



**CCI 660: Historical Methods in Communication & Information  
Roessner (Spring 2016)**

**CCI 660**

**SEMESTER:** Spring 2016

**CLASS:** COM 420

**OFFICE HOURS:** Tuesdays 3:30-5 p.m. or by appointment

**OFFICE LOCATION:** 339 COM

**COURSE COMMUNICATION:** [aroessne@utk.edu](mailto:aroessne@utk.edu)

**COURSE ADMINISTRATION:** [Online@UT](mailto:Online@UT)

**ASSIGNMENT SUBMISSION:** [roessner.amber@gmail.com](mailto:roessner.amber@gmail.com)

**Dr. Lori Amber Roessner**

**TIME:** T 12:40-3:25 P.M.

**E-MAIL:** [aroessne@utk.edu](mailto:aroessne@utk.edu)

**COURSE DESCRIPTION:**

In this course, we will learn about different methods of historical research and ways of constructing historical narrative and analysis—and how these can be usefully employed in the topical area of the history of communication & information. The purpose of this course, then, is to introduce you to historical methodologies that you can use in your own research and in your evaluation of the work of other scholars. To that end, we will 1) develop skills in the critical analysis of historical research; 2) consider different approaches to studying the history of communication and information; 3) learn about and evaluate different historical research methods, their purposes, uses, strengths, and weaknesses; 4) explore key issues in the philosophy of history; and 5) acquaint ourselves with current and canonical works in the history of communication and information. To facilitate seminar discussions, you will be required to compose a one to two-page analysis/synthesis of each week's readings, and to demonstrate your knowledge of historical methods, you will be required to compose one, 20 to 25-page piece of academic scholarship on a selected topic in mass communication history.

**COURSE OBJECTIVES:**

Individuals who successfully complete CCI 660 should be able to:

- Analyze the substantive claims and findings of historical studies;
- Examine and assess the value of the methods used to produce historical work;
- Examine and assess the strengths and shortcomings of the evidentiary and theoretical bases of such works;
- Understand how the discipline of communication and information developed historically and how the study of mass communication history fits within the broader disciplinary conversations;

- Know, understand, and evaluate a range of methodological approaches to the writing of history;
- Recognize and understand some of the main issues, themes, and problems in the area of communications history;
- Think historically, which means, in part, thinking in terms of change and continuity over time while understanding the beliefs, practices, and relationships that shaped human experience over time;
- To engage in respectful discussions about historical methods that originate from a variety of ontological and epistemological positions;
- To ask questions and use available sources to shape our knowledge of the past and our understanding of its significance; and
- To make contributions to historical knowledge in the field of communications history by writing a book review and a historical research paper that uses primary and secondary sources critically and in a methodologically sound manner.

**COURSE PREREQUISITES:** None/CCI 615 preferred

**COURSE COMMUNICATION:**

Students are required to maintain an active T-mail or VolMail account for electronic mail. In addition, this is an Online@UT course in which administrative communication between professor and students take place online. Student records (i.e. PowerPoints, assignment guidelines, major assignment grades, readings, etc.) will be available through Online@UT. Students are required to submit assignments to [roessner.amber@gmail.com](mailto:roessner.amber@gmail.com).

**COURSE GRADING:**

In-Class Participation: 20%  
 Weekly Syntheses/Analytic Papers (12): 20%  
 Final Paper (1): 60%

**ASSIGNMENT OVERVIEWS:**

**PARTICIPATION:** Graduate seminars are small, collaborative endeavors. Attendance at all meetings is mandatory. Students are expected to have done the reading and be prepared to participate actively in discussion about it. All students will be expected to lead a portion of the class discussion at some point during the semester. You will be notified at least a week in advance of this duty.

**WEEKLY SYNTHESSES/ANALYTIC PAPERS:** Each week (unless otherwise notified), in no more than two, double-spaced pages, each student should compose a synthesis/analysis of the week's readings. Summarizing statements should be relegated to the first graph. The remainder of the paper should focus on a critique of the historians' use of method and theory. Here are some useful questions that might guide you through the process: 1) What was the purpose of each individual piece? 2) How did the pieces fit together? 3) What theoretical claims did the various historians make in each piece? 4) What methodological approach did the various historians take in each piece? 5) What were the evidentiary or methodological strengths or shortcomings of the pieces?

These papers will be handed in at the beginning of class each Tuesday.

**FINAL PAPER:** The main written work of this course is the research and writing of an academic history paper on a topic of the student's choosing in the field of communications history. This paper should be at least 20 pages in length and should be written with presentation at an academic conference and ultimate publication in an academic journal in mind. The paper is a serious piece of historical scholarship and should contribute something new to collective knowledge about communications history. You should begin work on this paper right away and work on it consistently and diligently throughout the semester. To that end, throughout the course of the semester, you will be required to turn in pieces of your paper: your topic, your research questions, your primary and secondary sources, your introduction, your literature review, your theory and method sections. Please see the tentative schedule for these dates. Please use Chicago Manual of Style, 16th edition, citation style.

### **RECOMMENDED TEXTS:**

- *Chicago Manual of Style* (16th edition)
- Barbie Zelizer, *Explorations in Communication & History* (Routledge, 2008).
- Bonnie Brennan & Hanno Hardt, *The American Journalism History Reader* (Routledge, 2011).

Required Readings are listed on the tentative course schedule. Many of the books are readily available through online booksellers or the University of Tennessee library. Many of the articles are included in the recommended readers above or the University of Tennessee's journal database. The remainder will be posted as .pdfs at Online@UT.

### **COURSE POLICIES:**

#### **ATTENDANCE:**

Students who enroll in CCI 660 have three responsibilities:

- prepare
- attend
- engage

Central to these responsibilities is **attendance**.

Students are expected to attend every class. Tardiness is not accepted for any reason. Students also are expected to prepare and participate in an appropriate way in class.

Every time a student misses class for any reason, that student misses valuable information and experience and is likely to lose points that accumulate toward the awarding of a final grade.

Your attendance in this class will be reflected in your grade. Too many absences, however, negate any evaluation scheme. More importantly, it negates the learning process.

#### **CELL PHONES/ELECTRONIC DEVICES:**

All electronic devices that may disrupt class activities are to be turned off until deemed appropriate by the instructor. Electronic disruptions include e-mailing or playing computer games on laptop computers during class time. If electronic devices become a disruption, individual or entire class “electronic device bans” may be issued. When an “electronic device ban” is issued, all electronic devices such as cell phones, pagers, iPODs, iPADs, laptops, etc., will be left in a box by the door before every class.

## **ACADEMIC HONESTY:**

### **Academic dishonesty is unacceptable.**

Plagiarism is a serious offense – both in this course and in media professions. You must attribute information you use. Lifting quotes or borrowing photos from another published source or media outlet and passing them off as having been obtained by you is a form of plagiarism. In addition, making up information is grounds for failure of the assignment or, in more serious cases, the course. Other examples of academic dishonesty include cheating on tests or quizzes, being aware of cheating but failing to report it, etc. All activity deemed as a breach in the honor code will result in an investigation by an impartial panel and due process will be guaranteed to any individual whose behavior may be questioned. When in doubt about any of this, just ask the instructor in advance. Please also see Hilltopics (p. 11) for the UT statement about plagiarism and academic honesty.

## **DISABILITIES:**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office of Disability Services at 865-974-6087 in 2227 Dunford Hall to coordinate reasonable accommodations for students with documented disabilities.

## **DIVERSITY:**

CCI recognizes and values diversity. Exposing students to diverse people, ideas and cultures increases opportunities for intellectual inquiry, encourages critical thinking, and enhances communication and information competence. When all viewpoints are heard, thoughtfully considered, and respectfully responded to, everyone benefits. Diversity and fairness unite us with the wider professional and global community (see <http://www.cci.utk.edu/diversity-statement> for CCI's full Diversity Statement).

## **TENTATIVE SCHEDULE:**

### **Week 1 (January 19): An Introduction to the History of Communication & Information**

Introductions & course goals. What is historical research? What’s the relationship between history & theory? Why is the study of the history of communication & information necessary? What’s the relationship between the history of communication & historians housed in traditional history departments?

Carl Becker, "Everyman His Own Historian," in Stephen Vaughn, ed., *The Vital Past: Writings on the Uses of History*, pp. 20-36. (<http://www.historians.org/about-aha-and-membership/aha-history-and-archives/presidential-addresses/carl-l-becker>)

David Paul Nord, "The Nature of Historical Research," in Guido Stempel and Bruce Westley, eds., *Research Methods in Mass Communication*, 2nd Edition, pp. 290-315 (Handout).

You'll be reading a total of 45 pages this week. Enjoy it. If you're craving more, I would suggest reading: James Carey, "A Cultural Approach to Communication," in *Communication as Culture: Essays on Media and Society* (New York: Routledge, 1992 [1989]): 13-36 (Only 23 pages).

## **Week 2 (January 26): An Introduction to Historical Methods**

John Nerone, "Theory & History," *The American Journalism History Reader*, 36-45 (9 pages).

Peter Burke, ed., *New Perspectives on Historical Writing* (Penn State University Press, 2001), Introduction, Chapters on Women's History & Oral History (65 pages).

Barbie Zelizer, *Explorations in Communication and History*, Introduction & Chapter 1 & 4 (45 pages).

David Paul Nord, "The Practice of Historical Research," in *Mass Communication Research and Theory*, ed. by Guido H. Stempel III, David H. Weaver, and G. Cleveland Wilhoit (Boston: Allyn and Bacon, 2003), 362-385 (23 pages).

You'll be reading approximately 145 pages this week. Here are some questions to consider: What is the nature of history? How are historical methods different from other methodological approaches that you've encountered? Why has (the) history (of communication & information) been atheoretical? Is it still?

## **Week 3 (February 2): The Problem(s) of Communication History**

James W. Carey, "The Problem of Journalism History," *The American Journalism History Reader*, pp. 22-27 (5 pages).

David Paul Nord, "A Plea for Journalism History," *Journalism History* 15:1 (Spring 1988): 8-15 (7 pages).

Michael Schudson, "Toward a Troubleshooting Manual for Journalism History," *Journalism & Mass Communication Quarterly* 74:3 (Autumn 1997): 463-476 (13 pages).

John Nerone, "Does Journalism History Matter?" <http://www.american-journalism.org/> (20 pages).

"Theorizing Journalism in Time," <http://www.american-journalism.org/> (40 pages).

Amber Roessner, et al, "A Measure of Theory?" <http://www.american-journalism.org/> (18 pages)

Giovanna Dell'Orto, "Go Big or Stay Home," <http://www.american-journalism.org/> (6 pages).

You'll be reading approximately 100 pages this week. Here's one question that you may want to consider? What's the problem with journalism history? Is there a permanent malady that might spread to other areas of communications history or fields of history? Today, we'll be discussing your research project topic and research question. Please bring them to class along with your weekly synthesis.

#### **Week 4 (February 9): Memory & (The) History (of Communication & Information).**

Pierre Norra, "Between Memory and History: Les Lieux de Memoire," *Representations*, 26(1): 7-24 (17 pages).

Janice Hume, "Memory Matters: The Evolution of Scholarship in Collective Memory and Mass Communication," *Review of Communication* 10 (July 2010), 181-196 (15 pages).

Carolyn Kitch, *Pages from the Past: History and Memory in American Magazines*, Introduction and Chapter 1. (37 pages)

Carolyn Kitch, "'Useful Memory' in 'Time, Inc. Magazines: Summary Journalism and the Popular Construction of History,'" *Journalism Studies* 7 (Feb. 2006), 94-110 (16 pages).

Janice Hume and Amber Roessner, "Surviving Sherman's March: Press, Public Memory and Georgia's Salvation Mythology," *Journalism & Mass Communication Quarterly*, 86:1 (Spring 2009), 119-137 (18 pages).

Amber Roessner, "Remembering 'The Georgia Peach': Popular Press, Public Memory and the Shifting Legacy of An (Anti-)Hero," *Journalism History*, 36(2): 83-95 (12 pages).

You'll be reading approximately 200 pages this week. Today, you'll be meeting with several archivists at the University of Tennessee. Details about meeting location will follow. An (almost) complete working bibliography will be due at the beginning of the next class along with a one to two-page draft of your introduction.

#### **Week 5 (February 16): Things that Talk, Materiality in Media History.**

*Journalism History*, Volume 32, Issue 2, p. 115; 206-232.

You'll be reading approximately 30 pages this week. We'll also be discussing your research topics, research questions, and working bibliographies with primary and secondary sources, and we'll workshop those introductions.

#### **Week 6 (February 23): History of the Book: Circuits of Communication, Questions of Power & Reader Reception**

Carl F. Kaestle and Janie A. Radway, "A Framework for the History of Publishing and Reading in the United States, 1880-1940," in *A History of the Book, Volume 4, Print in Motion: The Expansion of Publishing and Reading in the United States, 1880-1940*, 18-20 (Chapel Hill: University of North Carolina Press, 2009) (2 pages).

Richard D. Brown, *Knowledge is Power*. Read the Introduction, Chapters 1, 2, 3, 7 and the Conclusion (95 pages).

Cathy N. Davidson, *Revolution and the Word*. Read the Preface and Chapters 1 and 2 (73 pages).

Ronald J. Zboray and Mary Saracino Zboray, *Everyday Ideas: Socioliterary Experience among Antebellum New Englanders*, Introduction, Chapters 1,2, and 4 (75 pages).

David Paul Nord, “The History of Journalism and the History of the Book,” *Explorations in Communication & History*, Barbie Zelizer, ed., 162-180 (New York and London: Routledge, 2008) (18 pages).

You’ll be reading approximately 250 pages this week.

**Week 7 (March 1): History of Journalism Part I: Key Readings about Real & Imagined Communities, the Commercialization of the News, & Constructions of Objectivity & the Report.**

David Paul Nord, *Communities of Journalism*, pp. 1-107 and 199-245 (150 pages).

Gerald Baldasty, *The Commercialization of News in the Nineteenth Century*, pp. 3-9, 46-80, and Appendix 1 and 2 (40 pages).

John C. Nerone, “The Mythology of the Penny Press.” *Critical Studies in Mass Communication* 4 (1987): 376-404 (25 pages).

Kathy Roberts Forde and Katherine A. Foss, “‘The Facts—The Color!—The Facts’: The Idea of a Report in American Print Culture, 1885-1910,” *Book History*, vol. 15 (2012): 123-151 (28 pages).

Tim Vos and Christopher Mathews, “A History of the Watchdog Metaphor in Journalism,” *AEJMC* (25 pages).

You’ll be reading approximately 250 pages this week.

**Week 8 (March 8): The History of Journalism Part II: Human-Interest Journalism & the Construction of Gender & Celebrity**

Carolyn Kitch, *The Girl on the Magazine Cover*, pp. 1-100.

Charles Ponce de Leon, *Self Exposure: Human-Interest Journalism and the Emergence of Celebrity in America, 1890-1940*, Introduction, chapters 1, 2.

You’ll be reading approximately 200 pages this week.

**Week 9 (March 22) The History of Advertising & Cultural History**

Richard Omann, *Selling Culture: Magazines, Markets and Class at the Turn of the Century*, pp. 11-106.

Richard K. Popp, *The Holiday Makers: Magazines, Advertising and Mass Tourism in Postwar America*, pp. 1-102.

You'll be reading approximately 250 pages this week.

**Week 10 (March 29) The History of Broadcast: Cultural, Institutional & Political History**

Noah Arceneaux, "The Wireless in the Window: Department Stores and Radio Retailing in the 1920s," *Journalism & Mass Communication Quarterly*, 83 (Autumn 2006), 581-95. (Optional).

Susan Douglas, *Listening In*, pp. ix-82.

Michael Stamm, *Sound Business*, 1-200.

You'll be reading approximately 325 pages this week.

**Week 11 (April 5) The History of Broadcast: Image & Personality**

Mike Conway, "A Guest in Our Living Room: The Television Newscaster before the Rise of the Dominant Anchor," *Journal of Broadcasting & Electronic Media* 51 (September 2007), 457-478 (21 pages).

Paddy Scannell, "Television & History: Questioning the Archive," *The Communication Review* 13 (2010): 37-51 (14 pages).

You'll be reading approximately 35 pages this week. The 10-page front end of your paper (your introduction, literature review, theory/method sections, and contextual sections) will be due at the beginning of class today.

**Week 12 (April 12): The History of Public Relations & the Freedom Struggle**

Vanessa Murphree, *The Selling of Civil Rights: The Student Nonviolent Coordinating Committee and the Use of Public Relations*, pp. 1-107.

You'll be reading approximately 100 pages this week.

**Week 13 (April 19):** TBD. Research/Writing Time? Workshop? Readings?

**Week 14 (April 26):** TBD. Research/Writing Time? Workshop? Readings?

**Week 15 (May 3):** Final Paper due at noon.