

FALL SEMESTER 2014

**Comm. 4406 Development of the Mass Media In America**  
TR, 12:45 2:05 P.M.

**Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.**

**Dr. F.J. Ross, Professor**  
**Office Hours: M, 8-10 A.M. W, 1-3 P.M.**  
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**Online program: <https://carmen.osu.edu>**

### **Course Description**

This course provides an understanding of the factors that have shaped the development of the mass media in the United States. The course will primarily focus on and analyze the role of society, technology and individuals not only on the media's creation and growth but also on the media's practices. An important feature of this course will be the relationship between the media and the various segments of the population with special emphasis on women and other traditionally discriminated groups. The objective of the course goes beyond memorizing names, dates and events. It is expected that as a result of taking this course, students would have developed a more critical and analytical perspective of the media that will ultimately prepare them for shaping the media's future.

### **Textbooks**

Readings will be posted on Carmen. Sometimes the professor will post relevant links. She will inform you of new postings and readings in a timely manner.

### **Class Requirements**

**Participation.** It is the desire of the professor for this class to be as interactive as possible. Attendance, as well as your contributions to class discussions, will be factors in determining your participation grade.

**Case/issue presentations.** You must prepare a two-to-three-page paper of a case or issue concerning one of the weekly topics (as listed under class activities) and present it to the class. This involves using a topic (i.e. crisis journalism) and presenting an example (i.e. Ferguson, Mo. protests) showing its relevance to the issue. This would likely require using sources beyond the required readings. Your analysis must include a bibliography that contains a minimum of two sources. This paper can also be used as the basis for your final paper.

Examples can include a person, a media outlet (magazine, radio station, newspaper, Internet site, etc.) a technology (i.e. typewriter, camera), a media practice or an event. The topic of the presentation must be approved in advance. A sign-up sheet will be provided at the beginning of the semester. You must submit your written paper to the Carmen drop box. The class presentation can use audiovisual devices.

## FALL SEMESTER 2014

**News Engagement Project.** Oct. 7 is News Engagement Day. The Association for Education in Journalism and Mass Communication is initiating this activity as “an effort to make staying informed a national priority.” This is an opportunity for media historians because informed citizens not only advance democracy, but also make a positive difference in society. For this class, this will be a group project in which I will divide the class into more than one group to showcase how news engagement has taken place throughout American history. We will discuss details early this semester, as well as brainstorm ideas for projects. For more information about News Engagement Day, go to <http://www.newsengagement.org>.

**Examinations.** There will be a midterm and a final examination based on the information obtained from readings, lectures, presentations and other class activities. The final will be given during this class’ designated time on the university’s examination schedule and will focus on the content covered in class after the midterm. The midterm is scheduled for **Oct. 16 during the regular class time**, and the final is scheduled for **Dec. 16 from 2 to 3:45 p.m.**

**Final paper.** This should be a 10-to 12-page essay on either one of the following areas: 1) **A significant milestone in media history.** This milestone can be an individual, an event, a media practice, or a technology relating to any area of the mass media including magazines, newspapers, broadcasting, advertising or public relations; 2) **An assessment of the 100 top news stories of the 20<sup>th</sup> century.** Select one of the items from the list of 100 top news stories, and discuss why you believe that the item does or does not belong on the list. Related to this, you may focus on an event (i.e. the O.J. Simpson trial) that is not on the list and justify why you believe that it should be on the list. 3) **Critique media portrayals.** Critique and analyze the way the media have portrayed during a particular time in history, a particular traditionally discriminated group ( i.e. women, Native Americans, African-Americans, Hispanic Americans, Asian Americans, gay/lesbians).

Topics must be approved in advance and submitted to the Carmen drop box **by 11:55 p.m., Friday, Oct. 23. Final papers are due 11:55 p.m., Dec. 8 in Carmen drop box.**

**Deadlines and formats.** All papers must be submitted to the Carmen drop box by the designated deadline. **Late papers are subject to a 5-point reduction for each day it is late.**

### Special Announcements

The professor will e-mail the class for special announcements such as class cancellations. In such instances, the work will be made up online and/or in subsequent class meetings.

### Grading weights

Case presentation	15%
News Engagement Project	10 %
Final paper topic	2%
Final paper	23%
Midterm examination	20%
Final examination	20%
Class participation	10%
(Attendance, engagement)	

**The grading scale follows the Carmen default:** 93 or higher, A; 90-92, A-; 87-89, B+; 83-86, B; 80-82, B-; 77-79, C+; 73-76, C; 70-72, C-; 67-69; 60-66, D; below 60, E.

## FALL SEMESTER 2014

The section below is taken from the Office of Academic Affairs' Committee on Academic Misconduct. Please read carefully and ask questions as needed.

### **ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

The Committee on Academic Misconduct web pages ([oaa.osu.edu/coam/home.html](http://oaa.osu.edu/coam/home.html))

*Ten Suggestions for Preserving Academic Integrity*

([oaa.osu.edu/coam/ten-suggestions.html](http://oaa.osu.edu/coam/ten-suggestions.html))

*Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.html](http://www.northwestern.edu/uacc/8cards.html))

### **Tentative schedule for course content**

**Week 1**                      **Icebreakers/Course overview/Assignments**

**Aug. 27**

**Week 2**                      **Why Study History: Is it Still Relevant?**

**Sept. 2-4**                    **Readings: "Television: The First Flawed Draft of History"**

**Week 3**                      **Colonial and Post-Colonial Media**

**Sept. 9-11**                **Reading: "News for a Revolution"**

**Case presentations on studying history**

## FALL SEMESTER 2014

- Week 4**  
**Sept. 16-18**
- The Penny Press**  
**“The Murder of Ellen Jewett”; “Sensational News”**  
**Case presentations on colonial and post-colonial media**
- Brainstorm on news engagement project**
- Submit proposal for news engagement project to Carmen drop box, 11:55 p.m.**
- Week 5**  
**Sept. 23-25**
- Media Technology**  
**Reading: “Lightning Lines and the Birth of Modern Communication”**  
**Case presentations on the penny press**
- Week 6**  
**Sept. 30-Oct.2**
- Ethnic and race media**  
**Readings: “The Civil Rights Era and the Black Press”**  
**More readings to be determined**  
**Case presentations on media technology**
- Week 7**  
**Oct. 7-9**
- News Engagement Day Project**  
**Activities, Presentations on News Engagement Activities**
- Week 8**  
**Oct. 14-16**
- Midterm Review and Examination**  
**Case presentations on ethnic and race media**
- Midterm examination is Oct. 16**
- Week 9**  
**Oct. 21-23**
- Gendered Media**  
**Readings: “Magazines for Ladies”; “This Wicked World: Masculinities and the Portrayals of Sex, Crime and Sports in the National Police Gazette”**
- Proposal for final paper due Oct. 23, 11:55 p.m. in Carmen drop box**
- Week 10**  
**Oct. 28-30**
- Journalism Professionalism and Objectivity**  
**Readings: “The Lincoln Assassination”; “Edwin M. Stanton, the Inverted Pyramid and Information Control”; Ida B. Wells Confronts “Objectivity in the 1890s**  
**Case presentations on gendered media**
- Week 11**  
**Nov. 4-6**
- Journalism for Reform: Muckraking**  
**Reading: “The Golden Age of Reform Journalism”**  
**Case presentations on professionalism**

## FALL SEMESTER 2014

- Week 12**  
**Nov. 13**                      **Crisis Journalism: Adrenaline with Caution**  
**Reading: “American Journalism On, Before, and After 911”**  
**Case presentations on muckraking**
- No class, Tuesday, Nov. 11, Veterans Day holiday**
- Week 13**  
**Nov. 18-20**                      **Strategic Communication: Social Movements for Evil**  
**Reading: “Clark and Tyler: Builders of the Ku Klux Klan”**  
**Case presentations on crisis journalism**
- Week 14**  
**Nov. 25**                      **Final Paper work day: Conferences as needed**  
**No formal class**
- Week 15**  
**Dec. 2-4**                      **Strategic Communication: Social Movements for Good**  
**Reading: “To Redeem the Soul of America: Public Relations and the**  
**Civil Rights Movement**  
**Case presentations on strategic communication for evil and good**
- Final papers are due 11:55 p.m., Dec. 8 in Carmen drop box**
- Week 16**  
**Dec. 9**                      **Semester Wrap Up, Review for Exam**
- Final examination is Tuesday, Dec. 16, 2-3:45 p.m.** .