

## Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

### Existing and Special Topics Course

Course: JRNL 105 Journalism and Mass Media

Instructor(s) of Record: Patricia I. Heilman

Phone: 7-4411

Email: Pheilman@iup.edu

### Step One: Proposer

Provide a brief narrative rationale for each of the items, A1- A5 after the signature pages.

1. **How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?**

This will be my second online course, having designed and taught JRNL250 Women and the Press in Winter Session 2010. I completed the IUP workshops on Developing Distance Education Workshops (Nov. 13, 2000), Using Web CT (Nov. 21, 200), Introduction to Moodle (March 3, 2010), Moodle Forum (March 31, 2010), Moodle Quizzes (May 25, 2010), Moodle Gradebook (May 26, 2010) and Moodle Assignments (May 26, 2010). In my journalism classes, I have incorporated some online learning opportunities for students, including tutorials in using advanced software, and the submission of news stories on deadline by using email. The discipline of journalism today is almost entirely computer-based, so my familiarity with computers as a learning environment dates back to 1988 when I helped to configure the first networked Macintosh computer classroom on campus.

Regarding my discipline: I am a Full Professor of Journalism and have taught 11 different courses across the undergraduate major, both lower and upper division. I shepherded this particular course, JRNL 105, through its approval as a Social Science elective under the current Liberal Studies program. I have taught it since 1987, and hope to offer it online for summer and/or winter session 2011. In my last five-year evaluation, more than 80% of students continued to rate my teaching Above Average/Superior, particularly in courses with a strong computer component. In addition, more than 90% felt they learned valuable skills in my classes.

Received

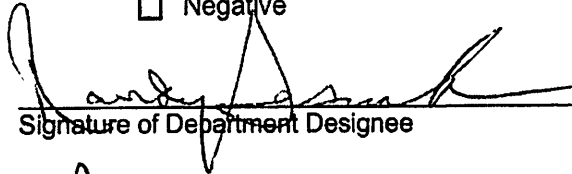
JAN 18 2011

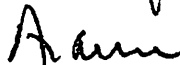
Liberal Studies

**Step Two: Departmental/Dean Approval**

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

 1-11-11  
Signature of Department Designee Date

Endorsed:  1/18/11  
Signature of College Dean Date


Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

---

**Step Three: University-wide Undergraduate Curriculum Committee Approval**

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative


 2-1-11  
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

---

**Step Four: Provost Approval**

Approved as distance education course  Rejected as distance education course

 2/7/11  
Signature of Provost Date

Forward form and supporting materials to Associate Provost.

2. **How will each objective in the course be met using distance education technologies?**

In each module, students will complete a set of readings (from their textbook as well as online readings) and then do an online quiz that will measure their mastery of the material. In addition, I will provide an online PowerPoint outline of each of the readings so students will know which concepts are key to understanding the role of mass media within the social, political, economic and psychological of the global village. Students will also need to respond to questions posted on the Moodle Forums. These questions will require students to demonstrate comprehension of the readings as well as their reflections on those readings.

- **Students will acquire cultural studies skills to examine the critical role played by the mass media in American society, with particular emphasis on the mass media's influence on political and social attitudes and behaviors.**  
In addition to the assigned textbook and online quizzes, students will also be required to do online research on assigned topics, such as: the influence of political advertising on voter turnout, the mass media's contributions to the consumerism culture, and the influence of smart phones on the news reporting industry. Students will be directed to view certain films in the "Films on Demand" database through the IUP library, including: "The 30-second President," "The 5 Communication Secrets that Swept Obama to the Presidency," "Advertising," and episodes of "Mad Men." Students will also be directed to sites such as AEJMC (Association for Education in Journalism and Mass Communication, [aejmc.org](http://aejmc.org)), the Poynter Institute([pointer.org](http://pointer.org)), and the Newseum ([newseum.org](http://newseum.org)).
- **Students will develop skills to analyze the leading communication and mass media theories to explain the dynamics of mass communication and consider their relevance to modern media practice.**  
In addition to the assigned textbook and online quizzes, students will do online research on the concept of "the global village," as well as view the streaming videos "Global Village," "Feeding the Beast," and "The Art of Persuasion."

**These cultural studies skills will include**

**Literature review: an examination of new facts that challenge old concepts or beliefs. Through reading assigned or researched articles, students will be able to critically analyze the stated and observed roles of the mass media to inform, educate and entertain. Students will review contemporary literature and scholarship to determine to what extent these stated roles *are also observed roles* of the media.** Students within the class will be assigned essay topics that elaborate on this objective. Through provided online readings, videos, Powerpoints and other sources and through students' own research using traditional and online sources, students will post their essays in Moodle Forum. These essays will be categorized by topic, and students will have the opportunity to respond to their classmates' essays through Moodle chats.

**Content analysis: students will learn to identify sound bites, buzzwords and how stories are presented, ranging from page placement or time slot to length, as a way of examining the agenda-setting behavior of the mass media and how this impacts on people's perception, or construction, of reality.**

Students will be assigned certain online newspapers, television, radio and Internet-only news sites on a particular day. Using the monitoring sheets provided by the instructor online, students will record the international and national stories covered by their assigned media outlets. A Moodle Forum will be used to compare news coverage, slant, bias and other factors that may have prompted news selection. In preparation, students will view the streaming video: "Feeding the Beast: An Inside Look at the News Media."

**Critical analysis of polling and use of polls by the media: students will learn the basics of analyzing polls on the basis of sample representativeness, sponsor of polls and the social environment in which individual polls are taken as well as the manipulation of statistics to achieve intended results.**

Students will read the following articles provided online: Article: "Poll Crazy in Campaign Coverage" ([http://www.pbs.org/newshour/extra/features/july-dec04/polls\\_10-20.html](http://www.pbs.org/newshour/extra/features/july-dec04/polls_10-20.html)); Article: "Elections: The Polls, the Pundits and the Elections of 2004" (<http://usinfo.state.gov/products/pubs/election04/polls.htm>); Worksheet (in PDF format): Media's Use of Polling Data in Presidential Election Coverage. They will also visit sites such as Polling Report at [www.pollingreport.com](http://www.pollingreport.com) and view the following streaming videos: "The Image Makers," "Leading Questions" and NOW with Bill Moyers on Public Opinion Research." In a Moodle Forum, students will react to a series of questions, samples and analysis of results of actual polls as to how they do/do not follow the tenets of good polling.

- **Students will develop an intellectual understanding of the economic underpinnings of the mass media, namely advertising and media ownership, and how media products stimulate and impact on the public's consumerist culture.**  
In addition to the assigned textbook and online quizzes, students will read online articles by Ben Bagdikian and other media scholars on the problems of media conglomerates. Streaming videos such as "Consuming Images," "Cracking the Advertising Code" and "The Information Age" will supplement these readings. Students will submit an essay on one of the topics covered by this objective to meet one of the course requirements.
- **Students will develop functional "media literacy," the capacity to critically understand and interpret not only messages intended for public consumption but also the motivations and hidden agendas behind those messages.**  
In addition to the assigned textbook and online quizzes, students will examine key websites dealing with the study of media literacy, including the Center for Media Literacy ([medialit.org](http://medialit.org)) and [medialiteracy.com](http://medialiteracy.com) and will explore the contemporary issues in this area. From this exploration, students will generate ideas for in-depth research to demonstrate comprehension of the important concepts in this emerging discipline. The streaming video, "Teaching Media Literacy: Asking Questions" will supplement online research.
- **Students will, regardless of whether they become media professionals or not, be invariably life-long members of the media audience. This course will equip them with the skills necessary to maintain their autonomy as critical thinkers and actors in the face of the manipulative and agenda-setting techniques often used by the media.**  
In addition to text readings and supplementary readings provided online, students will use Moodle Forums to respond to actual media portrayals and/or statements and research the veracity of the information provided by using both national and international sources.

Students will also research the ownership of the medium transmitting the information to search for hidden motivations for the release of the information. The recent favorable stories on high fructose corn syrup are one example of news stories produced to satisfy media owners and/or advertisers.

- **Students will also be more than passive recipients of mediated information. They will play an advocacy role and develop proactive skills to help them articulate through the media their concerns, convictions, and worldview. This will be done through media logs where students will monitor both the form and content of the media and write critical analyses of the media's role in society.**

Using monitoring sheets provided online by the instructor, students will monitor their media usage over a 24-hour period for five days. This will include computer and smart phone usage, MP3 player usage, radio, television, newspapers, magazines, books as well as exposure to the media use of others (piped-in music, televisions in public places, billboards, etc.). Students will then tally their media usage by medium and by percentage of the day. A three-to-five page analysis paper will be required for students to record their opinions on their own media usage and exposure.

**3. How will instructor-student and student-student, if applicable, interaction take place?**

Students will interact with both instructor and other members of the class through Moodle Forums throughout the course. A schedule of Moodle Forums will be provided online so students will be able to schedule time for participation. Students will be required to respond to the instructor's posted questions, but may also post questions or topics of their own. As instructor, I will read and respond to posts in the forum. In addition, students may email me with any particular problems, questions or concerns. I will respond within an 8 a.m. to 9 p.m., Monday through Friday, time period.

**4. How will student achievement be evaluated?**

The course grade will be determined through quizzes, short essays, a media log, online media labs and an online final. Point breakdown is as follows:

**Grading:**

12 quizzes on chapters (10 pts. each)	=	120 points
1 quiz on syllabus	=	10 points
1 assessment activity graded for participation only	=	20 points
10 news quizzes	=	100 points
Media Log	=	100 points
5 short essays	=	100 points
Online media labs	=	200 points
Final	=	50 points
<b>TOTAL</b>	<b>=</b>	<b>700 points</b>

## Grading Scale

630 or more	=	A
560 to 629	=	B
490 to 559	=	C
420 to 489	=	D
Below 420	=	F

### 5. How will academic honesty for tests and assignments be addressed?

Students will have only one opportunity to take the quiz for each module. The questions and order of multiple choice answers on the quizzes and the final will be shuffled so students will receive different presentations of the quiz/final. Quizzes will be timed, providing students with an appropriate amount of time for each quiz depending on the quiz's length. Students will have a 24-hour time period in which to take the quiz. The final will also be timed (students will have two hours to complete the final once they have logged onto the test) and a 24-hour time period during which to take the final.

The essays, logs and media labs account for more than fifty percent of the grade. Since solid performance on these assignments requires comprehension of lecture and text materials, students will need to master the course material to do well on these assignments. Students who perform well on quizzes but poorly on discussion forums of those concepts will receive a private email and may be issued a separate quiz. In addition, each student will be required to read the Academic Integrity Policy and sign a statement to that effect.

B. Submit to the department or its curriculum committee the responses to Items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson.

JRNL105- Journalism and Mass Media  
Distance Education

Dr. Pat Heilman  
7-3096/PHeilman

**JRNL105 Journalism and Mass Media**

**3 credits**

A critical examination of roles-goals of newspapers, magazines, radio and television as they affect American society socially, politically, and economically. (Journalism majors must earn a C or better in this course to meet requirements of the major).

**Course Objectives:**

- **Students will acquire cultural studies skills to examine the critical role played by the mass media in American society, with particular emphasis on the mass media's influence on political and social attitudes and behaviors.**
- **Students will develop skills to analyze the leading communication and mass media theories to explain the dynamics of mass communication and consider their relevance to modern media practice.**
  - **These cultural studies skills will include**
    - Literature review:** an examination of new facts that challenge old concepts or beliefs. Through reading assigned or researched articles, students will be able to critically analyze the stated and observed roles of the mass media to inform, educate and entertain. Students will review contemporary literature and scholarship to determine to what extent these stated roles *are also observed roles* of the media.
    - Content analysis:** students will learn to identify sound bites, buzzwords and how stories are presented, ranging from page placement or time slot to length, as a way of examining the agenda-setting behavior of the mass media and how this impacts on people's perception, or construction, of reality.
    - Critical analysis of polling and use of polls by the media:** students will learn the basics of analyzing polls on the basis of sample representativeness, sponsor of polls and the social environment in which individual polls are taken as well as the manipulation of statistics to achieve intended results.
- **Students will develop an intellectual understanding of the economic underpinnings of the mass media, namely advertising and media ownership, and how media products stimulate and impact on the public's consumerist culture.**
- **Students will develop functional "media literacy," the capacity to critically understand and interpret not only messages intended for public consumption but also the motivations and hidden agendas behind those messages.**
- **Students will, regardless of whether they become media professionals or not, be invariably life-long members of the media audience. This course will equip them with the skills necessary to maintain their autonomy as critical thinkers and actors in the face of the manipulative and agenda-setting techniques often used by the media.**
- **Students will also be more than passive recipients of mediated information. They will play an advocacy role and develop proactive skills to help them articulate through the media their concerns, convictions, and worldview. This will be done through media logs where students will monitor both the form and content of the media and write critical analyses of the media's role in society.**

**Required text:**

Folkerts, Jean, Stephen Lacy and Ann Larabee. The Media in Your Life: An Introduction to Mass Communication, 4<sup>th</sup> edition. Pearson Education, 2008. ISBN: 0-205-52365-X/978-0-52365-8

**Grading:**

12 quizzes on chapters (10 pts. each)	=	120 points
1 quiz on syllabus	=	10 points
1 assessment activity graded for participation only		20 points
10 news quizzes	=	100 points
Media Log	=	100 points
5 short essays	=	100 points
Online media labs	=	200 points
Final		50 points
	TOTAL	= 700 points

**Grading Scale**

630 or more	=	A
560 to 629	=	B
490 to 559	=	C
420 to 489	=	D
Below 420	=	F

**Remember: Journalism majors must earn  
a C or better in this course  
to fulfill graduation requirements in the major.**

**Assignments:**

**Quizzes:**

10-point quizzes will be administered on the chapter(s) covered. Plus one quiz on the syllabus.

**Assessment:**

Beginning this semester, the Journalism Department will measure how students are absorbing and retaining what they are learning in certain journalism courses. Students will participate in an assessment activity at the beginning and end of the semester. 20 points will be earned for participation (quiz will not be graded). To be taken during week 2.

**News Quizzes:**

10-point quizzes on major international, national, state and local news stories taken from the front page of *The New York Times* online..

**Media Log:**

Students will be assigned to monitor their media usage during week 11. Forms will be made available for completion of this project.

**Short Essays:**

Students will be assigned specific topics on which to write two- to three-page typed, double-spaced essays. Essays will be due on dates specified.



**Media Labs:** There will be a variety of individual/group projects to apply concepts learned through text readings, online readings and online lectures.

**IMPORTANT RULES TO REMEMBER:**

1. Journalism majors and minors **MUST** earn a C or better in this class to qualify for the next level class and to graduate with a degree or minor in journalism.
2. Know the Academic Integrity Policy found in the undergraduate catalog and on the IUP website. In addition to severe penalties, the Journalism Department documents all instances of plagiarism and cheating and reports these to the Office of Student Conduct.

**Schedule:**

**Topic One: Media and Communication** ((online lecture, text readings, online readings)

1. Early theories of communication: all-powerful sender and passive receiver
  2. Current research: Recognition of active and selective recipient
  3. Marshall McLuhan and "The Global Village."
  4. Media Literacy: "Teaching Media Literacy: Asking Questions"
- Media Lab 1:** Using the internet, students will provide definitions and examples of: agenda-setting theory, cultivation theory, cultural imperialism theory, diffusion theory, spiral of silence theory.

**Topic Two: Books** (online lecture, text readings, online readings)

1. History of Books as a permanent record of civilization
2. Role of books in shaping America's conscience
  - a. *Uncle Tom's Cabin*
  - b. *The Jungle*
  - c. *The Grapes of Wrath*
  - d. *Huckleberry Finn*
  - e. *The Feminine Mystique*
3. Modern history of censorship
  - a. Comstock's 19<sup>th</sup> century crusade against vice
  - b. Book burning in Nazi Germany
  - c. Modern censorship problems (rewriting of "Huckleberry Finn" to remove the "n" word.
4. Emergence of book publishing as big business in the 20<sup>th</sup> century
  - a. Paperback revolution poses severe problems for hardcover publishers
  - b. Role of TV talk shows in selling books
  - c. E-readers, Google books and the future of book publishing

**Media Lab 2:** Students will view the streaming video, "The End of Print," and discuss that film in light of material provided in #4 in a Moodle Forum.

**Topic Three: Newspapers** (online lecture, text readings, online readings, streaming video)

1. Brief History of Newspapers

- a. Partisan press of the Revolutionary and early national period
  - b. Role of the press in the opening of the frontier
  - c. Penny Press
  - d. Civil War coverage (link to history of war coverage)
  - e. Yellow Journalism
  - f. Tabloids
  - g. McCarthyism and the press
2. Modern problems of the press
    - a. Influence of radio, television, internet, smart phones on the newspaper industry
    - b. Success of online newspapers
    - c. Smart phones and reporting
    - d. "Feeding the Beast:" the 24-hour news cycle
  3. Public Opinion reporting
    - a. Use of polls in political campaigns and reportage
    - b. "The Image Makers" and "Leading Questions" in skewing public opinion
  4. Legal issues facing newspapers
    - a. Libel
    - b. Invasion of Privacy
    - c. Sunshine laws

**Media Lab 3:** Students will view the streaming video, "Newspaper Industry" and discuss that film via Moodle forum in relation to the challenges facing newspapers today. In addition, students will research online the uses of smart phones and blogging in today's reporting of the news and answer Moodle Forum questions on the practice.

**Essay 1 due:** Find two recent articles dealing with the topic of media convergence (sources limited to online daily newspapers, national news magazines, *Mass Communication and Society Journal*, *American Journalism Review*, *Columbia Journalism Review*, *The Quill*, *The New Yorker*, *Harper's*, *The Atlantic Monthly*, *The Nation*, *The New Republic*, *Journalism Educator*). Recent means within the last five years (2005-2011). Analyze the positions that these articles take on media convergence. Include your opinion on the topic based on what you have read in these articles. Length: 2 to 3 double-spaced, typed pages; Include:links to the two articles you researched; Submit: via Moodle as assignment; Citations:Be sure to attribute ideas to the authors of the articles you research. Be careful about plagiarism.

Topic Four: **Magazines in American Life** (online lecture, text readings, online readings, streaming video)

1. Brief history of magazines
  - a. Elite 19<sup>th</sup> century magazines (*Harper's*, *Century*)
  - b. The muckrakers of the early 20<sup>th</sup> century
  - c. General interest magazines (*Life*, *Look*, *Colliers*)
2. Magazines since 1950
  - a. Specialized magazines
  - b. *Playboy* and the sexual revolution
  - c. Growth of regional and city magazines (*Yankee*, *Pittsburgh*)
  - d. Current challenges

**Media Lab 4:** Students will view the streaming video, “Magazine Industry” and discuss that film via Moodle Forum in relation to current challenges facing the industry.

**Topic Five: The Movies** (online lecture, text readings, online readings, streaming video)

1. How movies reflect and influence our culture
2. History of film
  - a. Silent era (Charlie Chaplin films, *Birth of a Nation*, viewing of *Film History*)
  - b. Film Noir, rebel films of 1950s, protest films of 1960s
  - c. Film as Propaganda (viewing of “Propaganda.”)
3. Movie Censorship
  - a. Ratings system
  - b. Pornography versus violence

**Media Lab 5:** Students will view the streaming video, “Sex, Censorship and the Silver Screen,” and discuss the role of censorship and the First Amendment via a Moodle Forum.

**Essay 2 due:** Find two recent articles dealing with the future of print magazines (sources limited to daily newspapers, national news magazines, *Mass Communication and Society Journal*, *American Journalism Review*, *Columbia Journalism Review*, *The Quill*, *The New Yorker*, *Harper’s*, *The Atlantic Monthly*, *The Nation*, *The New Republic*, *Journalism Educator*). Recent means within the last five years (2005-2011). Analyze the positions that these articles take on the future of print magazines. Include your opinion on the topic based on what you have read in these articles. Length: 2 to 3 double-spaced, typed pages; Include: links to the two articles you researched; Submit: via Moodle as assignment; Citations: Be sure to attribute ideas to the authors of the articles you research. Be careful about plagiarism.

**Topic Six: Radio** (online lecture, text readings, online readings, streaming video)

1. History of Radio (invention, creation of networks, programming)
2. Competition from television
3. Influence on popular music
4. Talk radio, satellite radio, future of the medium

**Media Lab 6:** Students will view the streaming video, “The End of Radio,” and discuss its content and implications for the future of radio in a Moodle Forum.

**Topic Seven: Television** (online lecture, text readings, online readings, streaming video)

1. TV as a news medium
  - a. Edward R. Murrow’s journalistic standards of the 1950s
  - b. Drive for profits and move toward infotainment
  - c. Nixon-JFK debates. Television as an image maker
  - d. Nightly coverage of Vietnam War sparks civil dissent
  - e. Success of “60 Minutes” and the full-length news shows
2. Debate over societal impact of television violence
3. Gender and racial bias in television programming (“Amos n’ Andy,” “Father Knows Best,” “The Donna Reed Show,” “Benson”)

4. Public television as a noble experiment and its future
5. Cable television's effect on popular culture

**Media Lab 7:** Students will view the streaming video, "The End of TV," and discuss its content and implications for the future of television in a Moodle Forum.

**Essay 3 due:** Find two recent articles dealing with the talk radio's impact on political campaigns and decision-making in the United States (sources limited to daily newspapers, national news magazines, *Mass Communication and Society Journal*, *American Journalism Review*, *Columbia Journalism Review*, *The Quill*, *The New Yorker*, *Harper's*, *The Atlantic Monthly*, *The Nation*, *The New Republic*, *Journalism Educator*, *Radio Broadcasting* journals). Recent means within the last five years (2005-2011). Analyze the positions that these articles take on this topic. Include your opinion on the topic based on what you have read in these articles. Length: 2 to 3 double-spaced, typed pages; Include: links to the two articles you researched; Submit: via Moodle as assignment; Citations: Be sure to attribute ideas to the authors of the articles you research. Be careful about plagiarism.

Topic Eight: **Music and the Recording Industry** (online lecture, text readings, online readings, streaming video)

1. History of recorded music
  - a. Sheet music, "Tin Pan Alley,"
  - b. Influence of European and African American music on popular music
  - c. Rag time to swing to jazz to rock n' roll
2. Technology and music
  - a. Victrola
  - b. Radio
  - c. Albums to tapes to CDs to MP3s
3. Censorship and music
  - a. Voluntary ratings by industry
  - b. Sanitized versions of songs

**Media Lab 8:** Students, using YouTube, will find songs representative of different eras of American music, upload those links to a Moodle Forum and explain why these songs are representative of particular eras. Each student will be assigned different eras to research.

Topic Nine: **Advertising** (online lecture, text readings, online readings, streaming video)

1. Brief history of advertising
  - a. Pre-regulation advertising – caveat emptor
  - b. FTC, FCC rules protect consumers from false and misleading advertising – or do they?
2. How ads appeal to our conscious and subconscious needs and wants
  - a. Buying the "Pet Rock"
  - b. Sex and jean ads
  - c. Political advertising and effects on political process
  - d. Stereotypes of gender and race in American advertising
  - e. "Mad Men" and the birth of psychological consumer profiling

**Media Lab 9:** Students will watch the streaming videos “Consuming Images,” “The 30-second President” and “The 5 Communication Secrets that Swept Obama to the Presidency” and discuss the impact of advertising on America’s consumer culture in a Moodle Forum. In addition, students will research online the effects of political advertising on voter turnout and answer specific Moodle Forum questions on the results of their research.

**Essay 4:** Find two recent articles dealing with false or misleading advertising (sources limited to daily newspapers, national news magazines, *Mass Communication and Society Journal*, *American Journalism Review*, *Columbia Journalism Review*, *The Quill*, *The New Yorker*, *Harper’s*, *The Atlantic Monthly*, *The Nation*, *The New Republic*, *Journalism Educator*). Recent means within the last five years (2005-2011). Analyze the positions that these articles take on this topic. Include your opinion on the topic based on what you have read in these articles. Length: 2 to 3 double-spaced, typed pages; Include:links to the two articles you researched; Submit: via Moodle as assignment; Citations:Be sure to attribute ideas to the authors of the articles you research. Be careful about plagiarism.

Topic Ten: **Public Relations** (online lecture, text readings, online readings, streaming video)

1. What is PR? Who uses it? How? And, why?
2. History of PR from P.T. Barnum to Johnson & Johnson’s “Tylenol scare.”
3. The Spin Doctors and their effect on the political process.

**Media Lab 10:** Students will watch the streaming video “Scientific Spin Doctors” and the seven segments dealing with global warming. In a Moodle Forum, they will analyze the confusing messages “spun” by various experts to support their positions.

Topic Eleven: **Media Issues:** (online lecture, text readings, online readings, streaming video)

1. Media Ethics
  - a. History of journalistic standards (from partisanship to objectivity to fairness)
  - b. Development of standards for public relations
  - c. Ethical situations and dilemmas
  - d. Media convergence
2. Regulation
  - a. Reasons for regulation
  - b. Economic regulation
  - c. Content and information regulation
  - d. Copyright regulation
3. Research
  - a. Approaches to mass communication research
  - b. Types of research methods
  - c. Influence on content

**Essay 5:** Find two recent articles dealing with the impact of the internet on the practice of public relations (sources limited to daily newspapers, national news magazines, *Mass Communication and Society Journal*, *American Journalism Review*, *Columbia Journalism Review*, *The Quill*, *The New Yorker*, *Harper’s*, *The Atlantic Monthly*, *The Nation*, *The New Republic*, *Journalism Educator*, *Public Relations Research*). Recent means within the last five years (2004-2010). Analyze the positions that these articles

take on this topic. Include your opinion on the topic based on what you have read in these articles. Length: 2 to 3 double-spaced, typed pages; Include:links to the two articles you researched; Submit: via Moodle as assignment; Citations:Be sure to attribute ideas to the authors of the articles you research. Be careful about plagiarism.

## **Bibliography**

- Adams, Julian. - Freedom and Ethics in the Press. New York, Rosen, 1983.
- Albarran, Alan B. and David Goff, eds. Understanding the Web. Ames: Iowa State University Press, 2000.
- Allen, David S. Democracy Inc.: the Press and Law in the Corporate Rationalization of the Public Sphere. University of Illinois Press, 2005.
- Alterman , Eric. What Liberal Media? The Truth About Bias and the News. New York: Basic Books, 2003.
- Arant , David, ed. Perspectives: Ethics, Issues and Controversies in Mass Media. St. Paul, MN: Coursewise, 1999.
- Arden , John. America's Meltdown: The Lowest-Common- Denominator Society. Westport, CT: Praeger, 2003.
- Bagdikian , Ben H. The New Media Monopoly. Boston: Beacon Press, 2004.
- Baird, Robert M. & al. - (ed.), The Media and Morality (Contemporary Issues). Prometheus Books, 1999.
- Belsey, Andrew & Ruth Chadwick. - , Ethical Issues in Journalism and the Media. London, Routledge, 1992 [British viewpoint]
- Budeja, Michael J.- Living Ethics: Developing Values in Mass Communication. Needham Heights (MA), Allyn & Bacon, 1995.
- Chadwick, Ruth (ed.). - The Concise Encyclopedia of Ethics in Politics and the Media. San Diego (CA), Academic Press, 2001.
- Christians, Clifford, Ferre John P. & Fackler, P. Mark. - Good News: Social Ethics and the Press. New York. Oxford UP, 1992 [philosophical approach].
- Christians, Clifford & Michael Traber, - (ed.). Communication Ethics and Universal Values. London, Sage, 1997.

- Cohen-Almagor, Raphael. Speech, Media and Ethics, the Limits of Free Expression: Critical Studies on Freedom of Expression, Freedom of the Press and the Public's Right to Know. Basingstoke (GB): Palgrave Macmillan, 2001.
- Cohen, Elliot D. - (ed.). Philosophical Issues in Journalism. New York: Oxford University Press, 1992.
- Cohen, Elliot D. & Deni Elliott. - Journalism Ethics: A Reference Handbook. Santa Barbara (CA), ABC-CLIO, 1998
- Fuller, Jack. News Values: Ideas for an Information Age. University of Chicago Press, 1996.
- Gill, Karamjit S.- Information Society: New Media, Ethics and Postmodernism. New York: Springer Verlag, 1996.
- Gordon, A.D. & John M. Kittross. - Controversies in Media Ethics. New York: Addison Wesley, 2nd ed. 1999.
- Greenberg, Karen Joy (ed.). - Conversations on Communication Ethics. Norwood (NJ): Ablex, 1991.
- Haselden, Kyle. - Morality and the Mass Media. Nashville (TN): Broadman, 1968 [Christian viewpoint].
- Iggers, Jeremy. Good News, Bad News: Journalism Ethics and the Public Interest. New York: Worldview Press, 1998.
- Jensen, J. Vernon. - Ethical Issues in the Communication Process. Mahwah (NJ): Erlbaum, 1997.
- Johannessen, Richard L. Ethics in Human Communication. (1975), Prospect Heights (IL): Waveland Press, 5th ed. 2002.
- Kiernan, Matthew. Media Ethics: A Philosophical Approach. Westport (CT): Praeger, 1997.
- Knowlton, Steven R. & Patrick R. Parsons. The Journalist's Moral Compass: Basic Principles. Westport (CT): Praeger, 1995.
- Lambeth, Edmund B. Committed Journalism: An Ethic for the Profession. Bloomington, Indiana UP, 2nd ed. 1992.
- Leslie, Larry Z.. - Mass Communication Ethics: Decision Making in Postmodern Culture. Boston (MA): Houghton-Mifflin, 2000
- Lowenstein, Ralph & John C. Merrill. - Macromedia: Mission, Message and Morality. New York: Longman, 1990.
- Mackin, James A. Jr.- Community Over Chaos: An Ecological Perspective on Communication Ethics. Tuscaloosa (AL): University of Alabama Press, 1997.

- Makau, J. M. & R.C. Arnett - (eds.). Communication Ethics in an Age of Diversity. Urbana: University of Illinois Press, 1997.
- McBride, Sean - (ed.). Many Voices, One World. Paris: UNESCO, 1980.
- McKinzie, Bruce W. Objectivity, Communication and the Foundation of Understanding, Lanham (MD), University Press of America, 1994.
- Merrill, John C.- Legacy of Wisdom: Great Thinkers and Journalism. Ames (IO): Iowa SUP, 1994.
- , - Journalism Ethics: Philosophical Foundations for News Media. New York: St Martin's Press, 1997.
- & Jack S. Odell. - Philosophy and Journalism. New York, Longman, 1983.
- Moore, Adam D. Information Ethics: Privacy, Property and Power. University of Washington Press, 2005.
- Phelan, John M.- Disenchantment: Meaning and Morality in the Media. New York: Hastings House, 1980.
- Rivers, William L. & Cleve Mathews. - Ethics for the Media. Englewood Cliffs (NJ): Prentice-Hall, 1988.
- Rubin, Bernard.- Questioning Media Ethics. Westport (CT): Praeger, 1978.
- Sanders, Karen,- Ethics and Journalism. London, Sage 2003.
- Schwartz, Tony. The Responsive Chord. Garden City (NY): Doubleday, 1973 [ethics in broadcasting].
- Tester, Keith. - Media, Culture and Morality. London, Routledge, 1994.
- Thayer, Lee (ed.).- Communication: Ethical and Moral Issues. New York: Gordon & Breach, 1973.



## **Online Sources**

American Association for Education in Journalism and Mass Communication:  
<http://www.aejmc.org>

American Journalism Review: <http://www.ajr.org>

Atlantic Monthly: <http://www.theatlantic.com>

Center for Media Literacy: <http://www.medialit.org>

Columbia Journalism Review: <http://www.cjr.org>

Harper's: <http://www.harpers.org>

Media History Project: <http://mediahistory.umn.edu/>

Media Studies: <http://bubl.ac.uk/link/m/mediastudies.htm>

The Nation: <http://www.thenation.com>

The New Republic: <http://www.tnr.com>

The Newseum: <http://www.newseum.org>

The New Yorker: <http://www.thenewyorker.com>

The Quill: <http://www.spj.org/quill>

# SAMPLE LECTURE

## Topic 2: Books

### Moodle Chat Room activity:

- What was the last non-assigned book you read?
- Why did you read it?
- How many books per year do you read/
- When do you read?
- What are your favorite authors?

### I. Growth of Literary Culture

#### A. Scribal Culture:

- i. During Medieval times:
- ii. Books were hand-copied by scribes
- iii. Few books were privately owned
- iv. Scholars would have to travel to libraries
- v. Lecture system of education developed as a necessity
- vi. Teacher would read books to class
- vii. Catholic Church restricted what books could be reproduced

#### B. History of Printing

- i. Johannes Gutenberg: <http://www.youtube.com/watch?v=eMbvT3rwI3M>
- ii. Movable cast metal type
- iii. 1400s
- iv. Books were printed in lots of 200 to 1,000 copies
- v. Gutenberg Bible – 1455
- vi. Educated people could read and interpret the Bible

#### C. Restrictions on Books

- i. Henry VIII issued a list of prohibited books
- ii. System of “prior restraint”
- iii. Printers needed a license before printing a book
- iv. Many books were printed without official license
- v. One third of all books
- vi. British parliament allowed licensing to expire
- vii. Books and newspapers flourished

#### D. Books in American Life

- i. Colonists brought books with them from Britain
- ii. Most books were imported
- iii. Benjamin Franklin established a subscription library in Philadelphia
- iv. Members paid a fee to read books

#### E. Spread of Literacy

- i. Chapbooks
- ii. Forerunner of paperbacks
- iii. 16–32 page pamphlets

- iv. Almanacs, cookbooks, adventure stories
  - v. Books sold by peddlers
  - vi. Before the Civil War
- II. Books and Social Change
- A. Harriet Beecher Stowe
    - i. *Uncle Tom's Cabin*: <http://www.youtube.com/watch?v=I4T1d6IZe44>
    - ii. Serialized in *National Era* magazine
    - iii. Book published before last installment
    - iv. 20,000 copies sold in three weeks
  - B. Frederick Douglass
    - i. *Narrative of the Life of Frederic Douglass*:  
<http://www.youtube.com/watch?v=Su-4JBEIhXY>
    - ii. *My Bondage and My Freedom*
  - C. Upton Sinclair
    - i. *The Jungle*: [http://www.youtube.com/watch?v=iGky0q2j\\_78](http://www.youtube.com/watch?v=iGky0q2j_78)
  - D. Mark Twain
    - i. Huckleberry Finn and censorship:  
<http://www.youtube.com/watch?v=eYDUuoG4hXw>
  - E. John Steinbeck
    - i. *The Grapes of Wrath*: [http://www.youtube.com/watch?v=iGky0q2j\\_78](http://www.youtube.com/watch?v=iGky0q2j_78)
  - F. Betty Friedan
    - i. *The Feminine Mystique*: <http://www.youtube.com/watch?v=xO304aoUAWE>
  - G. Paperbacks and Mass Culture
    - i. First distributed before the Civil War
    - ii. Less expensive to produce
    - iii. U.S. did not recognize other nations' copyrights
    - iv. Reproduced English novels
    - v. Courts held that paperbacks could not be shipped as second-class mail
    - vi. Dime novels
    - vii. Popular entertainment
    - viii. Popular Paperback Formats
      - 1. **Dime Novels: Romance and violence**
      - 2. Similar to today's soap opera and reality show plots
      - 3. Aimed at a middle-class audience
      - 4. **Horatio Alger**
      - 5. Rags to riches stories
      - 6. **19<sup>th</sup> Century Publishing of formulaic books**
      - 7. Called "fiction factories;" publishers dictated storylines

Moodle Chat: Can you name some contemporary formulaic novels?

- III. Book Publishing and the Modern Era
- A. Modern book publishing tied to problem of distribution
    - i. Once books gained favorable postal rate, the industry boomed
    - ii. **Book Clubs**
    - iii. 1926-Book of the Month Club
    - iv. 1927-Literary Guild established
  - B. After World War II
    - i. Specialization
    - ii. New titles reflect growth of technology
    - iii. From aeronautics to psychology
    - iv. Expansion of education

- v. GI Bill
- vi. Large demand for college books
- vii. Demand for more library books
- viii. **After World War II** increasing demand for capital
- ix. Public investment
- x. **1992**-Five of America's largest publishers are now foreign owned
- xi. **In 2004**, the five largest publishing houses took half the profits
- xii. **Simon & Shuster** -a prime example of how media consolidation has changed the industry

C. Decline in Book Publishing

- i. Fewer publishing outlets for writers
- ii. Less diversity of ideas
- iii. Rise of a global audience that shares the experience of reading a few bestsellers

APR 28 2009

JN 105 Journalism and the Mass Media : 1

## I CATALOG DESCRIPTION

JN 105 Journalism and the Mass Media

3 credits  
3 lecture hours  
(3c-01-3sh)

Prerequisite : None

A critical examination of the roles-goals of the mass media (newspapers, magazines, radio and television, Internet and other online services) as they affect the American society socially, politically, culturally and economically.

## II. Course objectives

1. Students will acquire cultural studies skills to examine the critical role played by the mass media in American society, with particular emphasis on the mass media's influence on political and social attitudes and behavior.

2. Students will develop skills to analyze the leading communication and mass media theories to explain the dynamics of mass communication and consider their relevance to modern media practice.

These cultural studies skills will include

i. literature review : an examination of new facts that challenge old concepts or beliefs. Through reading assigned or researched articles, students will be able to critically analyze the stated and observed roles of the mass media. One area that will come under intense scrutiny will be the stated role of the media to inform, educate and entertain. Students will review contemporary literature and scholarship to determine to what extent these stated roles *are also observed roles* of the media.

ii. content analysis : students will learn to identify sound bites, buzzwords and how stories are presented, ranging from page placement or time slot to length, as a way of examining the agenda-setting behavior of the mass media and how this impacts on people's perception, or construction, of reality.

iii. critical analysis of polling and use of polls by the media : students will learn the basics of analyzing polls on the basis of sample representativeness, sponsor of polls and the social environment in which individual polls are taken as well as the manipulation of statistics to achieve intended results.

3. Students will develop an intellectual understanding of the economic underpinnings of the mass media, namely advertising and media ownership, and how media products stimulate and impact on the public's consumerist culture.

4. Students will develop functional "media literacy," the capacity to critically understand and interpret not only messages intended for public consumption but also the motivations and hidden agendas behind those messages.

5. Students will, regardless of whether they become media professionals or not, be invariably life-long members of the media audience. This course will equip them with the skills necessary to maintain their autonomy as critical thinkers and actors in the face of the manipulative and agenda-setting techniques often used by the media.
6. Students will also be more than passive recipients of mediated information. They will play an advocacy role and develop proactive skills to help them articulate through the media their concerns, convictions, and worldview. This will be done through media logs where students will monitor both the form and content of the media and write critical analyses of the media's role in society.

### III Course outline

#### A. Course introduction (one lecture)

#### B. Theories of Mass Communication and the Mass Media (three lectures)

1. Early theories : Assumption of all-powerful sender and passive receiver
2. Current research : Recognition of active and selective recipient who shapes media messages to own needs , rejects unpalatable messages.
3. How receivers shape messages
  - a. Selective exposure
  - b. Selective retention
  - c. Selective perception
4. How media influence audience
  - a. Reinforcement
  - b. Escape
  - c. Catharsis
  - d. Incidental learning
5. Traditional theories of the press
  - a. Libertarian
  - b. Social responsibility
  - c. Authoritarian
  - d. Totalitarian

#### C. Books (three lectures)

1. History of books as a permanent record of civilization.
2. Role of books in shaping America's conscience
  - a. Uncle Tom's Cabin
  - b. The Jungle
  - c. The Grapes of Wrath
3. Modern history of censorship
  - a. Comstock's 19th century crusade against vice
  - b. Book burning in Nazi Germany
  - c. Modern censorship problems (Huckleberry Finn," *Soul on Ice*) and recent Supreme Court rulings
4. Emergence of book publishing as big business in the 20th Century
  - a. Paperback revolution poses severe problems for hardcover publishers and

- b. non-best seller authors.
- b. Role of TV *talk shows* in selling books.

**D. Newspapers (seven lectures)**

1. Brief history of newspapers
  - a. Partisan press of the Revolutionary and early national period.
  - b. Role of the press in opening the frontier
  - c. "Penny press" launches era of newspapers "for Every man", rise of American literacy.
  - d. Civil War coverage underscores enduring problem of the proper press role during wartime. (This theme linked to the press coverage of the world wars, Vietnam, Desert Storm)
  - e. "Yellow journalism" of the 1890's sparks Spanish-American War, begins enduring debate over sensationalism in the media.
  - f. Tabloids help nation celebrate "*Roaring Twenties*."
  - g. Depression helps make press more responsible, analytical
  - h. Role of the press in McCarthy "witch hunts" of 1950's brings disillusionment with traditional objectivity, rise of interpretative reporting.
2. Modern problems of the press (and solutions)
  - a. TV, middle -class exodus to suburbs help kill off big-city papers and lead to growth of chains, decline of competition.
  - b. Newspapers try to fight TV by imitating it: shorter stories; gossip and lifestyle features replace serious news; splashy graphics. (But youths still shun newspapers).
  - c. Success of *USA Today*; is style losing to substance?
  - d. Success of *National Enquirer*. The supermarket tabloids, long shunned, win some respectability, influence on mainstream press.
3. Press versus government
  - a. Libel
  - b. Invasion of privacy
  - c. Access to government meetings and records

**E. Magazines (five lectures)**

1. Brief history of magazines
  - a. Elite 19th century magazines (Harper's, Century)
  - b. Turn-of-the-century muckrakers launch era of mass magazines offering less fiction, more investigative reporting
  - c. Modern general-interest magazines: Success of *Life* and its imitators (*Look, Colliers*)
2. Magazines since 1950
  - a. Specialized magazines (and competition from TV) help kill general-interest magazine. Case study : The death of *Life*.
  - b. *Playboy* leads sexual revolution
  - c. Growth of regional and city magazines. Case study : New England's *Yankee*.
  - d. The plight of freelancers: dwindling markets, competition from part-timers, make it tough for full-time independents

**F. Radio (five lectures)**

1. Brief history of radio, emphasizing its coming of age as a news medium with

2. FDR's "fireside chats" and Murrow's coverage of WWII.
3. Radio since TV: decline of networks and news function
4. Angry conservatives dominate "talk radio" : A link to political violence?
5. "Shock jocks" bring explicit sexual talk to radio.
6. "Rap" music emerges from the ghetto and brings controversy over its apparent advocacy of violence against police and women.

### G Television (seven lectures)

1. TV as a news medium
  - a. Murrow sets high journalistic standards in 1950's, but drive for big profits, timidity of networks put premium on entertainment over news. Murrow driven from TV; networks limit independence of news divisions.
  - b. Nixon-JFK debates (1960), coming of half-hour evening news (1962) help make TV news more popular and profitable. Cronkite becomes "most trusted man in America."
  - c. Nightly combat footage sparks dissent over Vietnam war, helps force U.S. pullout
  - d. Success of *60 Minutes* prompts surge of news -magazine shows. The tabloidization of TV news?
  - e. Local news: Blood and gore at 11.
2. The debate over the societal impact of TV violence.
3. Controversy over portrayal of blacks and women.
4. Sex on TV
5. The TV set is on 7 1/2 hours a day in the average American home. Is that good or bad --or doesn't it matter?
6. Public television: a noble experiment or subsidy for the rich? And with the proliferation of cable, do we need public TV anymore?
7. How ratings control what we see -- and don't

### H. Movies (three lectures)

1. How movies reflect --and influence--our culture, our behavior, our view of ourselves. Hollywood versus middle America?
2. Movies through the years
  - a. Bogart and the detective movies of the 1940's
  - b. The youth-revolt films of the 50's: Dean, Brando
  - c. Dark visions of society dominate in the 60s: *Dr. Strangelove: Psycho, Easy Rider*
  - d. Commercial success becomes more important than artistic merit since then (with a few notable exceptions)
3. Movie critics: why don't they matter?
4. The movie business: studios versus independents
5. TV, VCR's diminish theater profits, force studios to emphasize "blockbusters" and overseas sales. Decline of "small movies."
6. Movie censorship: The case of "*The Program*"

### I. Advertising (three lectures)

1. Brief history of advertising
  - a. Pre-regulation advertising -- *caveat emptor*
  - b. FTC, FCC rules protect consumer from false and misleading advertising -- sort of, sometimes.
2. How ads appeal to our conscious (and perhaps unconscious) needs and wants. Do they really create needs and wants to sell us unnecessary products? Case study :



3. Americans discover pet food.
4. Women complain about their depiction in ads. Have the PC police come to the market place?
4. Political advertising and the 30-second candidate spot: threat to democracy?

**J. Public relations (two lectures)**

1. What is PR? Who uses it, why and how? How companies in trouble use it, successfully (Tylenol) and unsuccessfully (Exxon)
2. Love-hate relationship between the press and PR
3. Can a business created by P.T. Barnum shed its huckster/manipulator image and become a legitimate profession?

**H. Electronic networking (two lectures)**

1. The information superhighway (advantages and problems)
2. Regulating cyberspace

**IV. Evaluation Methods**

The final grade for the course will be determined as follows

**1. Examinations.** Students will be tested roughly every four weeks on the material covered in the required text and class discussions. Each of the three exams will consist of short-answer and essay questions. Each exam will cover material since the last exam; none will be comprehensive. The date for each exam will be announced in class about one week in advance. **50 percent**

**2. Papers.** Each student will submit three papers exploring in depth a topic of the student's choosing, drawn from the material covered in the course as well media logs where students will monitor the form and content of the media on a regular basis. At least one paper must be based on a book (fiction or non fiction) from a prescribed reading list. They will not be research papers, but should reflect the student's own thinking on the the subject. These may not be mere summaries of material covered in the readings or class discussions. Papers will be due at the beginning of class one week after the completion of the unit on which the paper is based. A paper dealing with television, for example, will be due one week after the completion of the class discussion on that subject. Each paper must be at least four pages long, typed and double spaced. **20 percent**

**3. Quizzes.** Students will be tested on current events each week between the third and 10th week of the semester. These will not be announced in advance and are intended to encourage regular, careful attention to the news media. **25 percent**

**4. Class participation.** Students will be rewarded with points for the efforts they make in class discussions. **5 percent**

**Grading Scale :** A= 90 - 100 percent; B=80 - 89 percent; C=70-79 percent; D=60-69 percent; F=Below 60 percent

**V. Required reading**

Whetmore, Edward Jay, Mediamerica/Mediaworld. 5th Edition Wadsworth Publishing Co: Belmont California. 1993.

A book of readings consisting of current articles of media analysis and criticism.

## VII. Bibliography

--- America's watching : public attitudes toward television / [the Roper Organization Inc.]. New York : Television Information Office, 1987

---- & Theus, Kathryn T. The New Majority: A Look at What the Preponderance of Women in Journalism Education Means to the Schools and to the Profession. Lanham, MD: UP of America, 1988.

----, & Sheila Gibbons. Taking Their Place: A Documentary History of Women and Journalism. Washington, D.C.: American UP, 1993.

-----Muckraking [filmstrip] Educational Audio Visual, 1974.

-----Attacks on the press. 1988 : a worldwide survey. New York, NY : Committee Protect Journalists, 1989.

----- "Dear Companion, ever-ready co-worker: A Woman's Role in a Media Dynasty." Journalism Quarterly, 64, 301-312, 1987.

----- "In Defense of the 'Women in Journalism' Study." Editor & Publisher. Dec. 14, 1985, 44, 33.

----- Ladies of the Press. NY: Harper & Brothers, 1936. (974.71 D399)

----- Nothin' but Good Times Ahead. NY: Random House, 1993.

---Democracy and the mass media : a collection of essays / edited by Judith Lichtenberg. Cambridge ; New York : Cambridge University Press, 1990.

---Echoes of revolt: the Masses. 1911-1917. Edited by William L. O'Neill. Introd. by Irving Howe. Afterword by Max Eastman. Chicago : Quadrangle Books [1966]

---Journalism and popular culture / edited by Peter Dahlgren and Colin Sparks. London ; Newbury Park, Calif. : SAGE Publications, 1992.

---Six o'clock and all's well [videorecording] / [44Dproducer/director, Robert Spencer. Jackson Heights, N.Y. : Robert Spencer Productions ; NY : [Reeves Teletape [distributor], c1979.

---The Best of Pulitzer Prize news writing / [edited by] Wm. David Sloan, Valarie McCrary, and Johanna Cleary. Columbus, Ohio : Publishing Horizons, c1986.

---The media & the public / edited by Casey Ripley, Jr. New York : H.W. Wilson, 1994.

---The newspaper, its making and its meaning, by members of the staff of the New York times, with an introduction by Dr. John. New York : C. Scribner's Sons, 1945.

Abramson, Jeffrey B. The new media and the new politics IN: Aspen Institute quarterly (1989). The Aspen Institute quarterly. Vol. 2, no. 2 (spring 1990)

Abramson, Jeffrey B. The new media and the new politics IN: Aspen Institute quarterly (1989).  
The Aspen Institute quarterly. Vol. 2, no. 2 (spring 1990)

Achbared, Mark. Manufacturing consent : Noam Chomsky and the Media. 272 pp. Montreal:  
Black Rose Books, 1994. ISBN 1-551640-02-3.

Agee, Warren Kendall, comp. The press and the public interest. Washington : Public Affairs Press  
[1968]

Aggarwal, S. K., Media credibility 1st ed. New Delhi, India : Mittal Publications, 1989.

Alger, Horatio, 1832-1899. Risen from the ranks; or. Harry Walton's success. New York,  
Media Books [1972]

Allen, Craig. Eisenhower and the mass media : peace, prosperity, & prime-time TV Chapel Hill :  
University of North Carolina Press, c1993.

Allen, Michael L. Poe and the British magazine tradition. New York : Oxford University Press,  
1969.

Altheide, David L. Media power. Beverly Hills : Sage Publications, c1985. Series title: Sage  
library of social research ; v. 158.

Altheide, David Land Robert P. Snow. Media worlds in the postjournalism era. New York :  
Aldine de Gruyter, c1991. Series title: Communication and social order.

Altschuler, Richard. Open reality : the way out of mimicking happiness / by  
Richard Altschuler and Nicholas Regush. New York : G. Putnam, [1974]

Altschull, J. Herbert. From Milton to McLuhan : the ideas behind American journalism J. Herbert  
Altschull. New York : Longman, c1990.

Anderson, Rob. The conversation of journalism : communication, community, and news / Rob  
Anderson, Robert D'ardenne, and George M. Killenberg ; foreword by John J. Pauly. Westport,  
Conn. : Praeger, 1994.

Bagdikian, Ben H. The media monopoly. 4th ed. Boston : Beacon Press, 1992.

Baker, Carlos Heard, 1909- Hemingway, the writer as artist. [3d ed.] Princeton, N.J. : Princeton  
University Press, 1963.

Baldasty, Gerald J. The commercialization of news in the nineteenth century / Madison, Wis. :  
University of Wisconsin Press, c1992.

Basker, James G. Tobias Smollett, critic and journalist / James G. Basker. Newark : University  
of Delaware Press ; London : Associated University Presses, c1988.

Bates, Stephen. If no news, send rumors : anecdotes of American journalism / 1st ed. New  
York : St. Martin's Press, c1989.

Baughman, James L., Henry R. Luce and the rise of the American news media Boston : Twayne Publishers, c1987. Series title: Twayne's twentieth-century American biography series ; no. 5.

Baughman, James L., The republic of mass culture : journalism, filmmaking, and broadcasting in America since 1941 Baltimore : John Hopkins University Press, c1992. Series title: The American moment.

Bayles, Martha. Fake blood : why nothing gets done about media violence. IN: The Brookings review. Vol. 11, no. 4 (Fall 1993)

Beasley, Maurine Hoffman. Eleanor Roosevelt and the media : a public quest for self- fulfillment Maurine H. Beasley. Urbana : University of Illinois Press, c1987.

Beasley, Maurine Hoffman. Taking their place : a documentary history of women and journalism Washington, D.C. : American University Press in cooperation with the Women's Institute for Freedom of the Press ; Lanham, MD : Distributed by arrangement with University Pub. Associates, c1993.

Beckett, I. F. W. (Ian Frederick William) The American Civil War : the war correspondents Ian F.W. Beckett. Phoenix Mill ; Dover, NH : A. Sutton, 1993

Belfiore, Constance L. "Lois Lane is on hold". or. What a lawyer can do if the press calls. Chicago, Ill. : American Bar Association, Young Lawyers Division, Communications Committee, [c1986]. 86].

Belford, Barbara. Brilliant Bylines. NY: Columbia UP, 1987. (070.92 B41b)

Bell, Philip. The media interview : confession, contest, conversation Kensington, N.S.W. : University of New South Wales Press ; Portland, Or. : Available in North America through S.B.S., Inc., 1994. Series title: Communication and culture series.

Benedict, Helen. Virgin or vamp : how the press covers sex crimes New York : Oxford University Press, 1992.

Bennett, W. Lance. News, the politics of illusion. 2nd ed. New York : Longman, c1988.

Benthall, Jonathan. Disasters, relief and the media London ; New York : I.B. Tauris, 1993.

Bernard, Lynda et al. A survey of Indiana voters' attitudes toward the media / Lynda Bernard [et al.]. [Indiana, Pa. : Indiana University of Pennsylvania, Dept. of Journalism? 1993.

Bezanson, Randall P. Gilbert Cranberg, John Soloski. Libel law and the press : myth and reality. New York : Free Press ; London : Collier Macmillan, c1987.

Biagi, Shirley. Media/impact : an introduction to mass media Belmont, Calif. : Wadsworth Pub. Co., c1988. Series title: Wadsworth series in mass communication.

Bird, S. Elizabeth. For enquiring minds : a cultural study of supermarket tabloids. S. 1st ed. Knoxville : University of Tennessee Press, c1992.

Blyskal, Jeff. PR : how the public relations industry writes the news 1st ed. New York : W. Morrow, c1985.

Bochert, Jill Elizabeth. The impact of sexual and violent films on women's personal and social identity / by Jill Elizabeth Borchert. DISSERTATION 1990.

Bogart, Leo. The American media system and its commercial culture New York, N.Y. : Gannett Foundation Media Center, Columbia University, [1991]. Series title: Occasional paper (Gannett Foundation Media Studies) ; no. 8.

Bok, Sissela. TV violence, children, and the press : eight rationales inhibiting public policy debates [Cambridge, Mass.] : Joan Shorenstein Barone Center on the Press, Politics, and Public Policy, John F. Kennedy School of Government, Harvard University, c1994. Series title: Discussion paper (Joan Shorenstein Barone Center on the Press, Politics, and Public Policy) ; D-16.

Bollinger, Lee C.,- Images of a free press. Chicago : University of Chicago Press, 1991.

Bonafede, Dom. Taking on the press : [media monitoring organizations] IN: National journal. Vol. 21, no. 14 (Apr. 8, 1989)

Bozell, L. Brent and Brent H. Baker, eds. And that's the way it is(n't) : a reference guide to media bias Alexandria, Va. : Media Research Center, c1990.

Braden, Maria. She Said What? Lexington, Ky.: U of Kentucky P, 1993

Brady, Kathleen. Ida Tarbell: Portriat of a Muckraker. Pittsburgh: U of Pittsburgh P, 1989. (818.4 T172b)

Broder, David S. Behind the front page : a candid look at how the news is made New York : Simon and Schuster, c1987.

Brown, Pamela A. (Pamela Adele) Constructing the cultural curtain : the meaning of Cold War in York. Pennsylvania daily newspapers, 1947-1962. Dissertation. 1983.

Browne, Donald R. Charles M. Firestone, and Ellen Mickiewicz. Television/radio news and minorities ; foreword by Jimmy Carter. Queenstown, Md. : Aspen Institute ; Atlanta, Ga. : Carter Center of Emory University, 1994.

Bruck, Connie. Master of the game : Steve Ross and the creation of Time Warner / Connie Bruck. New York : Simon & Schuster, 1994.

Buchanan, Edna. The Corpse Had a Familiar Face: Covering Miami, America's Hottest Beat. NY: Random House, 1987.

Burlingame, Roger, 1889-1967. Don't let them scare you: the life and times of Elmer Davis. Westport, Conn., Greenwood Press [1974, c1961]

Burton, Graeme. More than meets the eye : an introduction to media studies. London ; New York : E. Arnold : Distributed in the USA by Routledge, Chapman and Hall, c1990.

Busby, Linda, Mass communication in a new age : a media survey Glenview, Ill. : Scott, Foresman, c1988.

Carey, James W. The press and the public discourse / James W. Carey. IN: The Center magazine. Vol. 20, no. 2 (Mar.-Apr. 1987) 160. Christians,

Cern, Julius David. 1886- Memoirs of a maverick publisher. New York : Simon and Schuster, 1962.

Chancellor, John, 1927 The news business / John Chancellor, Walter R. Mears. 1st ed. New York : Harper & Row, c1983.

Childs, Marquis William, 1903-Witness to power / by Marquis Childs. New York : McGraw-Hill, c1975.

Chomsky, Noam Necessary illusions [videorecording] : thought control in a democratic society / Noam Chomsky. Washington, D.C. : C-SPAN ; West Lafayette, Ind. : Purdue University Public Affairs Video Archives, [1989].

Clifford G. Good news : social ethics and the press New York : Oxford University Press, 1993.

Cline, Carolyn Garrett et al. The Velvet Ghetto: The Impact of the Increasing Percentage of Women in Public Relations and Business Communications. San Francisco: International Association of Business Communicators Foundation, 1986.

Clurman, Richard M. Beyond malice : the media's years of reckoning / Richard M. New Brunswick (USA) : Transaction, c1988.

Cohen, Stanley, comp. The manufacture of news: a reader Stanley Cohen and Jock Young, editors. Beverly Hills, Calif., Sage Publication [1973]

Cole, Jeffrey Ian. Born to the new art : CBS correspondents and the emergence of broadcast news. 1930-1941 DISSERTATION 1985.

Cornebise, Alfred E. The stars and stripes : doughboy journalism in World War I / Alfred E. Cornebise. Westport, Conn. : Greenwood Press, 1984.

Corry, John. TV news and the dominant culture Washington, D.C. : Media Institute, c1986. Series title: Media in society series.

Covert, Catherine Lucille, Freud on the front page : transmission of Freudian ideas in the American newspaper of the 1920's / by Catherine Lucille Covert. DISSERTATION c1975.

Covert, Catherine. "Journalism History and Women's Experience: A Problem in Conceptual Change." *Journalism History*, 8, 2-6, 1981.

Covey, Alan, ed. A Century of Women. Atlanta: TBS Books, 1994.

Cranfield, Geoffrey Alan. The press and society : from Caxton to Northcliffe / G. A. Cranfield. London ; New York : Longman, 1978.

Creedon, Pamela J., ed. Women in Mass Communication: Challenging Gender Values.

Newbury Park: Sage Pub., 1989. (302.23 W842m)

Crouthamel, James L., 1931- Bennett's New York herald and the rise of the popular press / James L. Crouthamel. 1st ed. Syracuse, N.Y. : Syracuse University Press, 1989.

Dahlgren, Peter, and Colin Sparks. Communication and citizenship : journalism and the public sphere in the new media age. London ; New York : Routledge, 1991. Series title: Communication and society (Routledge (Firm))

Damon-Moore, Helen (Helen M.) Gender as an organizing force in the world of mass-circulation magazines; report from the project on a Social history of the American reading public, 1880-1980 ; Carl F. Kaestle,... Madison, Wis. : Wisconsin Center for Education Research, School of Education, University of Wisconsin, [1986]. Series title: Program report (Wisconsin Center for Education Research); 86-4.

David L. Protess. The Journalism of outrage : investigative reporting and agenda building in America / New York : Guilford Press, c1991.

Davis, Richard (Richard Dana) The press and American politics : the new mediator. New York : Longman, c1992.

Dobkin, Bethami A. Tales of terror : television news and the construction of the terrorist threat / Bethami A. Dobkin. New York : Praeger, 1992.

Dwyer, Richard A. Lying on the eastern slope : James Townsend's comic journalism / Richard A. Dwyer and Richard E. [Miami : University Presses of Florida : Florida International University Press, c1984.

Edwards, Julia. Women of the World: The Great Foreign Correspondents. NY: Houghton Mifflin, 1988. (070.433 Ed96w)

Edwards, Verne E., 1924- Journalism in a free society. [Dubuque, Iowa] : W. C. Brown [1970]

Ellerbee, Linda. And So It Goes: Adventures in Television. NY: G.P. Putnam's Sons, 1986.

Entman, Robert M. Democracy without citizens : media and the decay of American politics / Robert M. Entman. New York : Oxford University Press, 1989.

Ettema, James S. and D. Charles Whitney. Audience-making : how the media create the audience Thousand Oaks, Calif. : Sage Publications, c1994.

Ewald, William Bragg, 1925- Rogues, royalty, and reporters : the age of Queen Anne through its newspapers Westport, Conn. : Greenwood Press, 1978.

Faludi, Susan. Backlash: The Undeclared War Against American Women. NY: Crown, 1991.

Fang, Irving E. Those radio commentators!. 1st ed. Ames : Iowa State University Press, 1977.

Felsenthal, Carol. Power, Privilege and The Post: The Katharine Graham Story. NY: G.P. Putnam's Sons, 1993.

Fry, Don. Believing the news St. Petersburg, Fla. : Poynter Institute for Media Studies, [1985]. Series title: A Poynter Institute Ethics Center report.

Furman, Bess. Washington Byline. NY: Alfred A. Knopf, 1949.

Ganley, Gladys D. The exploding political power of personal media Norwood, N.J. : Ablex Pub., c1992.

Gaunt, Philip, 1936- Choosing the news : the profit factor in news selection New York : Greenwood Press, 1990.

Giffard, C. Anthony Unesco and the media New York : Longman, c1989.

Goldberg, Vicki. Margaret Bourke-White: A Biography. NY: Harper & Row, 1986.

Golden, Marita and Susan Richards Shreve, eds. Black Women and White Women Write About Race. New York: Doubleday, 1995.

Goldman, Robert, 1949- Mapping hegemony : television news coverage of industrial conflict / 1. Norwood, N.J. : Ablex Pub. Corp., c1991.

Goldsborough, Reid "Straight Talk About the Information Superhighway", 1994, Alpha Books/MacMillan Publishing, USA

Goodman, Ellen. At Large. NY: Summit Books, 1981.

Goodwin, Jan. Price of Honor: Muslim Women Lift the Veil of Silence on the Islamic World. Boston: Little, Brown & Co., 1994.

Gramling, Oliver. The story of news. New York : Farrar and Rinehart [c1940]

Hapgood, Fred Up the Infinite Corridor Addison-Wesley Publishing Company / A William Patrick Book Reading, Massachusetts 1993

Henry, Susan. "Reporting 'deeply and at first hand': Helen Campbell in the 19th-century Slums." *Journalism History*, 11, 18-25, 1984.

Hickok, Lorena A. One Third of a Nation: Lorena Hickok Reports on the Great Depression. Urbana: U of Illinois P, 1981.

Hindle, Wilfrid, 1903-1967. The Morning post, 1772-1937: portrait of a newspaper. Westport, Conn., Greenwood Press [1974]

Hollowell, John, 1945- Fact & fiction : the new journalism and the nonfiction novel / Chapel Hill : University of North Carolina Press, c1977.

Hollowell, John, 1945- Fact & fiction : the new journalism and the nonfiction novel / by John Hollowell. Chapel Hill : University of North Carolina Press, c1977.

Hosley, David & Yamada, Gayle. Hard News: Women in Broadcast Journalism. NY: Greenwood, 1987.



Hudson, Michael. Discovering the news : a social history of American newspapers / Michael Schudson. New York : Basic Books, c1978.

Hunter-Gault, Charlayne. In My Place. New York: Vintage Books, 1992.

Ivins, Molly. Molly Ivins Can't Say That. Can She? NY: Random House, 1991.

Iyengar, Shanto. Is anyone responsible? : how television frames political issues / Shanto Iyengar. Chicago : University of Chicago Press, c1991.

Johns, Christina Jacqueline. State crime, the media, and the invasion of Panama / Christina Jacqueline Johns and P. Ward Johnson. Westport, Conn. : Praeger, 1994.

Johnson, Michael L. The new journalism: the underground press, the artists of nonfiction, and changes in the established media. Lawrence : University Press of Kansas [1971]

Kline, Stephen. Out of the garden : toys, TV, and children's culture in the age of marketing / London ; New York : Verso, 1993.

Knobler, Peter and Greg Mitchell Fireside Very seventies / Simon & Schuster/Distican, .

Kroeger, Brooke. Nellie Bly: Daredevil, Reporter, Feminist. NY: Random House, 1994.

Kurth, Peter. American Cassandra: The Life of Dorothy Thompson. Boston: Little, Brown & Co., 1990.

Kurtz, Howard Kurtz. Media Circus: The Trouble with America's Newspapers. Times Books, 1993, 420 pages.

Lazere, Donald, ed. American media and mass culture : left perspectives. Berkeley : University of California Press, c1987

Leventhal, F. M., 1938- The last dissenter : H.N. Brailsford and his world by F.M. Leventhal. Oxford : Clarendon Press ; New York : Oxford University Press, 1985.

Lewis, Peter, ed. Alternative media : linking global and local Paris : Unesco Publishing, 1993. Series title: Reports and papers on mass communication ; no. 107.

Lichter, S. Robert. The media elite Bethesda, Md. : Adler & Adler, 1986.

Marzolf, Marian. Up From the Footnote: A History of Women Journalists. NY: Hastings House, 1977.

Masel, Lynne, Walters, Lee Wilkins, Tim Walters, eds. Bad tidings : communication and catastrophe. Hillsdale, N.J. : L. Erlbaum, 1989. Series title: Communication (Hillsdale, N.J.)

McCall, Nathan. Makes Me Wanna Holler: A Young Black Man in America. NY: Random House, 1994.

McPhaul, John J. Deadlines & monkeyshines: the fabled world of Chicago journalism Westport,

Conn., Greenwood Press [1973, c1962]

Milton, Joyce. The Yellow Kids: Foreign Correspondents in the Heyday of Yellow Journalism. NY: Harper & Row, 1989. (071.309034 M642y)

Miner, Ward L. William Goddard, newspaperman. Durham, N.C. : Duke University Press, 1962.

Miraldi, Robert. Muckraking and objectivity : journalism's colliding traditions New York : Greenwood Press, 1990.

Morgan, Robin. The Word of a Woman: Feminist Dispatches, 1968-1992. NY: W.W. Norton & Co., 1992.

Moyers, Bill, The Public mind [videorecording] : image and reality in America / Alvin H. Perlmutter, Inc., and Public Affairs Television, Inc. ; [principal] writer, Bill Moyers.. New York : Alvin H. Perlmutter and Public Affairs Television ; Distributed by PBS Video, c1989.

Nelson, Jill. Volunteer Slavery: My Authentic Negro Experience. Chicago: Noble Press Inc., 1993. (070.92 N334v)

O'Rourke, P. J. Give War a Chance The Atlantic Monthly Press New York 1992

Paletz, David L., 1934- Media power politics / David L. Paletz and Robert M. Entman. New York : Free Press ; London : Collier Macmillan, c1981.

Pinkwater, Jill. Buffalo Brenda 1st ed. New York : Macmillan, c1989.

Pride, Armistead S. The Black American and the press Edited by Jack Lyle. Los Angeles : W. Ritchie Press [1968]

Protest, David L., Maxwell McCombs eds. Agenda setting : readings on media, public opinion, and policymaking / Hillsdale, N.J. : Erlbaum, 1991.

Quindlen, Anna. Thinking Out Loud: On the Personal, the Political, the Public and the Private. NY: Random House, 1993.

Raboy, Marc and Peter A. Bruck. eds. Communication for and against democracy / Montreal ; New York : Black Rose Books, c1989.

Riley, Sam G. ed. American magazine journalists, 1850-1900 Detroit, Mich. : Gale Research, c1989. Series title: Dictionary of literary biography ; v. 79.

Robertson, Nan. The Girls in the Balcony: Women, Men and The New York Times. NY: Random House, 1992.

Sanders, Marlene & Rock, Marcia. Waiting for Prime Time: The Women of Television News. Urbana: U of Illinois P, 1988.

Schultze, Quentin J. et al. Dancing in the dark : youth, popular culture, and the electronic media / Grand Rapids, Mich. : W.B. Eerdmans Pub. Co., c1991.

Schwarzlose, Richard Allen. The nation's newsbrokers Evanston, Ill. : Northwestern University Press, c1989-c1990.

Soothill, Keith. Sex crime in the news / Keith Soothill and Sylvia Walby.. London ; New York : Routledge, 1991.

Steinem, Gloria. Moving Beyond Words. NY: Simon and Shuster, 1994.

Swanson, Walter S. J. The thin gold watch: a personal history of the newspaper. New York : Macmillan [1964]

Taibbi, Mike & Sims-Phillips, Anna. Unholy Alliances: Working the Tawana Brawley Story. San Diego: Harcourt Brace Jovanovich, 1989.

Thompson, Denys, 1907- ed. Discrimination and popular culture. Baltimore : Penguin Books [1964]

Tuchman, Gaye. Making news : a study in the construction of reality. New York : Free Press, c1978.

Tuman, Myron C. Crossfire: A Video Reader. Boston: Allyn & Bacon, 1994.

Twitchell, James B., 1943- Preposterous violence : fables of aggression in modern culture New York : Oxford University Press, 1989.[23C[16A]

VIDEORECORDING Dateline freedom : civil rights and the press / WETA ; University of Mississippi. Alexandria, Virginia : PBS Video, c1988. 1 videocassette (28 min.)

Wanniski, Jude, ed. (1988) The 1988 Media Guide : a critical review of the print media's recent coverage of the world political economy / Jude Wanniski, editor ;

Welles, Orson. The War of the Worlds Hodder Headline AudioBooks, 1940 (renewed 1967),

Wicker, Tom. On press New York : Viking, 1978.

Willis, William James, 1946- The shadow world : life between the news media and reality / Jim Willis. [New York : Praeger, 1991.

Wolf, Naomi. Fire with Fire: The New Female Power and How It Will Change the 21st Century. NY: Random House, 1993.

Wolfe, Tom. The new journalism [by] Tom Wolfe, with an anthology edited by Tom Wolfe and E. W. Johnson. [1st ed.] New York, Harper & Row [1973]