are the discussion leader, you must post comments about one of the assigned readings to our Sakai course each week. Before class on Tuesday, be sure that you have read your classmates' commentary along with the assigned readings. Each week, I will assign you a particular reading and a role, either questioner or responder. The questioner will post a commentary and discussion question for the assigned reading no later than Friday at 5 p.m. Responders will post commentary/response no later than Monday at 5 p.m. These comments should highlight important ideas, issues, or approaches raised in the reading. Tell us what you found compelling/engaging/problematic/perplexing in the reading, paying some attention to the focus of our course (historical methods in journalism/communication research). No need to consult with others before you comment – a degree of overlap is unavoidable and expected. Important: Bear in mind that while description of the reading can be useful when done briefly, your aim should be evaluation and analysis!

Research paper proposal: Your 5- to 7-page proposal should include a clear statement of topic and purpose; a persuasive justification of the study's significance and originality; a background/literature review that places your topic in historical perspective and situates it among the existing relevant literature; a method section identifying the kind of history you're writing (cultural, social, political, intellectual, etc.) and your approach; and a description of the primary sources you will investigate.

Book review: Each student will write a 750 to 800-word book review of Gretchen Soderlund's *Sex Trafficking, Scandal, and the Transformation of Journalism, 1885-1917*. The review should follow the style of reviews in *American Journalism* and *Journalism History*. Outstanding review(s) will be recommended to the book review editor of *American Journalism*. Further instructions will be provided in class and on Sakai.

Research paper: The course will culminate with the research and writing of a 20- to 25-page (excluding notes) academic history paper on the topic of your choosing in the field of journalism/communication history. You should write toward presentation at an academic conference and publication in a scholarly journal. Your paper should contribute something original and meaningful to collective knowledge about

journalism/communication history. For best results, begin work immediately on your paper and work consistently throughout the semester. For citations, use the *Chicago Manual of Style*, 16th ed., available in UNC libraries and via online subscription.

Note: Papers will be evaluated according to standards established by national conventions at which history papers are presented and to a degree, scholarly journals in which historical research is published. These standards include: 1) originality and importance of the topic; 2) conceptualization and familiarity/engagement with relevant literature; 3) clarity of research purpose and focus; 4) research methods and use of original, primary sources; 5) evidence supports the manuscript's stated purpose, focus and conclusions; 6) quality of writing, organization and presentation; and 7) degree to which this work contributes to the understanding of communication/journalism history. We will apply these standards as we read through various articles during the semester, so that you will become accustomed to the conventions of historical research.



I encourage you to submit your paper to the American Journalism Historians Association (AJHA) conference, which has a May deadline. The AEJMC History Division (April deadline), ICA Communication History Interest Group (November deadline), and AEJ Southeast Colloquium (December deadline) are additional submission opportunities. Do remember, however, that submitting your paper is a promise to attend the conference if your paper is accepted. Submission to an academic conference is not a requirement for the course, but if you are planning a career in academia, submission to a conference or publication will hold you in good stead with potential employers on graduation.

Grading Policy

The course will operate on several levels, and as with most graduate level courses, its success will depend greatly upon your engagement with the material. Unless indicated otherwise, written work is due *at the beginning of class*. Barring *extreme circumstances*, I do not accept late papers.

Per UNC policy for graduate courses, your final grade will be expressed as an H (high pass), P (pass), L (low pass), or F (fail).



Attendance Policy

Students are expected to attend all sessions of 742, and excessive tardiness will not be tolerated. UNC policy states, “Regular class attendance is a student obligation, and a student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent from any class meetings except for [*compelling* academic conflict] or religious observance. Attendance and participation is a consideration for your final grade.

Important Notes About This Course

Disability Accommodations. Students in this course seeking accommodations to disabilities must first consult with the Office of Disability Services and follow the instructions of that office for obtaining accommodations. For more information, contact 919-962-8300 or <http://accessibility.unc.edu>.

UNC Honor Code. Graduate students are responsible for conducting themselves in conformity with the moral and legal restraints found in any law-abiding community. They are, moreover, subject to the regulations of the Honor Code. In brief, the Honor Code states that all students shall “refrain from lying, cheating, or stealing,” but the Honor Code imparts much more. It is the guiding force behind the responsible exercise of freedom, the foundation of student self-governance at UNC–Chapel Hill. By abiding by the Honor Code, students can be assured that their individual rights and academic work will be respected. For more, see www.unc.edu/gradrecord/front/univregulations.html#honor.



JOMC 742 WEEKLY SCHEDULE

Note: What follows is a tentative reading and assignment schedule. The syllabus is a general plan for the course; the instructor reserves the right to make changes as the semester progresses. Changes will be posted to Sakai.

Week 1/Jan. 14

The Place of History in Our Field

- Tosh, *The Pursuit of History*, chapters 1-3, pp. 1-87.
- Zelizer, "Introduction: When Disciplines Engage," in *Explorations in Communication and History*, pp. 1-12.
- Peters, "History as a Communication Problem," in *Explorations in Communication and History*, pp. 19-34.
- Curran, "Communication and History," in *Explorations in Communication and History*, pp. 46-59.
- Nord, "The Practice of Historical Research," in *Mass Communication Research and Theory*, ed. Guido H. Stempel III, David H. Weaver, and G. Cleveland Wilhoit (Boston: Allyn and Bacon, 2003), Sakai.

Week 2/Jan. 21

The Spectacle of Communication Technology

- Stallybrass, "Printing and the Manuscript Revolution," in *Explorations in Communication and History*, pp. 111-118.
- McCarthy, "Governing by Television," in *Explorations in Communication and History*, pp. 119-135.
- Nerone, "Newswork, Technology and the Cultural Form, 1837-1920," in *Explorations in Communication and History*.
- James W. Carey, "Technology and Ideology: The Case of the Telegraph," in *Communication as Culture: Essays on Media and Society*, rev. ed., ed. James W. Carey (New York: Routledge, 2009), Sakai.

Week 3/Jan. 28**Material Artifacts and Representing the Past**

- Tosh, *The Pursuit of History*, chaps. 4-5, pp. 88-146.
- Garvey, *Writing with Scissors, American Scrapbooks from the Civil War to the Harlem Renaissance*, introduction, chaps. 1 & 6, pp. 3-59, 207-228.
- David Greenberg, "Do Historians Watch Enough TV? Broadcast News as a Primary Source," in *Doing Recent History*, ed. Claire Bond Potter and Renee C. Romano (Athens: University of Georgia Press, 2012), Sakai.
- Peter Burke, "Photographs and Portraits," in *Eyewitnessing: The Uses of Images as Historical Evidence* (Ithaca, NY: Cornell University Press, 2001), pp. 21-33, Sakai and Google book preview.

* **Research paper topic due today**

Week 4/Feb. 4**Historical Knowledge & the Uses of Theory**

- Tosh, *The Pursuit of History*, chaps. 7-8, pp. 175-245.
- Starr, "Democratic Theory and the History of Communications," in *Explorations in Communication and History*, pp. 35-45.
- Schudson, "Public Spheres, Imagined Communities, and the Underdeveloped Historical Understanding of Journalism," in *Explorations in Communication and History*, pp. 181-189.
- Tim Vos et al., "Theorizing in Time: A Special Section," *American Journalism* 30, no. 1 (2013): 3-43, Sakai.

Week 5/Feb. 11**Mass Communication History and Cultural History**

- Tosh, *The Pursuit of History*, chaps. 6 & 9, pp. 147-174, 246-273.
- David Paul Nord, "Intellectual History, Social History, Cultural History, Our History," *Journalism and Mass Communication Quarterly* 67, no. 4 (1990): 645-648, Sakai.
- Carolyn Kitch, "'A Genuine, Vivid Personality': Newspaper Coverage and Construction of a 'Real' Advertising Celebrity in a Pioneering Publicity Campaign," *Journalism History* 31, no. 3 (2005): 122-137, Sakai.
- Richard Popp, "Domesticating Vacations: Gender, Travel and Consumption in Post-War Magazines," *Journalism History* 36, no. 3 (2010): 137, Sakai.
- Sheila Webb, "Art Commentary for the Middlebrow: Promoting Modernism and Modern Art through Popular Culture—How Life Magazine Brought the 'New' into Middle-Class Homes," *American Journalism* 27, no. 3 (2010): 115-150, Sakai.

Week 6/Feb. 18**Historical Audiences**

- Susan Douglas, “Does Textual Analysis Tell Us Anything About Past Audiences?” in *Explorations in Communication and History*, pp. 66-76.
- Butsch, “The Citizen Audience: Crowds, Publics and Individuals,” in *Explorations in Communication and History*, pp. 77-89.
- Bird, “Seeking the Historical Audience: Interdisciplinary Lessons in the Recovery of Media Practices,” in *Explorations in Communication and History*, pp. 90-106.
- Garvey, *Writing with Scissors*, chaps. 3 & 4, pp. 87-171.

Week 7/Feb. 25**Mass Communication and Memory**

- Janice Hume, “Memory Matters: The Evolution of Scholarship in Collective Memory and Mass Communication,” *Review of Communication* 10, no. 3 (2010): 181-196, Sakai.
- Kathleen McElroy, “You Must Remember This: Obituaries and the Civil Rights Movement,” *Journal of Black Studies* 44, no. 4 (2013): 335-355, Sakai.
- Karen M. Russell et al., “Libbie Custer’s Last Stand: Image Restoration, the Press and Public Memory,” *Journalism and Mass Communication Quarterly* 84, no. 3 (2007): 582-599.

Week 8/March 4**The Measures of History**

- Sarah Igo, “From Main Street to Mainstream: Middletown, Muncie, and ‘Typical America,’” *Indiana Magazine of History*, September 2005, pp. 239-266, Sakai.
- Tony Epstein Jayaratne and Abigail J. Stewart, “Quantitative and Qualitative Methods in the Social Sciences: Current Feminist Issues and Practical Strategies,” in *Just Methods: An Interdisciplinary Feminist Reader*, ed. Alison M. Jaggar (Boulder, CO: Paradigm, 2011), pp. 44-57, Sakai.

* **Research paper proposal due today**

**SPRING BREAK**

Starts 5 p.m.
Friday, March 7;
Classes resume
8 a.m. Monday,
March 17.

Week 9/March 18**Mass Communication History and Oral History**

- Tosh, *The Pursuit of History*, chap. 11, pp. 303-329
- Gwyneth Mellinger, "Rekindling the Fire: The Compromise that Initiated the Formal Integration of Daily Newspaper Newsrooms," *American Journalism* 25, no. 3 (2008): 97-126, Sakai.
- Bonnie Brennen, "Toward a History of Labor and News Work: The Use of Oral Sources in Journalism History," *Journal of American History* 83, no. 2 (1996): 571-579, Sakai.

Week 10/March 25**Transforming the Report & the Reporter**

- Gretchen Soderlund, *Sex Trafficking, Scandal, and the Transformation of Journalism, 1885-1917*.
- Kathy Roberts Forde and Katherine A. Foss, "The Facts! The Color! The Facts! The Idea of a Report in American Print Culture, 1885-1910," *Book History* 15 (2012): 123-151, Sakai.

* **Book review of Soderlund due today**

Week 11/April 1**History and Gender**

- Tosh, *The Pursuit of History*, chap. 11, pp. 274-302.
- Bonnie G. Smith, *The Gender of History: Men, Women and Historical Practice* (Cambridge: Harvard University Press, 1998), selections, Sakai.
- Carolyn Kitch, "Whose Story Does Journalism History Tell? Considering Women's Absence from the Story of the Century," *American Journalism* 18, no. 1 (2001): 13-31, Sakai.
- Gaye Tuchman, "Women's Depiction by the Mass Media," *Signs* 4, no. 3 (1979): 528-542, Sakai.

Week 12/April 8**Problems & Opportunities in the Field**

- Nord, "This History of Journalism and the History of the Book," in *Explorations in Communication and History*, pp. 162-180.
- John Nerone, "Does Journalism History Matter?," *American Journalism* 28, no. 3 (2011): 7-27, Sakai.
- Giovanna Dell'Orto, "Go Big or Stay Home: Why Journalism Historians Matter to Understanding International Affairs," *American Journalism* 30, no. 3 (2013): 301-307, Sakai.
- Barbie Zelizer, "Has Communication Explained Journalism?," *Journal of Communication* 43, no. 4 (1993): 80-88.
- Victoria Smith Ekstrand, "The Presentist Media Landscape and the Practice of Doing History," *American Journalism* 30, no. 4 (2013): 441-449, Sakai.

Week 13/April 15
Research on your own



Week 14/April 22
Presentations

* *Final papers due today*