

University of Wisconsin-Madison
Journalism/ History 808: History of Mass Communication
Spring 2022 - 3 credits – Wednesdays 3:30-6pm (Vilas 5013)

Prof. Kathryn McGarr - kmcgarr@wisc.edu
Office Hours: Mondays 2-4pm, or email for a different time

Course Description

In this course, we take an introductory look at the history of communication to understand how mediated communication has functioned over time, what role it plays in political and societal institutions and how policy, in turn, shapes media and technology. We will sample important readings in issues that are central to the field of mass communication, such as communications and empire, press freedom, political consensus, and technological innovation.

The books in this course (see p. 5 of syllabus for a list) are a mix of classic works that have defined the field and newer works that give it its current direction. We bridge the divide in scholarship between history and mass communication, two disciplines with overlapping interest in how society functions. As you'll see below, the readings primarily focus on cultures and institutions in the United States, but the historical methods and theories will be more broadly applicable, and your own research may focus on the geographic area and subject matter of your broader research agenda. Your work in this course should advance your own research goals.

Our schedule starts on p. 6, and we do have short readings for our first meeting, though no "admission ticket" to write (see "Course Participation and Reading Responses").

Student Learning Outcomes

- Analyze and engage with historical arguments and evidence
- Produce original scholarship through historiographical work and/or archival research

Course Participation and Reading Responses (40%)

Please come to each class having done the reading thoughtfully and having put some of those thoughts and questions for further discussion into a one-page (single-spaced, Times New Roman, 12pt font) "admission ticket," which you'll upload to Canvas by 7am on class days.

Your ticket might think through a question or a series of questions; it might be observations about what you think is important or surprising about the readings; or you might identify points of connection or ruptures with the reading from previous weeks. Your tickets will help me set our discussion agenda, and hopefully help those of you who tend to speak less in group settings participate more fully since you'll have some reference points.

Tickets are not individually graded but are marked as complete/incomplete in Canvas. Everyone gets one freebie ticket—a week you can skip without letting me know ahead of time. Also, we're in a global pandemic, so please keep in touch if you're facing additional stressors that are preventing you from getting work in on time.

You don't need to have understood everything in the readings by class time, and asking for more context on some particular historical question is completely valid and expected. But I also expect you to have taken notes on the readings and come prepared to "go to the text," which is a phrase I will say a lot. I also expect you to practice active, respectful listening and try to build on your classmates' comments.

Let's approach each text with a generous spirit, determining what we can gain from these authors for our own research or teaching. We are here to learn, not pick apart books and explain why we would have written something different. We absolutely should read these authors with a critical eye, but that includes acknowledging their accomplishments.

Since this is a graduate discussion-based seminar, you all know how important your preparation and participation is to the success of the class (very!). You also know how subjective participation grades are, so please talk to me if you have any concerns during the semester. If it's helpful to you, here are the general guidelines I keep in mind:

A student who receives an **A** for participation in section typically comes to every class with questions about the readings in mind. An 'A' discussant engages others about ideas, respects the opinions of others, and consistently elevates the level of discussion.

A student who receives a **B** for participation in section does not always come to class with questions about the readings in mind. A 'B' discussant waits passively for others to raise interesting issues. Some discussants in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.

A student who receives a **C** for section attends regularly but typically is an infrequent or unwilling participant in discussion.

A student who does not adequately prepare for discussion risks the grade of **D** or **F**.

Students may receive a grade that falls between these categories (AB, BC, CD).

Assignments

1. 15-20 page paper (double-spaced, Times New Roman, 12pt) due Monday, May 9 by 11:59pm (**30%**)

You have three options for your research project this semester. We will talk more in class about all of these options, and we will brainstorm ideas together, as well as talk through concrete best practices for research online. We'll also talk about how to construct an essay for those of you in your first semester who might not be as used to writing papers of this length. Everyone, though, please let me know at any time if I'm taking for granted some knowledge or skill. If you're confused, at least three other people are, too. Here are the three options:

- a) A historiographical essay.

-or-

b) A proposal for a research paper for a conference that you could imagine applying to in the future (note whether it's for OAH, AHA, AEJMC, AJHA, ICA, or another conference in your field). The proposal will include a substantial amount of the actual draft, including a literature review and some online primary research. You can also include a section on proposed future archival research, since you likely will not be able to access even the Wisconsin Historical Society's physical collections this semester.

-or-

c) Select an established historian of mass communication and read their "canon." Write an intellectual biography describing what you see as their central preoccupations, methodologies, and contributions. What are the questions their work raises and does not answer? How do they exemplify (or fail to exemplify) the broader development of the subfield? What is the relationship between earlier and later work? Note that in order for this exercise to be successful, you will need to select someone who has written at least two books and several articles in the field.

2. Proposal and partial annotated bibliography for your final paper **(10%)** due Friday, March 25 at 11:59pm

The proposal (a few paragraphs) and annotated bibliography of at least five sources (paragraph each) is to help keep you on track for the research paper, and gives me a chance to discuss your projects with you in detail and to suggest additional readings.

3. Presentation of an additional reading to the group **(20%)**

Everyone will sign up for a week during which they will read an additional book and present the author's arguments to the class for about 20 minutes. Ideally, this book will be one that will go on your annotated bibliography, but it's okay if it doesn't, since you may not have your topic selected when you present. There's a list at the end of the syllabus with suggested readings, but you may choose a different book as long as you've run it by me at least a week ahead of time.

Credit Standards (3 Credits)

The credit standard for this course is met by an expectation of a total of 145 hours of student engagement with the course learning activities.

Academic Integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

This class will follow university guidelines concerning scholastic misconduct and grievance procedures. You should all know what plagiarism is — using someone else’s words, design or thoughts in your own work. This involves cutting and pasting material from others, using images for which you don’t have the rights, taking from stories or papers written by other students or writers, or fabricating material. Your work should only include your own writing, paraphrased material or direct quotes from sources. If you have questions about plagiarism or whether what you’re doing is wrong, please ask. You will not be punished for asking, but you will be disciplined for plagiarism.

Students may not “double dip”—that is, may not use work produced for another class in this class.

Accommodations for Students With Disabilities

University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life.

Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. For more information about accommodations and related services, visit the McBurney Disability Resource Center (www.mcburney.wisc.edu).

Creating an Inclusive Learning Environment in this Class

The issues we will discuss in this class cannot be thoughtfully and rigorously discussed without an occasional reference to unpopular ideas or to offensive material. Students and instructors alike are expected to remain sensitive to individual differences. The diversity of a multicultural society requires that we discuss differences with no anger, arrogance, or personal attacks, and without perpetuating stereotypes about gender, age, race, religious affiliation, sexual preference, national origin, dialect, or disability. This also goes for political affiliations.

In this class, we must be aware of our own biases and privilege, avoid asking others to stand in for an entire community (even implicitly) or to have those people bear the burden of educating us. Please try to curtail your inevitable feelings of defensiveness. Recognize your feelings of angst etc. when they arise, interrogate them, and sit with them before acting on them as much as possible. Understand that no matter how we identify, we all occupy privilege (even just being at UW affords us a certain privilege that others do not have). A “safe space” will mean a place where people feel comfortable expressing themselves, asking questions, and otherwise engaging in the class. However, “safe” does not mean banning different perspectives that you do not agree with. Statements of hate or intolerance – not matter who they come from – are not welcome in this class.

Please refer to the UW website for all relevant COVID-19 regulations.

Course Readings*

The endnotes are especially important for understanding the genesis of an author's ideas as well as the primary sources they're relying on. For this reason, I prefer reading texts in hard copy so I can flip back and forth easily, as well as skim.

We're lucky that several of our books are available as e-books (see the list below), but if you have trouble digesting books digitally, as I often do, I recommend you try to buy or borrow hard copies. A copy of each will be on reserve in the Journalism Reading Room.

Books, listed in the order in which you need them:

- Paul Starr, *The Creation of the Media: Political Origins of Modern Communications* (New York: Basic Books, 2004).
- Julia Guarneri, *Newsprint Metropolis: City Papers and the Making of Modern Americans* (Chicago: University of Chicago Press, 2017). Currently available as a De Gruyter University Press Library eBook through UW Library.
- Oliver Boyd-Barrett, ed. *Communications Media, Globalization, and Empire* (Indiana University, 2007). Available as a Project Muse ebook through UW Library.
- Sam Lebovic, *Free Speech and Unfree News: The Paradox of Press Freedom in America* (Cambridge, Mass.: Harvard University Press, 2016). Currently available as a De Gruyter University Press Library eBook through UW Library.
- Michael Schudson, *The Rise of the Right to Know: Politics and the Culture of Transparency, 1945-1975* (Cambridge, Mass.: Harvard University Press, 2015). Currently available as a De Gruyter University Press Library eBook through UW Library.
- Wendy Wall, *Inventing the "American Way": The Politics of Consensus from the New Deal to the Civil Rights Movement* (New York: Oxford University Press, 2008).
- Daniel Hallin, *The "Uncensored War": The Media and Vietnam* (1986; Berkeley: University of California Press, 1989).
- Janet Abbate, *Inventing the Internet* (Cambridge: MIT Press, 1999). Currently available as a Proquest ebook through UW Library.

*Articles, individual chapters, and any other supplementary materials marked in the schedule with an asterisk are available on Canvas under "Files."

Course Schedule

Intro to the Field

- Jan. 26 *James Carey “The Problem of Journalism History” (1974) in *James Carey: A Critical Reader*, Eve Stryker Munson and Catherine A. Warren, eds. (University of Minnesota Press, 1997).
- *Hanno Hardt, Foreword, in *The History of Media and Communication Research*, Park and Pooley eds. (2008)

Historiography

- Feb 2 *Jefferson Pooley, chapter 2, “The New History of Mass Communication Research,” in *The History of Media and Communication Research*
- *Sue Curry Jansen, chapter 3, “Walter Lippmann: Straw Man of Communication Research,” in *The History of Media and Communication Research*
- *John Nerone, “History, Journalism, and the Problem of Truth” in *Assessing Evidence in a Postmodern World* (2013)

History of Media

- Feb. 9 *Robert Darnton, “An Early Information Society: News and the Media in Eighteenth-Century Paris,” *American Historical Review* 105, no. 1 (February 2000):1-35.
- *Nord, “Teleology and News: The Religious Roots of American Journalism, 1630-1730”
- Starr, *The Creation of the Media*, pp. ix-266 only
- Feb. 16 Guarneri, *Newsprint Metropolis*

Methods

- Feb. 23 **Class meets at Wisconsin Historical Society, details to come by email**
- Starr, *The Creation of the Media*, pp. 267-402

* Jeffrey A. Smith, “Writing Media History Articles: Manuscript Standards and Scholarly Objectives,” *Journalism & Mass Communication Quarterly* 2015, Vol. 92(1) 12–34.

For your ticket this week, reflect briefly on Starr (it will be the second time), but focus on exploring how your current research agenda could benefit from archival research. Try to be specific about the kinds of collections you’d use. If you feel like you don’t yet have a research agenda, write a paragraph brainstorming some ideas for what you might like to focus on for your final research project and where archives could be useful.

This will be our methods class, and will include an tour of archival collections. We’ll also go over practicalities of conducting and organizing archival research.

Communications and Empire

March 2 *Dwayne R. Winseck and Robert M. Pike, *Communication and Empire*, “Media markets, power and globalization, 1860–1910,” *Global Media and Communication*, vol. 4, no. 1 (2008): 7-36.

Intro, Parts One and Two from Boyd-Barrett, ed. *Communications Media, Globalization, and Empire*

March 9 Parts Three and Four from Boyd-Barrett, ed. *Communications Media, Globalization, and Empire*

Freedom of Speech and Information

March 23 Lebovic, *Free Speech and Unfree News*

DUE: Proposal and partial annotated bibliography for your final paper due to Canvas **Friday, March 25** by 11:59pm (10%)

March 30 Schudson, *The Rise of the Right to Know*

Creating Consensus

April 6 Wall, *Inventing the “American Way”*

April 13 Hallin, *The “Uncensored War”*

- April 20 *Selections from Edward Herman and Noam Chomsky, *Manufacturing Consent: The Political Economy of Mass Media* (New York: Pantheon Books, 1988).
- *Eric Herring and Piers Robinson, "Too Polemical or Too Critical? Chomsky and the Study of the News Media and Foreign Policy," *Review of International Studies*, Vol. 29, No. 4 (Oct., 2003), pp. 553-568

History of Communications Technology

- April 27 Susan Douglas, *Listening In* (selected chapters)
- * Heidi J. S. Tworek (2016) How not to build a world wireless network: German–British rivalry and visions of global communications in the early twentieth century, *History and Technology*, 32:2, 178-200, DOI: [10.1080/07341512.2016.1217599](https://doi.org/10.1080/07341512.2016.1217599)
- May 4 Janet Abbate, *Inventing the Internet* (1999)

DUE: 15-20 page paper (double-spaced, 12pt, Times New Roman) due Monday, May 9th by 11:59pm (30%)

Additional Readings (choose from this list for your presentation, or suggest a different book):*

- Allen, Craig. *Eisenhower and the Mass Media: Peace, Prosperity, and Primetime TV*. Chapel Hill: UNC Press, 1993.
- Baldasty, Gerald J. *The Commercialization of the News in the Nineteenth Century*. Madison, Wis.: University of Wisconsin Press, 1992.
- Baughman, James. L. *Henry R. Luce and the Rise of the American News Media*. Baltimore: Johns Hopkins University Press, 2001.
- . *The Republic of Mass Culture: Journalism, Filmmaking, and Broadcasting in American Since 1941*. Baltimore: Johns Hopkins University Press, 2005.
- . *Same Time, Same Station: Creating American Television, 1948-1961*. Baltimore: Johns Hopkins University Press, 2007.
- Baym, Geoffrey. *From Cronkite to Colbert: the evolution of broadcast news*. Boulder: Paradigm Publishers, 2010.
- Blanchard, Margaret A. *Revolutionary Sparks: Freedom of Expression in Modern America*. New York: Oxford University Press, 1992.
- Bodroghkozy, Aniko. *Equal Time: Television and the Civil Rights Movement*. Urbana, Illinois: University of Illinois Press, 2012.

- Brevda, William. *Sign of the Signs: The Literary Lights of Incandescence and Neon*. Lewisburg: Bucknell University Press, 2011.
- Brewer, Susan. *Why America Fights: Patriotism and War Propaganda from the Philippines to Iraq*. Oxford: Oxford University Press, 2009.
- Bronstein, Carolyn. *Battling Pornography: The American Feminist Anti-Pornography Movement, 1976 – 1986*. Cambridge: Cambridge University Press, 2011.
- Brownell, Kathryn. *Showbiz Politics: Hollywood in American Political Life*. Chapel Hill: The University of North Carolina Press, 2014.
- Brown, Richard D. *Knowledge is Power: The Diffusion of Information in Early America, 1700 – 1865*. New York: Oxford University Press, 1989.
- Carlebach, Michael L. *The Origins of Photojournalism in America*. Washington, D.C.: Smithsonian Institution Press, 1992.
- Chambers, Jason. *Madison Avenue and the Color Line: African Americans in the Advertising Industry*. Philadelphia: University of Pennsylvania Press, 2008.
- Clark, Charles E. *The Public Prints: The Newspaper in Anglo-American Culture, 1665- 1740*. New York: Oxford University Press, 1994.
- Classen, Steven D. *Watching Jim Crow: The Struggles Over Mississippi TV, 1955 –1969*. Durham: Duke University Press, 2004.
- Cohen, Lizabeth. *A Consumer's Republic: The Politics of Mass Consumption in Postwar America*. New York: Knopf, 2003.
- Conway, Mike. *Contested Ground: The Tunnel and the Struggle Over Television News in Cold War America*. Amherst: University of Massachusetts Press, 2019.
- Craig, Daniel. *Fireside Politics: Radio and Political Culture in the United States, 1920 –1940*. Baltimore: The Johns Hopkins University Press, 2000.
- Daniel, Marcus. *Scandal & Civility: Journalism and the Birth of American Democracy*. Oxford: Oxford University Press, 2009.
- Darnton, Robert. *The Forbidden Best-Sellers of Pre-Revolutionary France*. New York: W.W. Norton, 1995.
- Dates, Jannette L. and William Barlow, eds. *Split Image: African Americans in the Mass Media*. Washington, D.C.: Howard University Press, 1993.
- Doherty, Thomas. *Cold War, Cool Medium: Television, McCarthyism, and American Culture*. New York: Columbia University Press, 2003.
- Douglas, Susan. *Listening In: Radio and the American Imagination*. Minneapolis: University of Minnesota Press, 2004.
- . *Where the Girls Are: Growing Up Female with the Mass Media*. New York: Times Books, 1995.
- Eisenstein, Elizabeth. *The Printing Revolution in Early Modern Europe*. New York: Cambridge University Press, 1983; 2012.
- Finnegan, Margaret. *Selling suffrage: consumer culture and votes for women*. New York: Columbia University Press, 1999.
- Fones-Wolf, Elizabeth. *Waves of Opposition: Labor and the Struggle for Democratic Radio*. Urbana: University of Illinois Press, 2006.
- Frank, Thomas. *The Conquest of Cool: Business Culture, Counterculture, and the Rise of Hip Consumerism*. Chicago: University of Chicago Press, 1997.
- Fuller-Seeley, Kathryn H. *At the Picture Show: Small-town Audiences and the Creation of Movie Fan Culture*. Washington, D.C.: Smithsonian Institution Press, 1996.

- Gleason, Timothy. *The Watchdog Concept: The Press and the Courts in Nineteenth- Century America*. Ames: Iowa State University Press, 1989.
- Greenberg, David. *Nixon's Shadow: The History of an Image*. New York: W.W. Norton: 2003.
- . *Republic of Spin: An Inside History of the American Presidency*. New York: W.W. Norton, 2016.
- Grieverson, Lee. *Policing Cinema: Movies and Censorship in Twentieth Century America*. Berkeley: University of California Press, 2004.
- Griffith, Sally F. *Home Town News: William Allen White & The Emporia Gazette*. Oxford: Oxford University Press, 1989.
- Hamilton, John Maxwell. *Manipulating the Masses: Woodrow Wilson and the Birth of American Propaganda*. LSU Press, 2020.
- Hart, Jack R. *The Information Empire: the Rise of the Los Angeles Times and the Mirror Corporation*. Washington, D.C.: University Press of America, 1981.
- Henkin, David M. *The Postal Age: The Emergence of Modern Communications in Nineteenth-Century America*. Chicago: The University of Chicago Press, 2006.
- Henry, Neil. *American Carnival: Journalism Under Siege in an Age of New Media*. Berkeley: University of California Press, 2007.
- Henthorn, Cynthia Lee. *From Submarines to Suburbs: Selling a Better America, 1939- 1959*. Athens, Ohio: Ohio University Press, 2006.
- Hemmer, Nicole. *Messengers of the Right: Conservative Media and the Transformation of American Politics*. Philadelphia: University of Pennsylvania Press, 2016.
- Hoften, Gerd. *Radio Goes to War: The Cultural Politics of Propaganda during World War II*. Berkeley: University of California Press, 2002.
- Houck, Davis W. *Emmett Till and the Mississippi Press*. Jackson: University of Mississippi Press, 2008.
- Howard, Nicole. *The Book: The Life Story of a Technology*. Baltimore: The Johns Hopkins University Press, 2009.
- Igo, Sarah E. *The Averaged American: Surveys, Citizens, and the Making of a Mass Public*. Cambridge, Mass.: Harvard University Press, 2008.
- . *The Known Citizen: A History of Privacy in Modern America*. Harvard UP, 2018.
- Jacobs, Ronald N. *Race, Media, and the Crisis of Civil Society: From Watts to Rodney King*. Cambridge: Cambridge University Press, 2000.
- John, Richard R. *Spreading the News: the American Postal System from Franklin to Morse*. Cambridge, Mass.: Harvard University Press, 1998.
- Junger, Richard. *Becoming the Second City: Chicago's Mass News Media, 1833 – 1898*. Urbana: University of Illinois Press, 2010.
- Kaplan, Richard L. *Politics and the American Press; The Rise of Objectivity, 1865-1920*. New York: Cambridge University Press, 2002.
- Kennedy, David M. *Over Here: The First World War and American Society*. Oxford: Oxford University Press, 1980.
- Koszarski, Richard. *An Evening's Entertainment: the Age of the Silent Picture Feature, 1915 – 1928*. New York: Scribner, 1990.
- Laird, Pamela Walker. *Advertising Progress: American Business and the Rise of Consumer Marketing*. Baltimore, Md.: Johns Hopkins University Press, 1998.
- Leach, William. *Land of Desire: Merchants, Power, and the Rise of a New American Culture*. 1993.

- Lears, Jackson. *Fables of Abundance: A Cultural History of Advertising in America*. New York: Basic Books, 1994.
- Lenthall, Bruce. *Radio's America: The Great Depression and the Rise of Modern Mass Culture*. Chicago: University of Chicago Press, 2007.
- Loughran, Trish. *The Republic in Print: Print Culture in the Age of U.S. Nation Building, 1770–1870*. New York: Columbia University Press, 2007.
- Manring, M.M. *Slave in a Box: The Strange Career of Aunt Jemima*. Charlottesville: University of Virginia Press, 1998.
- Marchand, Roland. *Advertising the American Dream: Making for Modernity, 1920–1940*. Berkeley: University of California Press, 1985.
- . *Creating the Corporate Soul: The Rise of Public Relations*. Berkeley: University of California Press, 1998.
- Matt, Susan J. *Keeping Up with the Joneses: Envy in American Consumer Society, 1890- 1930*. Philadelphia: University of Pennsylvania Press, 2003.
- Mayor, A. Hyatt. *Prints and People: A Social History of Printed Pictures*. Princeton: Princeton University Press, 1981.
- Meyers, Cynthia B. *A Word From Our Sponsor: Admen, Advertising, and the Golden Age of Radio*. Oxford: Fordham University Press, 2013.
- Miller, Karen S. *The Voice of Business: Hill & Knowlton and Postwar Public Relations*. Chapel Hill: University of North Carolina Press, 1999.
- Nerone, John. *Violence Against the Press: Policing the Public Sphere in U.S. History*. New York: Oxford University Press, 1994.
- Nord, David Paul. *Communities of Journalism: A History of American newspapers and their Readers*. University of Illinois Press, 2001.
- . *Faith in Reading: Religious Publishing and the Birth of Mass Media in America*. New York: Oxford University Press, 2004.
- Ohmann, Richard. *Selling Culture: Magazines, Markets, and Class at the Turn of the Century*. New York: Verso, 1996.
- Ong, Walter J. *Orality and Literacy: the Technologizing of the Word*. London: Routledge, 1988.
- Osgood, Kenneth. *Total Cold War: Eisenhower's Secret Propaganda Battle at Home and Abroad*. Lawrence: University of Kansas, 2006.
- Pasley, Jeffrey L. *The Tyranny of Printers: Newspaper Politics in the Early American Republic*. Charlottesville: University of Virginia Press, 2001.
- Pickard, Victor. *America's Battle for Media Democracy: The Triumph of Corporate libertarianism and the future of media reform*. Cambridge UP, 2015.
- Pooley, Jefferson. *James W. Carey and Communications Research: Reputation at the University's Margins*. New York: Peter Lang, 2016.
- Ratner, Lorman A. and Dwight L. Teeter Jr. *Fanatics and Fire-eaters: Newspapers and the Coming of the Civil War*. Urbana, Illinois: University of Illinois Press, 2003.
- Rhodes, Jane. *Framing the Black Panthers: The Spectacular Rise of a Black Power Icon*. Chicago: University of Illinois Press, 2008; 2017.
- . *Mary Ann Shad Cary: The Black Press and Protest in the Nineteenth Century*. Bloomington: Indiana University Press, 1998.
- Risley, Ford. *Abolition and the Press; The Moral Struggle Against Slavery*. Evanston: Northwestern University Press, 2008.

- Roberts, Gene and Hank Klibanoff. *The Race Beat: The Press, The Civil Rights Struggle, and the Awakening of a Nation*. New York: Knopf, 2008.
- Roeder, George H., Jr. *The Censored War: American Visual Experience During World War Two*. New Haven: Yale University Press, 1993.
- Rosenberg, Norman L. *Protecting the Best Men: An Interpretive History of the Law of Libel*. Chapel Hill, North Carolina: University of North Carolina Press, 1986.
- Ross, Steven J. *Hollywood Left and Right: How Movie Stars Shaped American Politics*. Oxford: Oxford University Press, 2011.
- . *Working-class Hollywood: Silent Film and the Shaping of Class in America*. Princeton, N.J.: Princeton University Press, 1998.
- Savage, Barbara Diane. *Broadcasting Freedom: Radio, War, and the Politics of Race*. Chapel Hill, North Carolina: University of North Carolina Press, 1999.
- Scanlon, Jennifer. *Inarticulate Longings: The Ladies' Home Journal, Gender and the Promises of Consumer Culture*. New York: Routledge, 1995.
- Schudson, Michael. *Discovering the News: A Social History of American Newspapers*. Basic Books, 1978.
- . *The Good Citizen: A History of American Civic Life*. New York: Martin Kessler Books, 1998.
- Schmidt, Leigh Eric. *Consumer Rites: The Buying and Selling of American Holidays*. Princeton: Princeton University Press, 1995.
- Sklar, Robert. *Movie-Made America: A Cultural History of American Movies*. New York: Vintage Books, 1994.
- Stamp, Shelley. *Movie-struck Girls: Women and Motion Picture Culture after the Nickelodeon*. Princeton, N.J.: Princeton University Press, 2000.
- Summers, Mark W. *The Press Gang: Newspapers and Politics, 1865 – 1878*. Chapel Hill: University of North Carolina Press, 1994.
- Tucher, Andie. *Froth and Scum: Truth, Beauty, Goodness and the Ax Murder in America's First Mass Medium*. Chapel Hill: University of North Carolina Press, 1994.
- Ward, Brian. *Radio and the Struggle for Civil Rights in the South*. Gainesville: University Press of Florida, 2004.
- Washburn, Patrick S. *The African American Newspaper: Voice of Freedom*. Evanston, Ill.: Northwestern University Press, 2006.
- . *A Question of Sedition: The Federal Government's Investigation of the Black Press During World War II*. New York: Oxford University Press, 1986.
- Vaillant, Derek. *Across the Waves: How the United States and France Shaped the International Age of Radio*. Urbana: University of Illinois Press, 2017.
- . *Sounds of Reform: Progressivism and Music in Chicago, 1873-1935*. UNC Press, 2003.
- Zelizer, Barbie. *Covering the Body: the Kennedy assassination, the media and the shaping of collective memory*. Chicago: University of Chicago Press, 1992.

*Heavily borrowed from Profs. Jim Baughman's and Steve Vaughn's prelims lists