

Jour 503
History of Journalism
Fall 2017

T-Th 11-12:15 pm, 204 Stauffer-Flint

Instructor:

Prof. Tom Volek
200 Stauffer-Flint
twvolek@ku.edu

Office Hours:

Prof. Volek – T-Th 12:30-2 pm and by appointment.
Note that I have a very checkered schedule. We WILL find a time to meet if the published time doesn't work!

Text:

Folkerts, Teeter and Caudill, *Voices of a Nation: A History of Media in the United States*, 5th ed. Yes, you need the 5th edition.

People: You've got ONE BOOK to read. READ IT, okay??!! We WILL have quizzes over the readings. Yes, you need the 5th edition. And, yes, I know it's expensive – I'm as concerned about that as you are. BUT it is the most readable of the texts out there, it's been out for a long time and, hopefully, you can find a "cheaper" copy. That's why I chose it.

We will use the text as the backbone of the course. I will NOT lecture on the book, but use the lectures to expand on media history.

The Course:

The course is an exploration of the interplay between media and society. We will explore the evolution of "new media" through history, focusing, of course, on U.S. media history. Please keep in mind that each of the new ways of communicating (the "media") presented in your book and in class were "new media" at the time they evolved into society. We gained something and lost something with each. Each of those "new media" led to winners and losers. Sound familiar??!!

Course Objectives:

You will learn 1) different perspectives of historical analyses; 2) factual bases of mass communications history; 3) an appreciation for communications history as a product of social, cultural, economic and other forces. Overall, I hope you get a better understanding of why things are the way they are today in your chosen career and some help predicting what will happen in your career path.

Diversity:

We'll talk a lot in this class about who's included and who's not included in the media as they evolved. Some parts of the course will specifically address under-represented populations throughout history.

Course Motto:

"There is nothing new in the world!!" (Well, actually, new things do crop up – but they build on, borrow from and use existing media. I hope you find that's an important lesson from history!)

Requirements (i.e., stuff on which you'll be graded):

I really hope this class is fun and interesting, and that you bring some enthusiasm for learning to it. You'll figure out pretty quickly that I love teaching history.

Here's how it works:

There will be **five quizzes** over the readings. (40 points each; 200 points total.)

There will be a **midterm exam** and a **final exam**. (200 points each; 400 points total.)

You will do a **book review** (100 points) and a **family history project** (100 points). (200 points total.)

You will attend and participate in class. (200 points) Just showing up every day and sitting there like a bump on a log will get you a D (130 points). Participation brings that up. Skipping class brings that down.

The Quizzes:

The quizzes are online on Blackboard and cover the book. The idea here is to get you to read the book! I'll leave each quiz up for several weeks. I suggest you first read each section covered by a quiz, take good notes over the material, and then take the quiz. You have one hour to complete each quiz from when you start, and it's open-book, open-note. I'll set Blackboard so you can actually take each quiz 3 times in the one hour. The highest score will count.

The Exams:

These are in class, closed-book, no notes. They will be multiple choice, short answer and true-false.

The Book Review:

The book review is 3 to 5 pages. See the assignment sheet at the end of this syllabus.

I need a hard copy, stapled in the top left corner. Please, no folders, binders, etc. Just typed and stapled. I also need a Word file e-mailed to twvolek@ku.edu. I will run the file through a plagiarism program.

Family History Project:

The Family History Project is a 8-10 page paper that reflects the life and media experience of an older relative – preferably a grandparent, or someone of that generation.

The main idea here is to get you to see how media helped to shape the life of someone from “The Greatest Generation,” (as Tom Brokaw labeled it). See the full assignment sheet at the end of this syllabus.

Attendance:

I expect you to be at every class, ask questions, and offer relevant, reasonable comments on the subject at hand. I will take attendance. I'm not going to chase you around.

Accommodations:

Any student with a documented disability requesting accommodations needs to visit with me during the first week of classes.

Misconduct:

Unfortunately, I need to remind you that you are bound by the university rules on academic misconduct, as found on the University Web site. If you have any questions about what constitutes cheating, please ask BEFORE your endeavor. The first instance of misconduct will result in a failure for the test or written assignment. The second instance will result in failing the course. Any instance will be referred to the dean's office. Let's just not go there, okay?

Policy on Plagiarism and Fabrication/Falsification: -- *Adopted May 7, 2004:*

The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism, fabrication of evidence and falsification of evidence.

Penalties for plagiarism, fabrication or falsification can include a failing grade for this course and expulsion from the School of Journalism and Mass Communications.

If you have any questions about what constitutes plagiarism, fabrication or falsification, please consult the professor of this course.

If you have questions about what constitutes plagiarism, fabrication or falsification, please consult the teachers of this course.

The following definitions are from Article II, Section 6, of the University Senate Rules and Regulations, revised FY98.

Plagiarism

Knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the information or ideas are common knowledge.

Fabrication and Falsification

Unauthorized alteration or invention of any information or citation in an academic exercise.

School Laboratories -- The School provides computer and broadcast laboratories for student use. The computer lab in 105 Stauffer-Flint will be open the following hours during the fall semester: Sunday: noon to 10 p.m.; Monday-Thursday 5-10 p.m.; and Friday 9-5 p.m. Computers are available on a first-come, first-serve basis.

The Weir Production Laboratory in the Dole Center will be open 10 a.m. – 8 p.m. Monday-Thursday and 10 a.m. to 5 p.m. on Friday. Students may sign-up for editing time and equipment on a first-come, first-serve basis through Outlook Web Access, www.mail.ku.edu. Instructions are available on the J-School Web site, www.journalism.ku.edu. (Look under the “reservations” link on the right side of the page.) Students can sign up for camera equipment no more than three hours at a time and for editing equipment no more than two hours at a time.

All times are subject to change. For the first two full weeks of the semester, the Weir Production Laboratory will close at 5:00 p.m. Extended lab hours will be announced after spring break.

There are adequate laboratory resources available for students who complete their assignments in a timely manner.

Journalism School Policy on Classroom Attendance:

"No student may add a journalism class after the 20th day of a semester.

"Students must attend their classes and laboratory periods. Instructors may take attendance into account in assessing a student's performance and may require a certain level of attendance for passing a course. Instructors may choose to drop students from a course, based on attendance, without consent.

"The School of Journalism reserves the right to cancel the enrollment of students who fail to attend the first class or laboratory meeting."

"The KU Office of Student Financial Aid is required by federal law to determine whether students who receive aid are attending each class in which they are enrolled. Instructors are required to report to that office absences of students who have stopped attending and names of those who have enrolled but never have attended. Students who do not attend classes may be required to repay federal and/or state financial aid.

"Students who receive any form of financial aid should learn all requirements including minimum hours of enrollment and grades to qualify for and retain that aid."

Inclement Weather and Special Needs - In the event of inclement weather, the decision to cancel classes is made by KU officials. To determine whether snow or icy conditions have canceled classes, call 864-7669 (864-SNOW). The Office of Disability Resources (DR), 22 Strong Hall, 785-864-2620 (v/tty), coordinates accommodations and services for KU students with disabilities. If you have a disability for which you may request accommodation in KU classes and have not contacted DR, please do so as

soon as possible. Please also contact me privately in regard to this course.
Revised 1/5/2006

Concealed Carry:

Individuals who choose to carry concealed handguns **are solely responsible to do so in a safe and secure manner in strict conformity with [state and federal laws](#) and [KU weapons policy](#)**. Safety measures outlined in the KU weapons policy specify that a concealed handgun:

- Must be under the constant control of the carrier.
- Must be out of view, concealed either on the body of the carrier, or backpack, purse, or bag that remains under the carrier's custody and control.
- Must be in a holster that covers the trigger area and secures any external hammer in an un-cocked position
- Must have the safety on, and have no round in the chamber.

Credits:

I'd like to thank the following for the historical artifacts or reproductions I use in class. They've contributed to your learning and enjoyment:

| | |
|--|--|
| 42-Line Bible pages | - Mathias Arnold; Ernst and Ursula Busse |
| <i>Penny Magazine</i> | - Justin Beach |
| <i>Kansas City Star</i> | - Aleksei Zhuravliev |
| <i>Arkansas Gazette</i> | - Rebecca Morrison; Ann Brewer |
| Daguerreotype, Tintype, Collodian Plates and Visiting Cards | - Mike Horine |
| Tintype, Historic Pictures | - Gale Gardner |
| Travel pictures | - USIA, USAID, Fulbright and others that funded my binges research |

The Course Schedule is in a separate document

Book Review Assignment Sheet

The book review is 3 to 5 pages. A sample is on BlackBoard .

I need a hard copy, stapled in the top left corner. Please, no folders, binders, etc. Just typed and stapled. I also need a Word file e-mailed to twvolek@ku.edu. I will run the file through a plagiarism program.

The book you review must relate to communications history. Please check your selection with me before doing the review. A sample book review is on BlackBoard and I have some in my office you can peruse or copy. It is important for you to note that, as the sample demonstrates, these are far more than just five-page condensations of the books. I'm looking for analysis of the book and what you can apply to your expected career from them. **For full credit, you must follow the format of the sample, including the titling, sections and headings. Not following the format of the sample, including the titling, sections and headings, WILL reduce your grade.**

Given the internet, you should have no problems finding a book interesting to you that you can obtain quickly, cheaply and easily. Please start today.

The idea here is to get you looking historically into something you're interested in. Pick a book in your area of interest, like advertising, broadcasting or magazine history.

Subject matter must be prior to 1985 (i.e., historical). Biographies or autobiographies on news, sports or media luminaries must concern people who retired before 1985 (i.e., historical figures). Graham McNamee: yes; Bob Costas: no. NOTE: That doesn't mean the book has to be published before 1985. There are many good, recent books on communications history. In fact, if the book is published before 1985, I'd expect you to offer some insight into the book as a product of its times.

The selection of an appropriate book and sufficient in-depth analysis of it are your responsibility. **I will be available a lot to discuss your book or your analysis with you (within reason) before September 14;** please feel free to come and see me *before September 14*. Again, for full credit you must follow the format of the sample. **Due: Thursday, October 12 in class.**

Family History Project Assignment Sheet

The Family History Project is a 8-10 page paper that reflects the life and media experience of an older relative – preferably a grandparent, or someone of that generation.

The main idea here is to get you to see how media helped to shape the life of someone from “The Greatest Generation,” (as Tom Brokaw labeled it).

Your “Subject:”

Pick an “older” relative (ahem...) like a grandparent, or someone of that generation. Essentially, I’m looking for someone born BEFORE 1960. The older the better. It would really be cool if this person worked in or with media, though that’s not as important as the media context of that person’s early life.

The Interview:

You need to interview this person about media influences on his/her EARLY life, and the context. I’ve got a list of suggested questions below BUT I do not intend this list to be exhaustive, only a starting point.

Stay away from yes/no questions. The idea here – again – is for you to find out what media was like in the 30s to the 50s (as appropriate) and how it shaped your subjects life (perhaps, including his/her career).

Give me specifics of when and where you did the interview, and contact info on your subject. Yes, I might contact him or her!

Some Suggested Questions:

You’re going to start with the obvious demographics: who, what, where and when was this person born, grew up, other significant factors shaping the person. Now, let’s dig a little. Again, this not an exhaustive list.

- How many radio stations, TV stations, newspapers and magazines did you look at, read, watch?
- How old were you, and what specifics do you remember of any of these media (including years)?
 - o (Did you turn on the TV 20 minutes early to warm it up?)
- Did you watch/listen/play music? How did media play into this?

- Were there any magazines in your home as a kid? Who were they for? What do you remember of them?
- What was your favorite radio and/or TV programs
- How did your media use change as you grew from a kid to a teenager? How did you and your buddies use media in high school?
- How did media affect you and your friends?
- What's the earliest big "media event" that you remember? Did it make you happy? Frighten you? Did you talk about it with family or friends?
- How did your media use change after high school? How did media work into your dating life?
- How did media influence your career(s) choice(s)? What big events do you remember from your young adult life, and how did media present them?
- Talk about your career. What do you/did you do in a typical day. How did media play into your career?
- How did media play into your time away from work?
- How have media changed over your lifetime? What have been positive changes? What have been negative changes?
- If your subject worked in the media, how has it changed over the years? How have the jobs changed?

Some Additional Research:

Keep in mind that your subject may or may not know all about the media in his/her universe, especially in the early years. You will probably need to do some more internet research to fill in around your subject's knowledge. For instance, how many radio stations were there in Kansas City in the 1940s? When did the TV stations start up? What magazines were available in those years? You should get the idea.

By the way, to get an A on this project, I'm going to have to see some meaningful outside research to fill in the narrative. Make sure to cite the Web sites appropriately so I can find them.

Your Paper:

We're talking 8-10 pages here, so I'm not looking for *Gone With The Wind*. I do want a tightly crafted narrative about the media surrounding your subject, and how that media influenced him/her – or did not influence him/her. Most importantly, your conclusion should tell me what you have

learned about the media and its evolution. What do you now know that you didn't before?

Style, Grammar, Punctuation, Spelling, blah, blah, blah...

This IS a writing assignment. You can use good ol' A.P. style and write it like a news story, you can write it like an English 101 narrative. Or you can use some other style, as long as you're consistent and use proper, colloquial English.

I've put the Writing Tune-up in the Syllabus and Course Information tab. Use it. That is the rubric for grading the writing portion of the assignment.

Turn in a hard copy by the end of class on Thursday, November 30. I'd like double-spaced for this assignment, with your name and "Family History Assignment" in the top left corner. One staple, top left corner. No binders, sleeves or other devices.

Grading Rubric:

I'll grade it 70% on content, depth and breadth of your insight into the media influence on your subject. The questions above are a departure point. I'll grade 30% on writing. Again, I'll use the "Writing Tune-up" as a rubric for grading the writing portion, along with proper grammar, spelling and precise word usage.

"A" papers will have exceptional insight and no writing errors. "C" papers basically get the job done with a few, easily correctable errors. "D" and "F" papers will read like they were done at the last minute. Please, don't make me say, "Huh? What's THIS mean?"

I'll be glad to talk with you about any of this up until Thanksgiving break. Please do not wait until the last minute to get started!

Due: Thursday, November 30 in class.