

**SYLLABUS  
FALL 2002**

**HONORS 303T  
HISTORY & PHILOSOPHY OF AMERICAN MASS COMMUNICATIONS**

*WHEN A NATION goes down...or a society perishes, one condition may always be found. They forgot where they came from. They lost sight of what had brought them along.* **Carl Sandburg**

**Instructor:** Dr. Anthony R. Fellow, Professor of Communications and Head of the Core and Journalism Concentration  
**Office Hours:** Tuesdays, 10:30-11:30 a.m.; Thursdays, 7 –9 p.m.  
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**CATALOG DESCRIPTION**

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American mass communication; newspapers and periodicals through radio and television; ideological, political, social and economic aspects.

**COURSE DESCRIPTION**

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“Society not only continues to exist by transmission, by communication, but it may fairly be said to exist in transmission, in communication. There is more than a verbal tie between the words common, community, and communication. Men live in a community in virtue of things they have in common; and communication is the way in which they come to possess things in common,” according to John Dewey in *Democracy and Education* (New York: Macmillan Co., 1915, p. 4).

For Dewey, then, communication is an important ingredient in forming communities and in shaping the politics and social fabric of communities. Our aim this semester is to understand the concept of communication in shaping the political and social fabrics of America. In turn, we will focus upon politics and its impact on the press.

By the end of this course, you should be able to:

1. Identify the philosophers and their ideas the English colonists drew upon in establishing British America’s early legal, political, and communications systems.
2. Discuss the role of the press in fomenting the Revolutionary War and forming the political structure of America.
3. Explain the contributions of British philosophers to a free press and the establishment of the Declaration of Independence and Constitution, including the First Amendment.
4. Identify the reasons for the transformation of the press from “viewpapers,” to the beginning of mass communications in America.

5. Assess the importance of Joseph Pulitzer and William Randolph Hearst on America's political and mass communications system.
6. Classify the various definitions of sensationalism from the Penny Press to today.
7. Describe the impact of muckraking journalists on the rise of public relations as a profession and upon the political and social fabric of America.
8. Explain what led to the development of entertainment and American film and the impact film has had on the political and social fabric of our nation.
9. Discuss radio's development and how it changed American politics and the nation's social habits.
10. Assess television's development as an entertainment and information source and its impact on the nation and her presidency.
11. Discuss the development of advertising, the development of the advertising agency, and types of copywriting and how advertising has become America's privileged discourse.
12. Analyze the changing values of journalism and journalists since the nation's inception and their impact on the future of democracy.
13. Explain the development of your profession—journalism, advertising, public relations, entertainment studies, photo communications, and television-film.
14. Evaluate the changing ethics of the mass media.

## **REQUIRED TEXT**

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Anthony R. Fellow and John Tebbel. *American Media History*. 6<sup>th</sup> Edition. New York: Thompson Publishing Co., 2002.

You also will need *three* NCS computer answer sheets (the full size green Form PO99B), *one* No. 2 pencil, and at least *twelve* large index cards which should be brought to each class session. You also will need three blue books.

## **REQUIREMENTS AND GRADING**

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### **1. Examinations**

Two examinations and a final examination worth 50 points each. Exams will be objective (multiple-choice and true/false questions) and essay (short answer questions) and will deal with materials covered since the previous exam. **EXAMINATIONS MUST BE TAKEN ON THE DATE SCHEDULED. NO MAKEUP EXAMINATIONS WILL BE GIVEN.** Arrangements may be made for medical and family emergencies.

**2. Papers**

Since Honors 303T is a General Education course, you will be required to complete a paper during the semester. Two papers will be assigned.

**General Information**

Papers should include a *title page*, including the title (in capital letters), your name, date, class (Honors 303T, Tuesday/Thursdays) and Dr. Anthony R. Fellow. Staple the paper. Do not place it in any type of folder.

The body of the paper should be double-spaced and include an introduction, a forecast revealing what is to follow and the research question. The points, examples, etc. should answer that research question. Do not write a general biography of a person. Finally, your paper should include a summary.

*Footnotes or Endnotes*

Papers should include footnotes or endnotes. They denote material that is not original. A style guide is provided.

*Bibliography*

The last page should be the bibliography. A style guide is provided. The bibliography should be thorough. Only two website sources will be acceptable. Papers relying on only two or more sources will be considered a poorly researched paper, and one's grade will reflect that.

**Paper 1**

Write a four-to-five-page paper about the *one event in American media history you would have liked to have witnessed*. Deadline is Oct. 17.

**Paper 2**

Write a four-to-five-page paper on an *area of media history, philosophy or ethics that interests you*. Deadline is Nov. 14.

Papers will be deducted five points for each day they are late.

**3. History Jeopardy**

Extra credit points may be obtained by participating in History Jeopardy which will be played at various times throughout the semester. In addition, students will be given other opportunities, such as class participation in readings and role playing, to obtain extra-credit points.

**4. Participation**

You will note that Honors 303T looks like a survey course because it covers all the media. But this is a senior-level course and is treated as such. That means the workload is what you would expect as a senior, not as a freshman or sophomore. Students will be expected to come to class prepared. That means having completed the readings, Study Guide Questions, and Study Guide Quizzes. Ten points will be reserved for participation points.

## **GRADING**

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Grades will be based on total numbers of points obtained throughout the semester. Those receiving 90 percent of the total points will receive As; 89-80 percent will receive Bs; 79-70 percent will receive Cs; 69-60 percent will receive Ds; 59 percent and lower will receive Fs.

## **PLAGIARISM**

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Plagiarism is defined as taking ideas or writing from another and passing them off as one's own; in journalism, this includes appropriating the reporting of another without clear attribution. The Department of Communications has maintained a commitment to the highest standards of ethical conduct and academic excellence. Any student found guilty of plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will receive a failing grade in the course. There are no exceptions to this policy.

## **ACADEMIC ACCOMMODATIONS**

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Any student requesting academic accommodations based on disability should notify me as soon as possible. Please go to UH101 to obtain the necessary papers if you need to take the examination at Disabled Student Services. You may call them at 714-278-2408.

## **ABOUT YOUR INSTRUCTOR**

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Dr. Anthony (Tony) Fellow is Professor of Mass Communications and Political Science in the College of Communications at California State University, Fullerton, where he is a tenured professor in the third largest communications department in the United States. He also serves as director of the college's journalism program which includes tracks in print, broadcast, and visual journalism. Fellow also is coordinator of all core communications courses and is responsible for scheduling and assigning faculty to courses.

In addition, he is an adjunct professor of journalism in the Annenberg School of Communication at the University of Southern California.

Besides teaching journalism courses, Fellow teaches courses in History & Philosophy of American Mass Communications, Communications Law, Principles of Communications Research, Media Effects, and graduate courses in International Communications, American Media History, Media and Politics, and Communications and Governance.

He has written two books, *The Copy Editors' Handbook for Newspapers* and *American Media History*, and numerous journal articles on health communications. He has presented his health research at international conferences.

Before entering university teaching, he was a reporter, political columnist, and city editor for 10 years with the San Gabriel Valley *Tribune*. He covered the presidencies of Gerald Ford and Jimmy Carter for the Thomson Newspapers. He continues to write newspaper columns on politics and water issues.

Fellow also was under contract with Universal Studios playing the part of a journalist in *Kingston Confidential*, a weekly series starring Raymond Burr as a newspaper publisher.

Fellow is active in politics. He is currently vice mayor of his city and is an elected director on the Upper San Gabriel Valley Municipal Water District. He also is one of the 34 directors on the Metropolitan Water District

of Southern California, the largest water entity in the world. In addition, L.A. County Supervisor Gloria Molina appointed him to the Water Appeals Board.

He was a candidate for the California State Assembly but lost by less than 500 votes of some 25,000 cast. Fellow received his M.A. and Ph.D. degrees from the Annenberg School for Communication, University of Southern California, where he was a Walter H. Annenberg Fellow. He holds an M.A. in Communications from California State University, Fullerton, and a B.A. in Journalism and History from California State University, Los Angeles. He also has done extensive graduate work in political science in the areas of Soviet and Latin American politics. He holds a life-time California Standard Secondary Teaching Credential.

He is married to Clara Potes-Fellow, a former journalist and press secretary for Bill Clinton and corporate communications director for Edison, is director of media for the California State University System and press secretary to Chancellor Charles Reed.

## **LETTER TO STUDENTS**

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I hope you will readily note that I enjoy teaching this course. Perhaps, it is because of my passion for media, history, and politics. I also think it is important to understand how our media developed and its impact on the social and political fabric of America. Some find history difficult. Others wonder about its relevance. We are finding more and more that many Americans have no sense of history. Perhaps, that is why we continue to repeat it. Just take the Bush-Gore election. Go back and look at the Hayes-Tilden battle. It is possible that another villain such as Sen. Joseph McCarthy may arise on the political scene or America entertains a repeat of the blacklisting period. Good luck to you this semester. My wish is that you will have a greater appreciation of the media pioneers who not only developed our communications system but this great nation called America.

## **FINALLY**

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- Incompletes are rarely given by this instructor.
- Students may tape class proceedings for their personal use.
- Students **must** turn the sound off on cell phones and beepers during class.
- No late work will be accepted.

## **CLASS PROCEDURES, SCHEDULE, AND TOPICAL OUTLINE**

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All readings must be completed on or before class discussion, since all students will be expected to participate. In addition, study quizzes in the book, which must be brought to each class session, **MUST** be completed before entering the class.

### **INTRODUCTION: HISTORY & PHILOSOPHY OF AMERICAN MASS COMMUNICATIONS**

#### **WEEK I**

**Aug. 27/29**

#### **INTRODUCTION TO AMERICAN MASS COMMUNICATIONS**

What is the relevance of history in American education and the communications curriculum?

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### **PART I: THE PRESS IN EARLY AMERICA (1690-1833)**

**WEEK 2**  
**Sept. 3/5**

**THE MEDIA IN MODERN SOCIETY AND THE MEDIA IN COLONIAL SOCIETY**

Class will begin with a review of Media and Society issues. We will access where the media are today and where they are going? We will then contrast that with media in colonial society. It is widely believed by many Americans that the Massachusetts Bay colonizers, fleeing from English oppression, immediately established a free society and a free press on these shores. In fact, they did nothing of the kind. What brought about the first press in the colonies?

**Readings:**

*American Media History*. Introduction, vii-viii, Chapter 1: The Colonial Press, pp. 1-16.

**Prepare:**

Study Quiz 1: The Colonial Press, pp. 17-18.

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**WEEK 3**  
**Sept. 10/12**

**REVOLUTIONARY AND PARTY PRESSES**

In the past several years, we have seen political revolutions in Eastern Europe, the Caribbean, Africa, and other parts of the world. Is there any way to explain the media's role in this wave of democracy by looking at how the press was used in the American experience to ignite a revolution, form a new nation, and influence its political party structure? What philosophies did the founding fathers draw upon in writing the Constitution and Bill of Rights? What was the political role of the press in America's first political party? Why is this called the "dark days of journalism"?

**Readings:**

*American Media History*, Chapter 2: The Revolutionary Press, pp. 19-32; Chapter 3: The Party Press, pp. 37-54.

**Prepare:**

Study Quiz 2: The Revolutionary Press, pp. 34-35; Study Quiz 3: The Party Press, pp. 56-57.

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**PART II: A NEW POLITICS, A NEW PRESS FOR THE MASSES (1833-1865)**

**WEEK 4**  
**Sept. 17/19**

**THE PENNY PRESS AND CIVIL WAR JOURNALISM**

Can we explain the current rise in sensational media by studying the growth of the first cheap newspapers for the masses?

**Readings:**

*American Media History*. Chapter 4: The Penny Press, pp. 59-77; Chapter 5: The Civil War Press, pp. 81-106.

**Prepare:**

Study Quiz 4: The Penny Press, pp. 79-80; Study Quiz 5: The Civil War Press, p. 108-109.

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**WEEK 5**  
**Sept. 24/16**

**EXAMINATION 1**

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**PART III: THE AGE OF NEW JOURNALISM (1865-1900)**

**WEEK 6**  
**Oct. 1/3**

**STORY JOURNALISM OF PULITZER AND HEARST**

Various newspaper articles in recent years have implied that the current state of the media and their content is identical to that which occurred during the yellow journalism period. What can we learn from Joseph Pulitzer and William Randolph Hearst to help us understand current media content and the public's thirst for sensationalism?

**Readings:**

*American Media History*. Chapter 6: Story Journalism of Pulitzer and Hearst, pp. 111-129.

**Prepare:**

Study Quiz 6: Story Journalism of Pulitzer and Hearst, pp. 131-132.

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**WEEK 7**  
Oct. 8/10

**MAGAZINES, MUCKRAKING, AND PUBLIC RELATIONS**

Muckraking journalists helped change American politics and produce the public relations profession. Can we explain the works of current muckrakers by looking at past accomplishments of these writers of exposure?

**Readings:**

*American Media History*. Chapter 7: Magazines, Muckraking and Public Relations, pp. 133-153.

**Prepare:**

Study Quiz 7: Magazines, Muckraking, and Public Relations, pp. 155-156.

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**WEEK 8**  
Oct. 15/17

**AMERICAN ENTERTAINMENT AND FILM**

Research has shown that film content has an impact on the social and political fabric of the nation. Film violence, for example, is a current topic of politicians. What can we learn from past actions by the courts, Congress, and media competition to explain current problems of the motion-picture industry?

**Readings:**

*American Media History*. Chapter 8: American Film, pp. 157-180.

**Prepare:**

Study Quiz 8: American Film, pp. 183-184.

**Assignment:**

Paper 1 due.

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**PART IV: DEVELOPMENT OF NEW MEDIA AND NEW POLITICAL AGENDA (1900-1950)**

**WEEK 9**  
Oct. 22/24

**RADIO AND ITS PROMISE**

How can it be that shock jock Howard Stern has become America's number one radio personality and changed the face of radio economics while challenging the FCC? Does radio's past provide any answers?

**Readings:**

*American Media History*. Chapter 9: Radio and Its Promise, pp. 185-210.

**Prepare:**

Study Quiz 9: Radio and Its Promise, pp. 212-213.

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**WEEK 10**  
Oct. 29/30

**EXAMINATION 2**

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**PART V: TELEVISION AND POLITICS IN THE 20<sup>TH</sup> CENTURY (1950-PRESENT)**

**WEEK 11**  
Nov. 5/7

**TELEVISION AND THE DEVELOPMENT OF BROADCAST NEWS**

How did television develop into this nation's most important and influential medium? Serious journalists and purveyors of news balk at television's news content. Have we strayed far beyond the standards set by Edward R. Murrow?

**Readings:**

*American Media History*. Chapter 10: Television: Progress and Problems, pp. 215-236.

**Prepare:**

Study Quiz 10: Television: Progress and Problems, pp. 238-239.

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**WEEK 12**

**ADVERTISING AS A SOCIAL AND POLITICAL FORCE**

**Nov. 12/14** Advertising has been called America's culture. What has been the impact of advertising on the social and political fabric of America?

**Readings:**

*American Media History*. Chapter 11: Advertising as a Social and Political Force, pp.243-257.

**Prepare:**

Study Quiz 11: Advertising as a Social and Political Force, pp. 259-260.

**Assignment:**

Paper 2 due

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**WEEK 13**

**Nov. 19/21**

**THE MEDIA AND NATIONAL CRISES: THE NIXON YEARS**

Nixon played a major role in television's development. He was part of the first presidential television debates, the first to conduct a television war, the first to resign on television. What was the impact of the media on Vietnam, on Watergate?

**Readings:**

*American Media History*. Chapter 12: The Media and National Crises, pp. 261-272.

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**WEEK 14**

**Nov. 26/28**

**THANKSGIVING WEEK HOLIDAY**

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**WEEK 15**

**Dec. 3/5**

**THE MEDIA AND NATIONAL CRISES**

Why do media continue to have a strong impact on presidential performance? Did we learn anything from Watergate about the presidency and the media? President Bill Clinton is not the first president since Richard Nixon to have problems with the media. How have the media contributed to the current presidential crisis? Did presidents learn anything from Nixon's stormy relationship with the press?

**Readings:**

*American Media History*. Chapter 12: The Media and National Crises, pp. 272-293.

**Prepare:**

Study Quiz 12: The Media and National Crises, pp. 294-295.

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**WEEK 16**

**Dec. 10/12**

**THE FUTURE OF AMERICAN MEDIA AND AMERICAN DEMOCRACY**

How have the values of journalists changed? Why have we gone from lapdog to pit bull? What implications does this have for the future of American democracy?

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**WEEK 17**

**FINAL EXAMINATION**

**Thursday, Dec. 19, 12-1:50 p.m.**