

JOUR 610

Seminar in Mass Media History

Prof. Mark Feldstein

Spring 2018

Mondays, 1:20-3:50 pm

2109 Knight Hall

Office Hours:

Mon. & Wed. 10:00-12:00 by appointment; other times possible, email first to set up

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"Journalism is the first rough draft of history."

--Publisher Philip Graham

"Only a small part of what happened in the past was ever observed..only a part of what was observed in the past was remembered by those who observed it; only a part of what was remembered was recorded; only a part of what was recorded has survived; only a part of what has survived has come to historians' attention; only a part of what has come to their attention is credible; only a part of what is credible has been grasped; and only a part of what has been grasped can be expounded or narrated by the historian."

--Historian Louis Gottschalk

"Every generation of historians has its distinctive worries about the present, and consequently its distinctive demands on the past."

--Historian Arthur Schlesinger, Jr.

What you will learn

This seminar teaches graduate students about the history of journalism and mass media in the US, culminating in an original research project that explores one aspect of this history in detail.

We study the economic, political, technological, social, and cultural elements of media that affect—and reflect—our society. We compare similarities and differences between history, science, and social science, looking at methodology, research questions, evidence, theory, historiography, and periodization in journalism history. In the process, we examine both qualitative and quantitative methods, from individual case studies to sweeping historical surveys. In addition, we learn how historical understanding changes over time with new factual discoveries; how the present influences our view of the past; and how different historians can analyze the same events but reach very different conclusions.

Equally important, you will learn for yourself how to gather, interpret and present history. By conducting your own historical research, you will work firsthand with archival sources and oral history interviews and critique the work of historians so that you, too, can evaluate the past—and understand how, in essence, history is created.

How you will learn

This seminar is taught in a discussion format, with students taking turns leading class conversations about the assigned readings. Initial seminars will present broad historical themes that will then be applied in readings throughout the rest of the semester.

Discussion is the heart and soul of such a small seminar, whose success largely depends on your preparation and involvement; so you will be graded on your participation in class. In addition, we will take a field trip to a local historical archive; hear from journalism historians as guest lecturers; and view portions of documentaries about media history.

By the end of the semester, you will produce an original 20-page research paper and give an oral presentation to the class of your findings. *Ideally, your final research paper will serve as the basis for a published journal article, conference paper, and/or element of a doctoral dissertation or master's thesis.* (I will help you with practical advice not only about researching and writing your paper but also about submitting it to academic conferences and journals.)

Learning Outcomes

- To understand the political, economic, technological, social and cultural history of the mass media in the U.S., especially how journalism has evolved over time.
- To place this understanding in historical context so that students understand the historiography, theory, and periodization of media history in America.
- To strengthen students' research, analysis, and writing skills by having them use primary historical sources such as archives and oral interviews; synthesize and analyze historical materials; and interpret their meaning using both qualitative and quantitative methods.
- To produce original historical research papers and present them in class as a precursor to submitting and presenting them at an academic conference; publishing them in an academic journal; and/or becoming an element in a doctoral dissertation or master's thesis.

Materials to help you learn

Reading for this course is heavy, often written in a dry academic style. You do not need to get too bogged down in specific details but should focus instead primarily on the larger, overarching themes or arguments from each reading. Be sure to scrutinize bibliographies and source citations (endnotes or footnotes) to understand the breadth, depth, and quality of primary and secondary sources used by the author.

Three books, listed on the next page, are required reading; you should be able to purchase them at the university bookstore or order them online. Numerous articles and book excerpts are also assigned; to try to minimize your expense, I have posted them on-line on ELMS/Canvas (under Files).

1. Mitchell Stephens, *A History of News, 3rd ed.* (New York: Oxford University Press, 2007)

2. Mark Feldstein, *Poisoning the Press: Richard Nixon, Jack Anderson, and the Rise of Washington's Scandal Culture* (New York: Picador, 2012).
3. Patrick S. Washburn, *The African American Newspaper: Voice of Freedom*. Evanston, IL: Northwestern University Press, 2006.

How to demonstrate what you learn

Like history and journalism, grading is inevitably subjective. But it is not arbitrary. Grading is based on your knowledge, understanding, and thoughtful analysis of the readings and participation and presentations in weekly discussions and papers you write. Final grades will be determined on a curve after being weighed as follows:

- 10% -- **Book review**
- 10% -- **Annotated Bibliography**
- 10% -- **Paper proposal**
- 20% -- **5 class presentations**
- 10% -- **Other overall class participation/attendance**
- 40% -- **Final research paper**

Each student is expected to do assigned readings and discuss them knowledgeably in class. In our Feb. 26 class, you will spend ten minutes serving as a leader of the class discussion of a portion of the assigned textbook, summarizing, critiquing and asking questions of other students; these assignments will be drawn up during our first class. On April 2, each of you will give a 10-minute presentation about journalism history in your hometown, home state or home country. On the last day of class, each student will give a power-point presentation about their final research paper. In all, each student will turn in four papers over the course of the semester:

- 1) **Book Review** of 3 to 5 double-spaced pages **due Feb. 26** (no ungraded drafts beforehand). Choose the book that you expect will be the single most relevant book to your final paper; write a review of that not only summarizes and critiques this book but also *explains its relevance to your final research paper and cites those portions of the book that shed light on your expected paper topic*.
- 2) **Paper Proposals: Ungraded one-paragraph summary due March 12; 3 to 4 single-spaced pages of graded final graded version due April. 16**. Building on the knowledge you have gained from your book review and other reading, including archival research and interviews, lay out a rough summary/outline of your final research paper, including an explanation of your overarching hypotheses or themes, and the expected evidence or findings that you believe will support them.
- 3) **Annotated Bibliography** of 2 to 3 single-spaced pages **due April 2** (no ungraded drafts beforehand). List and explain the relevance of both secondary and primary sources (including archives and any oral history interviews) that you plan to use in your final research paper and how you expect these sources will inform your research. You need to read the secondary sources that you will list to explain their relevance in your Annotated Bibliography. You do not have to have read or consult all of the primary sources before turning in this review; however, you need to have located and refer to specific archival collections and explain their relevancy, and should have located, communicated with, and obtained consent from any interview subjects.
- 4) **Final Research paper** of approximately 20 pages (15 pages for masters students) **ungraded draft due due April 30; final graded draft due May 14**. This will include a one-paragraph abstract/summary at the beginning; an introduction; a literature review of previous published research relating to your subject (brief or lengthy as appropriate); discussion of methodology and research questions if/as appropriate; your findings; conclusion; footnotes; and bibliography. Your paper should be double-spaced in 12-point Times New Roman font with numbered pages and follow the Chicago Manual of Style (www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html). You will work out your topic and approach ahead of time with the instructor, relying on earlier feedback you received from your shorter papers above. Grading for your final paper is based on the quality of your research (including originality, effort and use of primary as well as secondary sources); the originality of your

interpretation and analysis; and the clarity of your writing, including proper citations, spelling, grammar, and punctuation.

- 5) **Class presentations:** Each of you will make five 10-minute solo presentations to the rest of the class during the semester: a) **Summarizing** the assigned reading of a single class; b) **Critiquing** the assigned reading of a separate class; c) Summarizing and critiquing two assigned chapters of *The History of News* textbook on **Feb. 26**; d) Explaining the history of journalism (or of a particular news outlet) in your hometown, home state, or home country, using PowerPoint or other visual aids as needed on **April 2**; and e) Summarizing your final research paper on **May 9**, using PowerPoint or other visual aids. You should be prepared to answer questions after all of your presentations but you only need to use PowerPoints, handouts, web pages or other visual aids in your discussion of your final research paper on the last day of class (although you may also do so when discussing the history of journalism in your hometown, home state, or home country).
- 6) **Other class participation/attendance:** Your other verbal contributions to class throughout the course of the semester

Making the course work

Both of us have responsibilities in this course. Mine is to organize the material and teach it so that you learn. Yours is to prepare for class ahead of time by doing the readings and participating fully in class discussions. Cell phones must be turned off and you may not email, text, surf the Web, or conduct private conversations during class. Because grading includes participation in class discussion, you should attend every class; in the event you are unable to, please let me know *in advance*. It is possible that we may have to adjust our Class Schedule, depending on the pace of our discussions or to accommodate guest speakers; if so, I will be sure to email you in advance.

About the instructor

I am a journalism historian who previously spent more than 20 years as an investigative reporter: <http://merrill.umd.edu/directory/mark-feldstein> I believe journalism and history have much in common; while news is inherently “new” and history inherently “old,” both journalists and historians employ similar methods in collecting, analyzing, and presenting information about the past. I believe that journalism is stronger when informed by history and that history can be improved by understanding journalism. I hope this class will help further both objectives.

Integrity

At the risk of stating the obvious, cheating of any kind will not be tolerated. Submitted work must be your own and you may not copy phrasing or sentence structure from anyone else. The Student Honor Council at Maryland has requested that the following statement be included in all syllabi: “The University of Maryland, College Park, has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student, you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit www.studenhonorcouncil.umd.edu/whatis.html

Disabilities and religious holidays

Students with disabilities requiring special accommodation during the semester should make an appointment to meet with the instructor as soon as possible to discuss their needs. No graded assignments will occur on religious holidays.

Class Schedule

Readings for each class will be more cohesive if read in the exact order listed below

1. Jan. 29—Introduction

Introduction to course, instructor, and students. Discuss possible dissertation/thesis topics. Review of abstracts, lit reviews, methodology and research questions. Divide up reading assignments ahead for students' future class presentations. Discuss logistics for future class field trips.

2. Feb. 5—What is history?

Readings Summary: Critique:

Comparing history, science, and social science; gathering evidence; primary and secondary sources; making historical predictions. Begin discussion of topics for your final paper.

Readings:

John H. Arnold, *History: A Very Short Introduction* (Oxford University Press, 2000), chps. 1, 4, 5, and 7.

On ELMS/Canvas under Files: #2.1

John Lewis Gaddis, *The Landscape of History: How Historians Map the Past* (Oxford University Press, 2002), pp. 39-43, 53-56, 62-3. **On ELMS/Canvas under Files: #2.2**

Daniel J. Boorstin, *Hidden History: Exploring our Secret Past* (Harper & Row, 1987), pp. 3-13. **On ELMS/Canvas under Files: #2.3**

Barbara W. Tuchman, *Practicing History* (Ballantine Books, 1981), "Is History A Guide to the Future?" pp. 247-255. **On ELMS/Canvas under Files: #2.4**

Skim: Jordan Michael Smith, "The Letters That Warren G. Harding's Family Didn't Want You to See," *New York Times Magazine* (July 7, 2014): www.nytimes.com/2014/07/13/magazine/letters-warren-g-harding.html?module=Search&mabReward=relbias%3Ar%2C%7B%22%22%3A%22RI%3A6%22%7D

Also, begin reading for your final research paper by searching for the key book you will review for your first assignment due in 3 weeks

Pass out copies of journalism history journals to review for next class

3. Feb. 12—Historiography & theory of journalism history

Readings Summary: ; Critique:

Biography as a case-study; scholarly versus narrative styles; periodization and common errors in journalism history; theorizing the history of investigative reporting. Discuss journalism history journals you read and your book reviews for your final paper topic.

Readings:

Andie Tucher, "Whose Turf is the Past?" *Columbia Journalism Review* (Sept./Oct. 2004), pp. 46-8. **On ELMS/Canvas under Files: #3.1**

Mark Feldstein, "The Journalistic Biography: Methodology, Analysis and Writing," *Journalism Studies* (Summer 2006), pp. 469-78. **On ELMS/Canvas under Files: #3.2**

Daly, Chris. "The Historiography of Journalism History, Part 1: 'An Overview,'" and "Part 2: 'Toward a New Theory,'" *American Journalism* 26, no. 1 (Winter 2009): 141-155. **On ELMS/Canvas under Files: #3.3**

Schudson, Michael. "Toward a Troubleshooting Manual for Journalism History." *Journalism and Mass Communication Quarterly* 74, no. 3 (Autumn 1997): 463-76. **On ELMS/Canvas under Files: #3.4**

Mark Feldstein, "A Muckraking Model: Investigative Reporting Cycles in American History," *Harvard International Journal Press/Politics* (Spring 2006), pp. 1-16. **On ELMS/Canvas under Files: #3.5**

Also, continue reading for your final research paper by searching for the key book you will review for your first written assignment due in 2 weeks.

In class: <http://www.digitalriptide.org/introduction/>

4. Feb. 19—Biography: A Narrative Case-Study

Readings Summary: Critique:

A case-study narrative biography of a once-famous mid-20th century investigative reporter. Discuss possible research paper topics and primary and secondary sources for it. Discuss book review due next week.

Reading

Mark Feldstein, *Poisoning the Press*: **a**) pp. 3-140; **b**) either pp. 141-213 (foreign policy/national security) or pp. 225-67 & 268-320 (); **and c**) 268-342-71.

Also, continue reading and analyzing the key book you will review for your first written assignment due next week.

In class: Watch 1972 "60 Minutes" profile of Jack Anderson

5. Feb. 26—Introduction & survey of journalism history

"Synthetic" historical surveys; textbooks as tertiary sources.

Reading

Mitchell Stephens, *A History of News*, 3rd ed. (New York: Oxford University Press, 2007), pp. xi-342.

In class: *Readings Summary*; *Critique*:

Student-led class discussion of readings: Chronology & Introduction; chps. 1-2; chps. 3-4; chps. 5-6; chps. 7-8; chps. 9-10; chps. 11-12; chps. 13-14; chps. 15-16; Endnotes & Bibliography

➤ **Written Assignment Due: Book Review** at beginning of class: on paper *and* uploaded on ELMS/Canvas.

6. March 5—Quantitative Analysis of Journalism History

Readings Summary: Critique:

Government subsidies of the press in US and Europe; quantitative study of evolution of 19th century newspapers from partisan to commercial, including role of advertising and impact on objectivity; qualitative case study of objectivity and World War II holocaust coverage.

Readings:

Gerald Baldasty, *The Commercialization of News in the Nineteenth Century* (University of Wisconsin Press, 1992), pp. 3-60, 70-80, 89-91, 94-97, 110-112, 123-24, 137-44, 153-57. **On ELMS/Canvas under Files: 6 Quantitative Analysis**

Deborah Leff, *Buried by the Times: The Holocaust and America's Most Important Newspaper* (Cambridge, UK: Cambridge University Press, 2006), Introduction, Conclusion, Appendix C **On ELMS/Canvas under Files: 6 Quantitative Analysis**

James T. Hamilton, *Democracy's Detectives: The Economics of Investigative Journalism* (Harvard University Press, 2016), chp. 2 pp. 34-58. **On ELMS/Canvas under Files: 6 Quantitative Analysis**

Mark Feldstein, "Democracy's Detectives Book Review," *Journal of Communication* (Spring 2017), pp. E7-9. **On ELMS/Canvas under Files: 6 Quantitative Analysis**

In-class: Documentary about US media coverage of the Jewish Holocaust: 3:39-5:38, 9:47-12:19, 15:22-17:48

➤ **Continue researching and writing your final paper; preliminary paper draft due next week**

7. March 12—Methodology: Archives and Oral History Interviews

Field trip Archival tour of Library of American Broadcasting in UMD's Mass Media & Culture special collection at [Hornbake Library North](#), 3rd floor (#3210). Meet there at 1:20 (contacts: Michael Henry, Jim Baxter: 301/301-314-0397); instructor cell for texting: 301/356-0112

Readings Summary: Critique:

Primary source materials: archives and interviews. How best to use them? Discuss archival links below that you found most useful. Which archives listed below, and interviews, would help most with your final paper? Also, discuss your draft Paper Proposals.

Readings:

Paul Thompson, *The Voice of the Past: Oral History* (Oxford University Press, 2000), chp. 7, pp. 222-245. **On ELMS/Canvas under Files tab, Archives & Interviews folder: #7.1**

Mark Feldstein, "Kissing Cousins: Journalism and Oral History," *Oral History Review*, v. 31, no. 1 (Winter/Spring 2004), cover story, pp. 1-22. **On ELMS/Canvas under Files tab, Archives & Interviews folder: #7.2**

"Do Historians Watch Enough TV? Broadcast News as a Primary Source," in *Doing Recent History*, Claire Potter and Renee Romano, eds. (University of Georgia Press, 2012), pp. 185-99. **On ELMS/Canvas under Files tab, Archives & Interviews folder: #7.4**

Stephen Mihm, "The Biographer's New Best Friend," *New York Times* (Sept. 11, 2011): www.nytimes.com/2011/09/11/opinion/sunday/the-biographers-new-best-friend.html?pagewanted=all

Maria Bustillos, "Erasing History," *Columbia Journalism Review* (winter 2018): https://www.cjr.org/special_report/microfilm-newspapers-media-digital.php

Skim archival resources:

Prof. Chinoy's "Exploring Journalism History Online list of links": http://bit.ly/JOUR610_resources

American Journalism Historians Association links: <https://ajha.wildapricot.org/research>

UMD mass media archives (including Library of American Broadcasting archives): <http://www.lib.umd.edu/special/collections/massmedia/home>

- **Ungraded Written Assignment: One-Paragraph Paper Proposal Summary:** email instructor a two-paragraph description of what you anticipate your final research paper will be about, what research you expect to do, and how you will do it.

March 19—NO CLASS, Spring Break

- *Begin research for your Annotated Bibliography assignment due April 2, including contacting and/or visiting archives, and contacting any potential oral history interviewees that you may use in your final paper. Also continue refining your final Paper Proposal*

8. March 26—NO CLASS, Work on your final research paper

- *Continue research for your Annotated Bibliography assignment due next class, including visiting archives and contacting potential oral history interviewees that you may use in your final paper. Also continue refining your final Paper Proposal*

9. April 2—History of Your Hometown News Outlet(s): Student Presentations

Reading: Self-determined based on your topic; **email instructor ahead of time for topic guidance, feedback & approval**

In-class: Oral Assignments: Give a 10-minute presentation of journalism history (or a particular news outlet) in your hometown, home state, or home country—or of your final research paper topic. Use PowerPoint or other visual aids as needed. Allow additional 5-minutes for answering questions. Discuss your Annotated Bibliographies.

- **Written Assignment Due: Annotated Bibliography due:** on paper *and* uploaded on ELMS/Canvas. Also, continue reading for your final research paper and finish writing your Final Paper Proposal due next week.

10. April 9—Revisionism: History versus Mythology

Readings Summary: Critique:

How historical interpretations are revised over time; case studies of coverage of Spanish-American war, Senator Joseph McCarthy, the Vietnam war, and Watergate.

Readings:

Rodger Streitmatter, *Mightier than the Sword: How the News Media Have Shaped American History* (Westview, 2008), Introduction, chps. 5, 10, 12, Bibliography (pp. 1-5, 75-92, 157-173, 192-209, 305-312). **On ELMS/Canvas under Files: #10.1**

W. Joseph Campbell, *Getting it Wrong: Ten of the Greatest Misreported Stories in American Journalism* (University of California Press, 2010), Introduction, chps. 1, 3, 5, Conclusion, Bibliography (pp. 1-25, 45-67, 85-100, 185-192, 249-256) **On ELMS/Canvas under Files: #10.2**

Mark Feldstein, "Wallowing in Watergate: Historiography, Methodology, and Mythology in Journalism's Celebrated Moment," *American Journalism* (Fall 2014): **On ELMS/Canvas under Files: #10.3**

In class: Prof. W. Joseph Campbell, guest speaker: <http://academic2.american.edu/~wjc/> & <https://mediamythalert.wordpress.com/>

- **Continue researching and writing your final paper; final paper proposal due next week**

11. April 16—Minority history

Readings Summary: Critique:

A survey of the history of the African American press and its coverage of issues neglected by mainstream media. Discuss Annotated Bibliography assignments.

Reading:

Patrick S. Washburn, *The African American Newspaper: Voice of Freedom* (Evanston, IL: Northwestern University Press, 2006).

In class: Guest speaker, Prof. Eric B. Easton, J.D., Ph.D., University of Baltimore School of Law, editor, *Journal of Media Law & Ethics* & author, *Defending the Masses* <https://uwpress.wisc.edu/books/5537.htm>

- **Written Assignment Due: Final Research Paper Proposal at beginning of class: on paper and uploaded on ELMS/Canvas.**

12. April 23—Hidden history of sex and gender in journalism: case studies

Readings Summary: Critique:

Case studies of neglected journalistic history: abortion and prostitution in the 19th century; women and gays in the 20th century. Discuss articles' literature reviews, methodologies, research questions and findings. Discuss your visits to archives and possible interviewees you contacted last week.

Readings:

Marvin Olasky, "Advertising Abortion During the 1830s and 1840s: Madame Restell Builds a Business," *Journalism History* (Summer 1986), pp. 49-55. **On ELMS/Canvas under Files: #12.1**

Patricia Cline Cohen, Timothy J. Gilfoyle and Helen Lefkowitz Horowitz, *The Flash Press: Sporting Male Weeklies in 1840s New York* (University of Chicago Press, 2008), pp. 1-25, 51-81, 109-25, 133-4, 157-9. **On ELMS/Canvas under Files: #12.2**

Rodger Streitmatter, "'The Advocate': Setting the Standard for the Gay Liberation Press," *Journalism History* (Autumn 1993), pp. 10+. **On ELMS/Canvas under Files: #12.3**

Guest speaker: Peter Kornbluh, National Security Archive

13. April 30: War Coverage

Readings Summary: Critique:

Propaganda, censorship, and the challenges of media coverage in wartime: the first casualty when war comes is truth, Senator Hiram Johnson said in 1918.

Readings:

A) Linda Lumsden, "Socialist Muckraker John Kenneth Turner: The Twenty-First Century Relevance of a Journalist/Activist's Career," *American Journalism* (Fall 2015): 282-306. **On ELMS/Canvas under Files: #13.1**

B) Editor's preface to Sweeney & Washburn article (Paul Martin Lester "Commentary"): 3-4. **On ELMS/Canvas under Files: #13.2**

C) Michael Sweeney & Patrick Washburn, "'Ain't Justice Wonderful': *The Chicago Tribune's* Battle of Midway Story and the Government's Attempt at an Espionage Indictment in 1942," *Journalism & Communication Monographs* (Spring 2014): 7-97. **On ELMS/Canvas Files: #13.3**

D) Edward Alwood, "The Spy Case of AP Correspondent William Oatis: A Muddled Victim/Hero Myth of the Cold War," *Journalism & Mass Communication Quarterly* (Summer 2010): 263-80. **On ELMS/Canvas under Files: #13.4**

E) John F. Kirch, "Conflicting Narratives: Raymond Bonner, the *New York Times*, and El Salvador in the 1980s," *American Journalism* (Fall 2015): 330-354. **ELMS/Canvas Files: #13.5**

In class: Guest speaker: Prof. Edward Alwood: www.edwardalwood.com/

➤ **Written Assignment Due: Final Paper Proposal** at beginning of class: on paper, uploaded on ELMS/Canvas or emailed to instructor. **Continue researching and writing your final paper, including verbal presentation summarizing your paper in class next week**

14. May 7 (Last day of class)—Student presentations of final paper projects

➤ **Oral Assignments:** Give the class a 10-minute presentation of your final research paper; use PowerPoint, handouts, web pages or other visual aids as needed. Allow 5-minutes for answering questions. Class will provide feedback to help final completion of your paper.

➤ **May 14—Written Assignment Due: Final research paper due by 5:00 p.m. DST** uploaded on ELMS/Canvas