
COMPARATIVE JOURNALISM: FROM GUTENBERG TO GOOGLE in Fall 2019 (CM4014)

Course Code	CM4014	Professor(s)	Matthew Fraser
Prerequisites	None	Office Number	689263247
Class Schedule	TF: 13:45-15:05 in SD-3	Office Hours	Wednesday 2 pm - 5 pm
Credits	4	Email	mfraser@aup.edu
Semester	Fall 2019	Office Tel. Ext.	0689263247

Course Description

This course examines the foundations of modern journalism by tracing its origins from the pre-printing press period to the post-Gutenberg era in different historical, political and cultural contexts. Students will study the emergence of modern journalism as a profession and the challenges posed to its autonomy by the pressures of propaganda, public relations, advertising, disinformation, and social media. The impact of new technologies on journalism practices — the printing press, electronic media, internet — will be assessed. The course also takes a comparative approach to examine different models of journalism values and practices — for example, the Anglo-liberal vs authoritarian model. Issues such as “fake news” and state censorship will be examined through case studies.

The wider question of “truth” will be a theme throughout the course — can journalism make a claim on objective truth? Recent controversies over “fake news” and assertions that we are living in a “post-truth” era make this question particularly relevant to our understanding of journalism’s role in the digital age.

Course Learning Outcomes

A critical understanding of the dynamics of media and technology and the production of knowledge and “truth” in society.

Understanding the history of journalism from the pre-printing press period through the post-Gutenberg era to mass media and the digital age.

Critical understanding of the main political theories of journalism: authoritarian, liberal, Marxist, social responsibility, and others.

General Education

Course Outline

Please note: This schedule is flexible and will be revisited as the course progresses.

September

Week I – 2nd – 6th

Session I

TOPICS: Course overview – Introduction to the course content: concepts, theories, comparative perspectives (historical and cross-country).

READINGS: World Press Freedom Index 2019; Reuters Institute Digital News Report 2019 (see Blackboard).

Session II

TOPICS: Journalism and the Politics of Truth: Competing values about facts, objectivity and truth. The politics of public discourse, press freedom and state censorship. Journalism in the “post-truth” era.

READINGS: “Hundreds of journalists jailed is becoming the new global normal”, Committee to Project Journalists; “Journalists living in fear as states crack down”, *The Guardian*.

September 8th – last day to drop/add courses online

Week II – 9th – 13th

Session I

TOPICS: Historical perspective: Pre-Gutenberg politics and “social” media – the public sphere in ancient Rome. Julius Caesar *Gallic Wars* – propaganda? Cicero’s orations against

Mark Antony — invective as public discourse.

READINGS: Standage, *The Writing on the Wall*, ch 1-2. Caesar, *Gallic Wars* (excerpts), Cicero's orations against Mark Antony.

Session II

TOPICS: Historical perspective: Pre-Gutenberg media and politics – medieval Europe. Monastic power and sacred myths as propaganda.

READINGS: Marco Nievegelt, "Charlemagne — creating the myth", *History Extra*; Stuart Brookes, "Alfred the Great probably wasn't that great", *The Conversation*.

Week III –16th – 20th

Session I

TOPICS: Gutenberg Era: How the printing press unleashed the power of ideas.

READINGS: Savonarola and the Bonfires of Vanity: "Renaissance Pamphleteers: Savonarola and Luther"; "Another Age of Discovery", *New York Times*.

Session II

TOPICS: Printing and Protestant Reformation. Martin Luther going viral.

READINGS: Standage, *Writing on the Wall*, ch. 3; "The Power of Luther's Printing Press", *Washington Post*, Dec. 18, 2015; "How the 16th century invented social media", *The Economist*.

Week IV –23th – 27th

Session I

TOPICS: English Civil War and Pamphleteering. Liberal philosophical model.

READINGS: Standage, "Let Truth and Falsehood Grapple", *Writing on the Wall*, ch 5; Andrew Pettegree, "Pamphlets and Persuasion"; Harry Baker, "Early English Journalism". Siebert, *Liberal Theory of the Press*; Robert McCrumb, John Milton's "Aeropagitica", *The Guardian*.

Session II

TOPICS: The Enlightenment and the Public Sphere. Coffeehouse and Salon culture.

READINGS: Andrew Pettegree, “Was there an Enlightenment Culture of News?”; Standage, “And So to the Coffeehouse” *Writing on the Wall*, ch 6. Bonnie Calhoun, “Shaping the Public Sphere: English Coffeehouses and French salons and the Age of Enlightenment”; Jürgen Habermas, “The Structural Transformation of the Public Sphere”.

Week V –30th – 4th

Session I

TOPICS: Age of Egalitarianism: The Penny Press in America & Yellow Journalism

READINGS: Michael Schudson, “The Revolution in American Journalism in the Age of Egalitarianism: The Penny Press”; “The Great Moon Hoax Was a Sign of Its Time”, Smithsonian; “The Real History of Fake News”, *Columbia Journalism Review*; “Yellow Journalism, the Fake News of the 19th century”.

Session II

TOPICS: Professionalization: “New Journalism” and Muckraking

READINGS: Schudson, “Journalism as a Vocation after 1880”; Christopher Daly, “Crusaders and Conservatives, Journalism in Yellow and Gray”; Cecelia Tichi, “Muckraking – Civic Passions, Righteous Indignation”.

October

Week VI –7th – 11th

Session I

TOPICS: Propaganda and War.

READINGS: Standage, *Writing on the Wall*, ch. 10; Christopher Daly, “How Woodrow Wilson’s Propaganda Machine Changed American Journalism”, Smithsonian; “Death of Truth: When Propaganda and Alternative Facts First Gripped the World”, *The Guardian*.

Session II

TOPICS: The Birth of PR and Spin. Walter Lippmann vs John Dewey

READINGS: “Poison Ivy Lee and Propaganda”, *Behind the Spin*, Sept. 2014; “Public Relations: The Rise of the Image Men”, *The Economist*; Dinan and Miller, “Journalism, Public Relations and Spin”.

Week VII –14th – 18th

Session I

TOPICS: Review for mid-term test.

Session II

TOPICS: Mid-term test.

October 16th, Mid-semester

October 18th, Mid-semester grades due

Week VIII – 21st – 25th

Session I

TOPICS: Nazism and Communism – Authoritarian & Marxist Models.

READINGS: Nicholas O'Shaughnessy, “Selling Hitler – the Nazi Brand” and “How Hitler Conquered Germany”, Elisabeth Zerofsky, “The Moral Failings of American Press Coverage of Nazi Germany”, *The New Yorker*; Anne Applebaum, “How Stalin hid Ukraine’s famine from the world”, *The Atlantic*; “Time to take down Stalin’s Pulitzer Prize”, *American Spectator*.

Session II

TOPICS: High Modernism: Social Responsibility Theory of the Press. Watergate scandal.

READINGS: Schudson, “The Objectivity Norm in American Journalism”, *Journalism*, Vol. 2 No. 2 (2001) pp. 149-170; Schudson, “When the media had enough: Watergate, Vietnam and the Birth of the Adversarial Press”, *Salon*. Siebert, Social Responsibility Theory of the Press (see Blackboard).

Week IX - 28th – 1st

Session I

TOPICS: Chomsky, Manufacturing Consent & Necessary Illusions.

READINGS: Noam Chomsky and Edward Herman, "Manufacturing Consent".

October 30th – November 3rd, fall break (no classes)

November

Week X - 4th – 8th

Session I

TOPICS: 3 Models: Liberal, Democratic Corporatist, Polarized Pluralist

READINGS: Hallin & Mancini, "The Political Context of Media Systems" in *Comparing Media Systems* (see chapters on each model on Blackboard).

Session II

TOPICS: Russian Media under Putin — which model?

READINGS: Jill Dougherty, "How the Media Became One of Putin's Most Powerful Weapons", *The Atlantic*; Alexey Kovalev, "In Putin's Russia, the Hollowed-Out Media Mirror the State"; *The Guardian*; "The Russian 'Firehose of Falsehood' Propaganda Model", Rand Corporation.

November 4th, last day to withdraw from a course /no credit option

Week XI – 11th – 15th

Session II

TOPICS: Media in China — Communist Censorship.

READINGS: Li Yuan, "Censoring China's Internet, for Stability and Profit", *New York Times*; "Hidden News", *The Economist*.

November 11th – 12th, Armistice Break (no classes)

Week XII – 18th – 22nd

Session I

TOPICS: Media in Turkey — from Pluralism to Authoritarian?

READINGS: Suzy Hansen, “What Remains of the Turkish Press”, *Columbia Journalism Review*.

Session II

TOPICS: Media in France

READINGS: “French MPs criticize fake news law”, *The Guardian*; “Fake News laws around the world”, Reuters.

Week XIII – 25th – 29th

Session I

TOPICS: Postmodern Journalism and the “Affective Turn”.

READINGS: Antje Glück, “Should journalists be more emotionally literate”, European Journalism Observatory; Charlie Beckett, “Towards an emotionally networked journalism”, London School of Economics; William Davies, “How feelings took over the world”, *The Guardian*.

Session II

TOPICS: Social Media and the “Deprofessionalization” of Journalism.

READINGS: “Advocates are becoming journalists, is that a good thing?”, *Columbia Journalism Review*; Heidi Tworak and J.M. Hamilton, “Why the ‘golden age’ of newspapers was the exception, not the rule”, Nieman Lab.

December

Week XIV – 2nd – 6th

Session I

TOPICS: Journalism in the “Post Truth” Age.

READINGS: “Back to the Coffee House”, *The Economist*, July 2011; Jill Lepore, “Does Journalism Have a Future?”, *The New Yorker*, 28 January 2019; “Journalism isn’t dying, it’s returning to its roots”, *Wired*.

Session II

TOPICS: Final Exam Review

December 6th, last day of classes,

December 7th - 11th, reading days

December 12th – 18th, Final Exam

January 2nd, all grades due

Textbooks

This course doesn't have any textbook.

Attendance Policy

<u>ATTENDANCE POLICY:</u>

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's
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responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and *especially during the Drop/Add and Exam Periods.*

ENGLISH LANGUAGE PROFICIENCY STATEMENT: As an Anglophone university, The American University of Paris is strongly committed to effective English language mastery at the undergraduate level. Most courses require scholarly research and formal written and oral presentations in English, and AUP students are expected to strive to achieve excellence in these domains as part of their course work. To that end, professors include English proficiency among the criteria in student evaluation, often referring students to the university Writing Lab where they may obtain help on specific academic assignments. Proficiency in English is monitored at various points throughout the student's academic career, most notably during the admissions and advising processes, while the student is completing general education requirements, and during the accomplishment of degree program courses and senior theses.

Grading Policy

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- **Mid-Term Exam (25%)** – In-class exam will test students on their understanding of readings and lectures from the first half of the semester.
 - **Final Exam (25%)** – Exam tests students on their understanding of readings, lectures, and assignments from the entire course.
 - **Student Blog (20%)** – Four reflective blog posts of between 750 and 1,000 words each on selected topics to be assigned.
 - **Case Study Presentation (20%)** – In-class presentation (15 to 20 minutes) on a specific topic related to the course themes (a country case study or issue in journalism)
 - **Participation (10%)** — Students will be graded for attendance and the quality of their participation in class discussions.

Other

- Reading and articles posted on the course blog:
<https://politicsandmediaclass.wordpress.com/>

Other primacy sources:

- Standage, Tom. *The Writing on the Wall*, Bloomsbury, 2013 (ebook or paperback).
- Schudson, Michael. *Discovering the News: A Social History of American Newspapers*, Basic Books 1978 (paperback).
- Hallin, Daniel and Mancini, Paolo. *Comparing Media Systems*, Cambridge, 2004 (selected chapters on Blackboard)