

Journalism 335, Media History
Fall, 2012, 9:30-10:45 a.m., TR

Texas A&M University-Commerce
Dr. Bridges/SYLLABUS AND SKED

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Catalog description: "A survey of the origins and development of journalism and the mass media from their beginnings in Germany and England to the present time. Emphasis on the ideas, economic forces, and cultural realities touching the development of American Journalism. Prerequisite: Journalism 114 or consent of instructor."

Textbook: *The Media In America, A History*, edited by William David Sloan copyright 2008. This is a softcover **eighth** edition. Used copies are available.

Other readings: Assignments will be made utilizing journals and publications in Gee Library or online to expand the textbook and lecture topics (see points). You are, of course, responsible for any outside materials for quizzes and classroom discussion.

The content: Journalism 335 is a panoramic look at the historical development of the mass media in America. It does not attempt to go beyond U.S. borders. With such an expansive period of time to cover, the instructor will attempt to

"fourth estate's" role in American history. Not all areas will be covered equally; some topics will be given more emphasis than others. Nor will the emphasis be placed *solely* upon the memorization of dates and names; the student should realize that knowing the facts is a first step to understanding history, but the student must also realize that grasping the *meanings* behind the facts is the key to understanding history. Therefore, you should read with care, and you should listen with care to what is said in class. There is no substitute for listening, for it is a key component of a student who wishes to enter journalism-related fields.

The textbook covers the press from colonial days to contemporary times with chapters by **different authors**. Thus, the student gains different perspectives in United States history and its media. It is helpful if the student has learned some history from the two required courses mandated by the University Studies curriculum. The textbook chapters are basic, however, and provide some historical context beyond that of the media. *The instructor will add other context.*

Class Attendance: The University's attendance policy is in the Catalog (web). Read it carefully. I expect attendance, and absences are recorded, as mandated by University policy. Consistent and prompt attendance is important in this class. A student who misses more than three (3) classes will be dropped from the class unless there are circumstances that can be justified by the student. **This policy begins September 4.** I also expect students to be in class on time. Accountability is expected in both areas. AND, the instructor expects all students to act with civility toward other persons in the classroom. In addition, please note the two University-sanctioned advisories that follow.

- ◆ One: Students enrolled at the University should exhibit common decency and acceptable behavior toward their fellow classmates, faculty and staff members, and individuals they encounter on campus.
- ◆ Two: Students requesting accommodations for disabilities should contact the Office of Student Disability Resources and Services. That office's statement will be distributed in class.
- ◆◆ **Dr. Bridges' comments:** Turn your cell telephone off during class and do not answer a call or talk on your cell telephone if it does ring. Do not text your friends. Do not read *The East Texan* or use a computer other than for note-taking. Such conduct is annoying. Talking between students or among students while the instructor or a fellow student is talking is annoying and

possibly disruptive. Do not do so. You might be asked to leave the class session or permanently if your behavior is unacceptable.

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Plagiarism: A copy of a statement about plagiarism will be furnished. Please read this policy, and be aware that I fully support this statement. You will be asked to submit a signed copy of the statement, which remains in my files for the fall semester of 2012.

Course suggestions: First, attend class and be on time. Second, read the assignments and any other readings *before you come to class*. Third, listen, listen, listen – it is a skill to be developed. And, fourth, ask questions if you do not understand. And, of course, study outside of the class sessions on TR.

Course outline: History is not a subject one can master without reading and study. It is not a vocational subject. We do not push keys in this class Meaning(s) is (are) important in history; ideas and interpretations are subjected to rigorous examination in "seeking the historical truth." Facts are important, too, but going beyond facts will serve you better as a student of history.

With that said, approach the course with an open mind and with the intention of applying historical events to the "bigger picture" in terms of the development of the mass media in America. And, although early U.S. media history has lots of newspaper emphasis because of the dominance of that medium until the late 19th century, do not narrow your thinking about media history solely to newspapers. Nor should you narrow your thinking about media history simply to the "great man" approach -- that is, that history revolves only about the exploits of personalities.

Tapes will be utilized at times in the course. The tapes add visual elements to the textbook and demonstrate some key individuals or topics in media advancement in America. I at times, however, may use tapes not exclusively focused on mass media. I do not use tapes to merely fill time.

Points for various requirements

- (1) four quizzes (tests) at 50 points each 200 points (dates shown)
- (2) chapter TO KNOW exercises (varies) 100 points (**10 bold**)
- (3) readings/ writing **exercises** 100 points
- (4) attendance (25 dates at 2 each) 50 points

Total 450 points

Explanations follow on the next sheet. SKED will be distributed.

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Explanations: No. 4 should be self-evident. If you attend regularly, you have 50 points (-2 per absence). So these are easy points.

No. 1: 4 quizzes spread the information out over the class. Questions are usually short-answer, essay and must be answered in a blue examination booklet, so you will need to buy several from the bookstore. Good writing is important. If I change from the format for questions for these 4 quizzes, you will be advised.

No. 3: readings outside to incorporate writing into the class. Comprehending data and the ability to summarize that data in clear text is important for our fields of study.

No. 2: you will be given names, events, topics ahead of time, based upon class and the textbook, and at the time of the weekly 10-point exercises, some of these will be chosen for testing. I have used this before, and I am going back to this exercise for the fall semester of 2012. Example(s) will be given before you encounter the first one.

-LWB, 8-2012 revised

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•Weekly chapter outline (subject to change as needed) Announced in class.

Chapters 1 and 2 are excellent background data, but we will start with the early colonial efforts at newspapers and the concept of free speech in what becomes America. I will use 1690 as a starting point, the date of one of your textbook's chapter titles.

August 28, Introduction to history, syllabus; historical periods
August 30, Colonial, Revolutionary press, Chapters 3 and 4

September 4, colonial period, revolutionary press continued
September 6, continued (**FIRST (10 point TO KNOW)* Chapters 3/4**)

***hereafter simply labeled 10 points in bold!**

September 11, Party Press, Chapter 5
September 13, Partisanship and press freedom, **Chapter 6 (10)**

September 18, finish partisanship, first part of class
September 20, **Quiz One, Chapters 3-6, (50 points)**

You will need a blue exam booklet for 50-point tests.

September 25, "Penny Press", Chapter 7
September 27, "Penny Press" continued **(10), Chapter 7**

October 2, Western movement of press, Chapter 10
October 4, Pre-Civil War, the abolitionist press, **(10), Chapter 8**

October 9, Civil War period, Chapter 9
October 11, Post Civil War period, Chapter 11 **(10)**

October 16, **Quiz Two, Chapters 7-11 (50 points)**
October 18, "Yellow Journalism", Chapter 12

Continued on the reverse of this sheet.

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October 23, “Yellow Journalism” **continued (10)**

October 25, Muckraking, the Progressives, magazines, Chapter 16

October 30, Chapter 16, Progressives, muckraking **(10), Chapter 16**

November 1, WWI and the press, Chapter 17

November 6, Post-war developments **(10), Chapter 17**

November 8, **Quiz Three, Chapters 12, 16, 17 (50 points)**

November 13, WWII and the Press, Chapter 15

November 15, Broadcasting arrives, Chapter 18 **(10)**

November 20, Chapter 18 continued

November 22, *Thanksgiving break for the University*

November 27, Post WWI media issues, Chapter 23

November 29, Contemporary issues in media, Chapter 24 **(10)**

December 4, Contemporary issues continued, Chapter 25 **(10)**

December 6, finish any contemporary issues

Quiz 4: 50 points: see text in the box.

Examination week: Quiz Four (50 points) will be given at the designated final examination hour. This is not a comprehensive examination. It covers Chapters 15, 18, 23, 24, and 25.
