**HISTORY OF MASS MEDIA IN THE UNITED STATES. **

**JRLC 5490/7490, Spring 2020**

**1:25 to 2:15 p.m. M-W-F, Room #412 Journalism Building**

**Dr. Janice Hume**

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**Office Hours: 2:30 to 3:30 p.m. W-F, or by appointment**

Welcome to Media History! In this course, we will think carefully and critically about media institutions, past and present, and also about people -- subjects, sources, clients, audience and colleagues. Together, we will consider what life was really like for our forefathers and foremothers as they struggled to report the news, to persuade, to serve publics, and to advertise products. Understanding their challenges will help us face our own.

We will learn about history as a form of inquiry. We will use sources both primary (based upon the material of a particular time period) and secondary (later interpretations). Historians, like professional communicators, use systematic reporting techniques to tell meaningful stories.

We will also have some fun during the last month of the semester. We will play new Reacting Game. You’ll step back in time to 1913 and take on the role of a real character involved in an infamous murder trial in Atlanta that sparked a national media frenzy. The game will require research, writing and persuasive speaking. It will be your major project for the semester.

**Readings and lectures**

Class sessions, for the most part, will coincide with readings for that week. The readings are intended to be supplemental. Lectures will draw on all sorts of other sources, and will provide exam material.

**Texts:**

* Rodger Streitmatter, Mightier than the Sword: How the News Media Have Shaped American History, 4th Edition (Boulder, CO: Westview Press)
* Handouts or readings provided. Digital primary and secondary sources related to the game.

**Packback:**

We will use the online discussion platform Packback in this course. You will receive an e-mail invitation with information about how to register.During the semester you will use Packback to participate in class discussions that relate media history to what’s going on now. **Every week, by midnight Tuesday, you will post 1 question and two responses.** Each will count 1/3 of that week’s Packback grade. If you experience technical difficulties, please email: [Holla@packback.co](mailto:Holla@packback.co). They will be able to help you much faster than I will!

**Research Participation**

The University of Georgia is a research institution, and Grady has a strong tradition of contributing new research in the area of communication. As part of this course, you will be required to complete two research participation credits through the Grady College Research Participation Pool (http://ugagrady.sona-systems.com). In lieu of participating in a research study, you may complete an alternate assignment consisting of a 5-page report on a recent communication-related journal article.

**Deadlines**

Deadlines are extremely important in any media job. In this class significant points will be taken off for work turned in late.

**Tests**

You will take two exams. They will include essays and short-answer questions. You will be expected not just to regurgitate facts but also to interpret them. Opinions are great, but only if they can be backed up with concrete evidence. To study, list trends and issues that cross time periods. List important individuals and know why they were important. Relate these elements to modern media issues. Be familiar with both lecture material AND readings.

**Grades**

Your grade will be determined as follows:

Exams, 25 percent each for a total of 50 percent

Reacting game: 30 percent

Packback participation: 15 percent

Research participation, 5 percent

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**Professional Values and Diversity**

Grady College faculty believe in the importance of diversity and of certain core values and competencies related to Journalism and Mass Communication. These competencies will be addressed throughout the semester, but in particular in certain units. These are detailed in the weekly schedule. Units that focus primarily on diversity are highlighted.

**Weekly Schedule**

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

**January 8 and 10:**

Introductions

The Enlightenment and its legacy

Read: David Copeland, “Debate and the Public Sphere” and “Conclusion”

**Week of January 13:**

Revolution, and nation building

Read: Mightier, chapter 1

**Week of January 20:**

**No class Monday, Dr. Martin Luther King Jr. birthday holiday**

Birth of the mass audience: Penny papers, mass market magazines and a boom in advertising

Read: Edd Applegate, “Advertising Comes of Age”

**Weeks 1, 2 and 3 Values and Competencies:**

Students should understand and apply the principles and laws of freedom of speech and press as well as the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for the redress of grievances.

Students should demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

Students should conduct research and evaluate information by methods appropriate to the communications professions.

Students should demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

Students should think critically, creatively and independently.

**Week of January 27:**

Our sister editors: Women and media in the 19th century

Read: Mightier, chapter 3

**Week of Feb. 3:**

Abolitionist and African-American Editors

The Civil War

Read: Mightier, chapter 2

**Week of February 10:**

Media illustrated

Technological wonders, mass markets, and outrage

Read Mightier, Chapter 4 and 5

**Week of Feb. 17**

**Exam #1, Monday, Feb. 17**

Progressivism, disillusionment, and war

Read: Mightier, chapter 6

**Weeks 4, 5, 6 and 7, Values and Competencies:**

Students should demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.

Students should understand concepts and apply theories in the use and presentation of images and information.

Students should demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

Journalism students should think critically, creatively and independently.

**Week of February 24:**

The radical press, and the birth of Public Relations

Read: Mightier, chapter 7; Karen Miller Russell, “Public Relations, 1900-Present”

**Week of March 2:**

Depression, another World War, and the origins of the Civil Rights movement

Read: Mightier, chapter 9; Maurine Beasley, “Eleanor Roosevelt and the ‘Newspaper Girls;’” Patrick Washburn, “World War II”

**No class on Wednesday, March 4.**

**Week 8 and 9, Values and Competencies**

Students should demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

Students should demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy and fairness.

**Week of March 9: Have a terrific, and safe, Spring Break!**

**Week of March 16:**

The Cold War

A “new media” revolution: Radio, television and Civil Rights

Read: Mightier, chapters 8, 10 and 14; Louise Benjamin, “Radio Comes of Age;” Mike Conway, “Television in the United States”

**Week of March 23**

Technology explosion: Media in a digital age

Read: Mightier, chapters 13, 15, 16, 17

Michael Sweeney, “The Velvet Glove: Press- Military Accommodation in the 21st Century” and “The Future: The Quest for More Light”

**Weeks 10, 11, Values and Competencies**

Students should demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

Students should demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.

Students should demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

**Atlanta, 1913: Justice for Mary Phagan and Leo Frank**

**A Reacting Game**

**Weeks of March 30, April 6, April 13 and April 20: A game guide will be posted, and a role sheet sent to you individually.**

**Week 10, 11, 12, 13, Values and Competencies**

Students should conduct research and evaluate information by methods appropriate to the communications professions.

Students should demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

Students should demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy and fairness.

Students should demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.

**April 27:**

Monday, Wrapping it all up. Who won the game?

**May 4:**

Exam #2: Noon, Monday, May 4. This is not a cumulative exam. It will cover all material that followed exam #1.

CLASS ATTENDANCE is mandatory. I will take roll every day. You will be allowed three absences, no matter what the excuse. After that, your final grade will be dropped one letter for each absence. No exceptions. Please, don’t waste these days. If you use all three, then get sick, your grade will suffer. I do not tally absences until finals week, so don’t ask how many you have accumulated. Keep up with that yourself.

ACADEMIC HONESTY: All academic work must meet the standards outlined by the University’s “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work. In media jobs, plagiarism and deception are particularly serious offenses and will not be tolerated.

PROFESSIONALISM: Students should act professionally, both in class and when working on class assignments. We treat sources and each other with respect. All assignments must meet professionally accepted mainstream standards of good taste and decency, and journalistic standards of accuracy, fairness, and honesty.

DISABILITIES: Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor during regular office hours or by appointment.