

10-546.
APP-3/1/11
Senate Info. -3/22/11

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 243 History of the American Press

Instructor(s) of Record: Stanford G. Mukasa

Phone: (724) 357 3097 Email: Stanford.Mukasa@iup.edu

Step One: Proposer

A. 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?

I have taught distance education courses for over five years now. I attended IUP IRT workshops on LMS instructional technology, notably webCT. I also learned other LMS ITs like Interwise, Elluminate and SKYPE from workshops outside IUP. These courses added to my basic skills in instructional technology applications. From 2002 to 2010, I offered distance education courses for Africa through the IUP-Africa Virtual University program. My distance education strategies included a variety of approaches such as videotaped lectures which were delivered in both VHS/DVD and streamed formats. Through the Interwise and Elluminate, I was able to interact in real-time with students in classes in several countries in Africa. I have so far trained over 300 students from Africa through distance education. I have also produced and taught four courses at IUP through distance education : JRNL 355 High School Journalism, JRNL 466 Community Journalism, PNAF 131 Introduction to Pan African Studies and JRNL 223 Photojournalism.

References:

(Photojournalism) <mms://avs.iup.edu/emp/mukasa/s-Lecture 1.wmv>

(Community Journalism) <mms://avs.iup.edu/emp/mukasa/JRNL466Lecture1.wmv>) and

(Introduction to Pan African Studies) mms://avs.iup.edu/emp/mukasa/UNDP_vol1_lec1.wmv)

In 2007 I won an IUP Sponsored Programs Award For Outstanding Achievement In Curriculum And Instruction. I have produced and presented over 400 video recorded and streamed lectures for my distance education lectures since 2002.

As for the discipline, I have a Ph. D. in Communications from McGill University, Canada. I have been teaching journalism at IUP since 1992.

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

Course objectives will be achieved through DVD or streamed lectures; lecture notes and assigned readings on the LMS. Students will submit their assignments and take their tests on the LMS. They will interact with the instructor through the LMS Chat line, Forum, SKYPE, email and telephone.

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Liberal Studies

Objective

A. Explain the growth and development of the American journalism and the stages through which the press progressed.

LMS applications. Students will watch streamed videos. They will be able to access the videos through links on the course LMS. For each module, students will be assigned an activity which will be posted on the LMS. The activity will include students' reactions to issues in the history of the American press and discussed in the streamed lectures. The students will be required to post their responses on the LMS forum. This will enable an asynchronous interaction between students and the instructor. Students will also be invited to participate in Chat line synchronous interaction with the instructor. This one-on-one interaction will enable the instructor to assess individual students' progress. Students can also use SKYPE, a free software application that allows users to make voice calls over the Internet. It has a visual facility that enables the instructor and students to see each other during the interaction. Students who cannot use SKYPE will be able to communicate with the instructor by telephone. Students will write short papers on specific topics on the growth and development of American journalism. Papers will be posted on the LMS for grading.

B. Demonstrate sufficient knowledge about the role of the press in the growth and development of the American society,

In addition to the LMS techniques under Objective A above, students will take LMS-based tests consisting of multiple-choice, TRUE-FALSE, fill-in-the-blanks questions. Students will also write short-answer questions. Their answers will be posted on the LMS.

C. Discuss with sufficient expertise the origins and interpretations of press freedom starting from the 18th Century.

Students will write, and post on the LMS, assignments to test their understanding of press freedom. In addition, students will use the Forum and Chat line to write answers to questions posted by the instructor.

D. Analyze key actors and factors that played a significant role in the way the press mobilized popular action for various causes.

After watching LMS-based streamed lectures, students will write term papers (3 - 5 pages) in which they will analyze the actors and factors that affected the mass media development. The essays will be posted on the LMS. In developing topics for their term papers, students will use the forum, Chat line and email to interact with the instructor.

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

Interaction between instructor and students will include;

3.1 **Chat line.** The instructor will have a synchronous interaction through pre-set or mutually agreed dates and times which will be posted in the LMS. A number of students can participate at any given time. Different dates and times will be posted to enable all students to participate.

3.2 **Forum.** The instructor will use the forum for asynchronous interaction with students. Students will receive Forum assignments or questions. Deadlines will be set for students to post their assignments or answers.

3.3 **SKYPE.** SKYPE will enable real-time voice interaction between instructor and students.

3.4 **Telephone.** Instructor and students will also be able to communicate through the telephone or sms texts through the smart phone.

4. How will student achievement be evaluated?

Assignments and activities	20 percent of the final grade
LMS tests and final	60 percent of the final grade
Term paper	20 percent of the final grade

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

Students will be given specific deadlines to submit their work

All tests and other written work will carry an academic integrity clause. Tests will be shuffled and timed. Students will be advised that papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism


- 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. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

~~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. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.~~

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

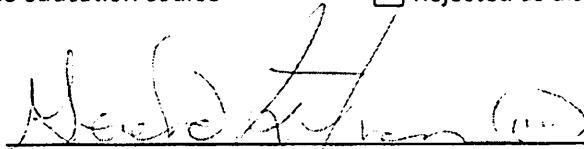
 3/1/11
Signature of Committee Co-Chair Date

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

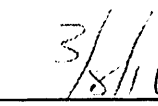
Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course



Signature of Provost



Date

Forward form and supporting materials to Associate Provost.

JRNL 243 History of the American Press

I

Catalog Description

JRNL 243 History of the American Press

3 class hours

0 lab hours

Prerequisites: JRNL 120 or 220

3 credits

(3c-0l-3cr)

Traces the development of the American press from its Colonial roots. Emphasizes the role of the press in political and social development.

II

Course Outcomes

Students will be able to

- 1 Explain the growth and development of the American journalism and the stages through which the press progressed.
- 2 Demonstrate sufficient knowledge about the role of the press in the growth and development of the American society
- 3 Discuss with sufficient expertise the origins and interpretations of press freedom starting from the 18th Century
- 4 Analyze key actors and factors that played a significant role in the way the press mobilized popular action for various causes.

III

Course Outline

Week 1

Introduction:

The European origins of the American press.

Gutenberg's printing press

The press and monarchy in 16th century England

The Colonial press (1690 - 1765).

Focus on the socioeconomic, religious and political environment the press grew. Review of the early American press.

Week 2

The revolutionary press 1765 – 1783.

The role of the press during the American war for independence. The American revolution and the declaration of independence. The meaning of press freedom.

Week 3

The Partisan press (1783 – 1833).

The Federalists versus the Republicans and the control of the press. The press and the confederation. The press as a political instrument. Objectivity versus partisanship in the press.

The British roots of press freedom (1600 – 1804).

Colonial Puritans and press freedom. The Zenger Case. Alien and Sedition Acts.

Week 4

The Penny Press era (1833 – 1861).

The impact of technology, industrialization and urbanization of America on the growth of the press. Popularization and transformation of the press. Newspaper competition. Pioneers of the modern press --*The New York Sun* and *The New York Herald*

Test 1

Week 5

The antebellum press (1820 – 1861).

Abolitionist press.

The Black press.

Frederick Douglass.

The press and the civil war (1861 – 1865).

Union and confederate war correspondents and photographers

Week 6

The Frontier press.

Role of the press in the settlement of the West. Manifest destiny.

Week 7

The press and Industrial America (1865 – 1883).

The Gilded Age. New generation of New York editors. Henry Raymond. Horace Greeley.

Charles Dana. E.L. Godkin.

Women in Journalism.

Week 8

Age of new journalism (1883 – 1900)

Joseph Pulitzer. Nelly Bly. William Randolph Hearst. Yellow Journalism. Ida B. Wells.

Alternative newspapers.

Test 2

Week 9

American magazines (1740 – 1900).

Obstacles and successes. Magazines for women. Magazines and the civil war. Investigative journalism.

Week 10

Electronic media challenge the press

Rise of radio, TV and the Internet

Week 11

The emergence of the modern media (1900 – 1945).

Era of objective press pioneered by New York Times. Tabloid and Jazz journalism.

Newspaper consolidation. Professionalization of journalism. Newspapers and radio.

Week 12

Media and reform (1900 – 1917).

Role of advocacy journalism. American progressivism. Age of the muckrakers. Magazines and investigative journalism. Ida Tarbell and Lincoln Steffens.

Media and national crises (1917 – 1945). The roles of the media in the World Wars. America's entry in to the world wars. The press and the Great Depression. The press and the New deal. War and propaganda.

Test 3

Week 13

The age of mass magazines (1900 – present). McLures, New Magazine formula Saturday Evening Post, The New Republic, The New Yorker, Time, Readers Digest, Ebony
The media in transition (1945 – 1974). TV impact on other media, community newspapers 1940s, New technology and changing newspapers, The media, objectivity and McCarthyism. The media and civil rights, The media an d Watergate

Week 14.

The news media 1974 – 2000. Advances in TV news. Impact on newspapers,
The new newspaper. Press adapts to changing media environment
The contemporary media. Media mergers. Newspaper credibility crisis. Press –government relations and conflict

Week 15.

Term papers are due
 Final exam

IV Evaluation Methods

Activity

	Percentage of final grade
Three quizzes	30
Term paper	30
Class participation	10
Final examination	30

Grade weights

A = 90% and above B=80% -89% C=70% -79% D= 60%-69% F=Below 60%

V Required Textbook(s)

William David Sloan, editor, 2008, The Media in America: A History. Seventh Edition. Vision Press. Alabama.

JRNL 243 History of the American Press – Distance education

I Catalog Description

JRNL 243 History of the American Press

3 credits

Prerequisites

JRNL120 or JRNL220

Traces the development of the American press from its Colonial roots. Emphasizes the role of the press in political and social development.

II Course Outcomes

Students will be able to

- 1 explain the growth and development of the American journalism and the stages through which the press progressed.
- 2 Demonstrate sufficient knowledge about the role of the press in the growth and development of the American society
- 3 Discuss with sufficient expertise the origins and interpretations of press freedom starting from the 18th Century
- 4 Analyze key actors and factors that played a significant role in the way the press mobilized popular action for various causes.

III.

III Distance education requirements

1. For resource requirements and technical support, please go to <http://www.iup.edu/distance/>
2. For the class LMS, please go to <http://www.iup.edu/moodle/>. You will be advised if a different LMS is used.

Students will need

1. A computer securely connected to the Internet,
2. PC speakers attached to the computer,
3. A built-in microphone or free standing microphone attached through the USB port on the PC.
4. Students are strongly recommended to download and install SKYPE a free software application that allows users to make voice calls over the Internet.
5. A PC video camera, if one is not already built into the PC.

III Course Outline

Module 1. The British origins of the American Press

Week 1

MTWRF 9 hours

- 1 Watch streamed lectures 1 - 2 online on the following topics.

Introduction:

The European origins of the American press.

Gutenberg's printing press

The press and monarchy in 16th century England

- 2 **The Colonial press (1690 - 1765).**

Focus on the socioeconomic, religious and political environment the press grew. Review of the early American press.

- 3 **The revolutionary press 1765 – 1783.**

The role of the press during the American war for independence. The American revolution and the declaration of independence. The meaning of press freedom.

- 4 **The Partisan press (1783 – 1833).**
The Federalists versus the Republicans and the control of the press. The press and the confederation. The press as a political instrument. Objectivity versus partisanship in the press.
- 5 **The British roots of press freedom (1600 – 1804).**
Colonial Puritans and press freedom. The Zenger Case. Alien and Sedition Acts.

Module 1 activities

- 6 **Forum posting.** Expect questions from the instructor on Module 1. You must answer and post the questions on the Forum within the deadline.
- 7 **Assignment 1:** Read the attached Zenger Case and the Alien and Sedition Act. Write a reaction paper about 1 -1½ pages.
Address the following:
 1. Summarize the John Peter Zenger case.
 2. What was the Alien and Sedition Act?
 3. Who was Zenger?
 4. Who was Andrew Hamilton? What was his key defense for Zenger?
 5. Analysis. Do you think the Alien and Sedition Act was compatible with the First Amendment? Explain.
 6. Should truth, as Hamilton argued, be acceptable as a defense against Seditious Libel? Explain.

**Module 2 From the Penny Press to the Press during the Civil War
Week 2**

MTWRF 9 hours

- 1 Watch streamed lectures 3-4 on the following topics.
 - The Penny Press era (1833 – 1861).**
The impact of technology, industrialization and urbanization of America on the growth of the press. Popularization and transformation of the press. Newspaper competition. Pioneers of the modern press --*The New York Sun* and *The New York Herald*
 - 2 **The antebellum press (1820 – 1861).**
Abolitionist press.
The Black press.
Frederick Douglass.
 - 3 **The press and the civil war (1861 – 1865).**
Union and confederate war correspondents and photographers
 - 4 **The Frontier press.**
Role of the press in the settlement of the West. Manifest destiny.

Activities for Module 2

- 5 **Forum posting.** Expect questions from the instructor on Module 2. You must answer and post the questions on the Forum within the deadline.

- 6 **Chat line:** Use the Chat line feature of the LMS for a revision with the instructor in preparation for the first test. Check times the instructor will be available on the chat line. If none of the times are suitable for you, send the instructor an email and indicate at least three time slots you will be available.
SKYPE. For students who are familiar with Skype, there will be a session that will replicate the Chat line above.
- 7 **Test 1**
- 8 **Term paper topic.** Select an editor, publisher, or a topic in the history of the American press. Research and write a 3 – 5 page paper, due at the end of the semester.
 Your term paper must address the following issues.
1. For individuals, a biographical and professional history.
 2. How did this individual get involved in journalism or the mass media?
 3. What was the individual's editorial policy?
 4. How did the media grow under this individual's management? For example, how did the newspaper circulation change, if at all?
 5. What were the contributions of this individual to the growth and development of journalism in America?
- IMPORTANT.** Discuss with the instructor through Chat line, SKYPE or phone, your proposed topic before you researching it.

Module 3 The press in Industrial America to the age of new journalism

Week 3

MTWRF 9 hours

- 1 Watch streamed lectures 5-6 on the following topics.

The press and Industrial America (1865 – 1883).

The Gilded Age. New generation of New York editors. Henry Raymond. Horace Greeley. Charles Dana. E.L. Godkin.
 Women in Journalism.

- 2 **Age of new journalism (1883 – 1900)**

Joseph Pulitzer. Nelly Bly. William Randolph Hearst. Yellow Journalism. Ida B. Wells. Alternative newspapers.

- 3 **American magazines (1740 – 1900).**

Obstacles and successes. Magazines for women. Magazines and the civil war. Investigative journalism.

Activities for Module 3

- 4 **Assignment 2: Write brief (about one-half a page each) analyses of the following issues that affected the press in America.**
- a. How were the original Penny press editors different from editors during the age of new Journalism? What did they contribute to the press in America?
 - b. What was the Gilded age? How did the press deal with the social issues during this period?
 - c. What were the obstacles and successes of magazines for women? Why were women effective investigative journalists?
 - d. Why is Joseph Pulitzer often referred to as the pioneer of the age of new journalism?
- 5 **Forum.** Expect questions from the instructor. Answer and post them on the forum within

the given deadline.

- 6 **Chat Line or SKYPE.** Expect a discussion with the instructor on the questions in 5 above. Also, be ready to give a progress report on your term paper research.

Module 4 The American press in the era of the electronic media

Week 4

MTWRF 9 hours

- 1 **Watch streamed lectures 7-8 on on the following topics.**
Electronic media challenge the press
 Rise of radio, TV and the Internet
- 2 **The emergence of the modern media (1900 – 1945).**
 Era of objective press pioneered by New York Times. Tabloid and Jazz journalism. Newspaper consolidation. Professionalization of journalism. Newspapers and radio.
- 3 **Media and reform (1900 – 1917).**
 Role of advocacy journalism. American progressivism. Age of the muckrakers. Magazines and investigative journalism. Ida Tarbell and Lincoln Steffens.
- 4 **Media and national crises (1917 – 1945).**
 The roles of the media in the World Wars. America's entry in to the world wars. The press and the Great Depression. The press and the New deal. War and propaganda.
- 5 **The age of mass magazines (1900 – present).**
 McLures, New Magazine formula Saturday Evening Post, The New Republic, The New Yorker, Time, Readers Digest, Ebony
- 6 **The media in transition (1945 – 1974).**
 TV impact on other media, community newspapers 1940s, New technology and changing newspapers, The media, objectivity and McCarthyism. The media and civil rights, The media and Watergate

Activities for Module 4

- 7 **Chat line:** Use the Chat line feature of the LMS for a revision with the instructor in preparation for the second test. Check times the instructor will be available on the chat line. If none of the times are suitable for you, send the instructor an email and indicate at least three time slots you will be available.
SKYPE. For students who are familiar with Skype, there will be a session that will replicate the Chat line above.
- 8 **Forum.** Expect questions from the instructor. Answer and post them on the forum within the given deadline.
- 9 **Chat Line or SKYPE.** Expect a discussion with the instructor on the questions in 5 above. Also, be ready to give a progress report on your term paper research.
- 10 **Test 2**

Module 5 The emergence of the modern media

Week 5

MTWRF 9 hours

- 1 **Watch streamed lectures 9-10 on on the following topics.**

The news media 1974 – 2000. Advances in TV news. Impact on newspapers.

- 2 **The new newspaper.** Press adapts to changing media environment
- 3 **The contemporary media.** Media mergers. Newspaper credibility crisis. Press – government relations and conflict
Chat line: Use the Chat line feature of the LMS for a revision with the instructor in preparation for the final test. Check times the instructor will be available on the chat line. If none of the times are suitable for you, send the instructor an email and indicate at least three time slots you will be available.
SKYPE. For students who are familiar with Skype, there will be a session that will replicate the Chat line above.
- 4 **Term papers** are due. Post on the LMS.
- 5 **Final examination.** Will be LMS based.

IV Evaluation Methods

Activity	Percentage of final grade
Two tests	40
Term paper	20
Final examination	20
Assignments	20
Total	100

Grade weights

A = 90% and above B=80% -89% C=70% -79% D= 60%-69% F=Below 60%

V Recommended Textbook

William David Sloan, editor, 2008, **The Media in America: A History**. Seventh Edition. Vision Press. Alabama.

VI Academic Dishonesty: Plagiarism will not be tolerated. Academic dishonesty (plagiarism, falsification of information, cutting and pasting from web-based resources without acknowledgement, etc.) is a serious violation and will result in consequences that affect grades and/or may result in disciplinary charges. Plagiarism is defined as “copying another’s work or portions thereof and/or using ideas or concepts of another and presenting them as one’s own without giving proper credit.”

TurnItIn: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

VII Bibliography

Sloan, William David, editor, 2008, **The Media in America: A History**. Seventh Edition. Vision Press. Alabama.

Bonnie S. Brennen (Editor), Hanno Hardt (Editor), 2010 **The American Journalism History Reader**.
Publisher: Routledge

Nord, David Paul (2006) **Communities of Journalism: A History of American Newspapers and Their Readers (History of Communication)**. Publisher: University of Illinois Press

Serrin, Judith Serrin, William Serrin. (2002) **Muckraking!: The Journalism That Changed America**.
Publisher: New Press

Emery, Michael, Edwin Emery, Nancy L. Roberts (1997) **The Press and America: An Interpretive History of the Mass Media**. Publisher: Allyn & Bacon; 9 edition

Edwards, Bob (2004) **Edward R. Murrow and the Birth of Broadcast Journalism (Turning Points in History)** Publisher: John Wiley & Sons, Inc.

**JRNL 243
History of American Press**

**Presented by
Dr. Stanford G. Mukasa
Department of Journalism
Indiana University of Pennsylvania**

1

Module Plan.

- 1. Streamed lecture : Birth of the American Press**
- 2. Assignment.**

Use these PowerPoint lecture notes with the streamed lectures on LMS.

2

These lecture notes are from streamed lecture 2 on the LMS.
Work on the assignment at the end of the lecture notes

**Lecture2
Birth of the American press**

3

The birth of the American mass communication came with the technology of the printing press already in place as well as the ideals of freedom inherited from England.

4

Early American publications were promotional, encouraged people in Europe to come to settle in the New World.

5

In the American colonies publications served three roles:

6

1. Religious in part for worship and in part to convert local native Americans.

2. Pamphlets for information and news about England for settlers.

3. Publications for colonial government information, and to correct rumors.

Early American publishers

Increase Mather in 1689 published a one - time only paper, *The Present State of the New English Affairs*



First newspaper in America was *Publick Occurrences both Foreign and Domestick (sic)*.

Increase Mather published because he wanted to correct rumors about his trip to England.

English newspapers were read by colonials

They were seen as containing authentic and truthful news



13

Notion of journalism involved concept that newspapers should be honest, true, trustworthy and clear.

14

Printed information was more trustworthy than spoken words

spoken words could be easily distorted from one person to another.



15

Newspaper reports often corrected rumors and gossip



16

Newspapers were also viewed for their persuasive and believable impact on readers.

Carried debates on controversial topics. Sparked debates.



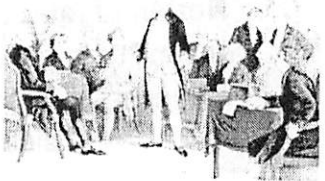
17

Newspapers built "a marketplace of ideas" philosophy.



18

Debates laid the foundation for the American thought and experience.




Newspapers also forced colonials to confront issues.

19

1643. Briscoe wrote a pamphlet challenging the requirement that everyone pays taxes to fund the ministers' salaries. Created a public discussion and consensus that church and state should be separate.


20

Newspapers also incited or fermented public protests against colonial authorities.



Five colonies underwent violent political upheaval.


21



Conflict with governors led to attempts to censor the press.

Massachusetts Colonial Governor Samuel Sewall

22



1688 New England governor, Sir Edmund Andros, issued order against Seditious publication.

23

Impact of the colonial press

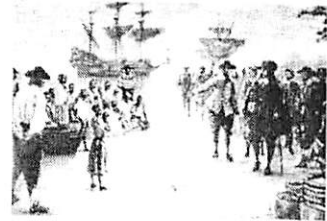
24

Opened doors for debates,
religious instruction,
rumor-curing, and entertainment

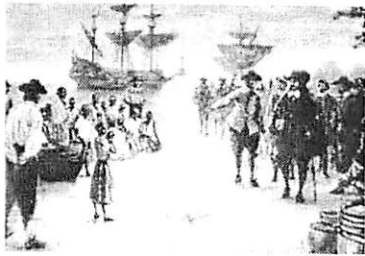


Accoutrement of, or catalyst for,
civilization

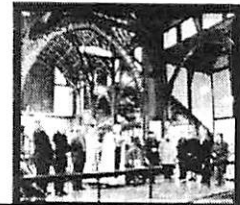
Created fear
and pride,
positive and
negative
outcomes of
news and
information



Persecution and corruption in
European church led to emigration to
America.



Bible became centerpiece of
publications.
To reinforce religious values in the
New World.



Puritan view of the press: tool for
learning the truth


Puritans saw
their
mission as
that of
reforming
the Church.



Press in America before 1690 was
religious and encouraged religious
diversity of views.



Press reflected importance of religion among early American intellectuals.



31

Impact of the early press in America:
The crafting of an intellectual American identity had following elements.

32

1. Emigration to America	4. Entertainment
2. "Europeanization" of America	5. Education
3. Open debates and open quarrels on religious issues and doctrines.	

33

By 1690, when first newspaper was published, the mass media had occupied the center stage of the American identity.

34

American thought was based on the media and influenced by it. It was propelled and shaped by the media.

35

Activity

- If you lived during these Colonial times, list the kinds of information you would be interested in reading about in the newspaper.
- What kind of information might, if published, create a friction with the colonial governor? Why?

36

Syllabus of record

- I **Catalog Description**
JRNL 243 History of the American Press
- | | | |
|---------------|----------------------------------|---------------|
| | | 3 class hours |
| | | 0 lab hours |
| Prerequisites | Junior, or instructor permission | 3 credits |
| | | (3c-0l-3cr) |
- This course traces the development of the American press from its Colonial roots. Emphasis on the role of the press in political and social development.

II **Course Outcomes**

Students will be able to

- 1 explain the growth and development of the American journalism and the stages through which the press progressed.
- 2 Demonstrate sufficient knowledge about the role of the press in the growth and development of the American society
- 3 Discuss with sufficient expertise the origins and interpretations of press freedom starting from the 18th Century
- 4 Analyze key actors and factors that played a significant role in the way the press mobilized popular action for various causes.

III **Course Outline**

Week 1

1 **Introduction:**

The European origins of the American press.

Gutenberg's printing press

The press and monarchy in 16th century England

2 **The Colonial press (1690 - 1765).**

Focus on the socioeconomic, religious and political environment the press grew.

Review of the early American press.

Week 2

1 **The revolutionary press 1765 – 1783.**

The role of the press during the American war for independence. The American revolution and the declaration of independence. The meaning of press freedom.

Week 3

1 **The Partisan press (1783 – 1833).**

The Federalists versus the Republicans and the control of the press. The press and the confederation. The press as a political instrument. Objectivity versus partisanship in the press.

2 **The British roots of press freedom (1600 – 1804).**

Colonial Puritans and press freedom. The Zenger Case. Alien and Sedition Acts.

Week 4

1 The Penny Press era (1833 – 1861).

The impact of technology, industrialization and urbanization of America on the growth of the press. Popularization and transformation of the press. Newspaper competition. Pioneers of the modern press --*The New York Sun* and *The New York Herald*

Test 1

Week 5

1 The antebellum press (1820 – 1861).

Abolitionist press.
The Black press.
Frederick Douglass.

2 The press and the civil war (1861 – 1865).

Union and confederate war correspondents and photographers

Week 6

1 The Frontier press.

Role of the press in the settlement of the West. Manifest destiny.

2

Week 7

1 The press and Industrial America (1865 – 1883).

The Gilded Age. New generation of New York editors. Henry Raymond. Horace Greeley. Charles Dana. E.L. Godkin.
Women in Journalism.

Week 8

Age of new journalism (1883 – 1900)

Joseph Pulitzer. Nelly Bly. William Randolph Hearst. Yellow Journalism. Ida B. Wells. Alternative newspapers.

Test 2

Week 9

1 American magazines (1740 – 1900).

Obstacles and successes. Magazines for women. Magazines and the civil war. Investigative journalism.

Week 10

Electronic media challenge the press

Rise of radio, TV and the Internet

Week 11

- 1 The emergence of the modern media (1900 – 1945).
Era of objective press pioneered by New York Times. Tabloid and Jazz journalism.
Newspaper consolidation. Professionalization of journalism. Newspapers and radio.

Week 12

- 1 **Media and reform (1900 – 1917).**
Role of advocacy journalism. American progressivism. Age of the muckrakers.
Magazines and investigative journalism. Ida Tarbell and Lincoln Steffens.
- 2 **Media and national crises (1917 – 1945).** The roles of the media in the World Wars.
America’s entry in to the world wars. The press and the Great Depression. The
press and the New deal. War and propaganda.

Test 3

Week 13

- 1 **The age of mass magazines (1900 – present).** McLures, New Magazine formula
Saturday Evening Post, The New Republic, The New Yorker, Time, Readers Digest,
Ebony
- 2 **The media in transition (1945 – 1974).** TV impact on other media, community
newspapers 1940s, New technology and changing newspapers, The media,
objectivity and McCarthyism. The media and civil rights, The media and
Watergate

Week 14.

- 1 **The news media 1974 – 2000.** Advances in TV news. Impact on
newspapers,
- 2 **The new newspaper.** Press adapts to changing media
environment
- 3 **The contemporary media.** Media mergers. Newspaper credibility crisis. Press –
government relations and conflict

Week 15.

- 1 Term papers are due
- 2 Final exam

IV Evaluation Methods

Activity	Percentage of final grade
Three quizzes	30
Term paper	30
Class participation	10
Final examination	30

Grade weights

A = 90% and above B=80% -89% C=70% -79% D= 60%-69% F=Below 60%

V **Required Textbook(s)**

William David Sloan, editor, 2008, The Media in America: A History. Seventh Edition. Vision Press. Alabama.