

**University of Pittsburgh**  
**Department of Communication**  
**Spring Semester 2008**  
**COMMRC 3326 SEMINAR IN MEDIA STUDIES**  
**(crosslisted with Women's Studies and Cultural Studies)**  
**Visualizing Race, Class, and Gender in the City**

Instructor: Ronald J. Zboray, Professor of Communication  
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(with Mary Saracino Zboray, Pitt Visiting Scholar in Communication)  
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CR HRS: 03.0 Course  
Mondays, 1:00-3:55 P.M.  
Eleventh floor seminar room, CL-1128

**Overview**

This course explores the emergence, development, and adaptation of mass-mediated systems of visually representing race, class, gender, and their intersections, in U.S. urban environments, from the early nineteenth century through the Cold War. The multivalency of stereotyped imagery will be considered via the sequence of production, reproduction, dissemination, and reception, as will varying efforts of the groups represented to counter the negative aspects of that imagery. Topics include blackface minstrelsy and its mediated spin-offs (e.g., sheet music and posters), exhibition systems centering on delineating the "other" (e.g., lectures, panoramas, museums, world's fairs, their tie-ins, publicity, and souvenirs), photography as social investigation/representation, the "halftone effect" in magazines, newspapers, and book illustration, the deployments of social difference on billboards and in periodical and ephemeral advertisements (from "steel engraving ladies" and Gibson "girls" to black mammies), Golden-Era Hollywood film publicity and exhibition as conveyancers of social categorization through celebrity and notoriety, and visualizations of difference within the cityscapes of early television, with special attention to the local context of Pittsburgh's KDKA as a case study.

Each topic will generally be covered over two weeks, with the first devoted to the convergences of prior media forms flowing into the representational system's emergence and its surrounding cultural context, and the second to the long shadows of that the emergent forms cast over future representations and their contretemps. Article, essay, and book excerpt readings will be drawn from the interdisciplinary literature that has mushroomed around each of these topics. Class discussions will focus on synthesizing this disparate material as background for a series of small-group archival exercises during field trips to local repositories, where the class will directly engage and interpret exemplary media artifacts. In addition to the quality of performance in discussions of readings and exercises, each student's course grade will derive from an article-

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length research paper, based on primary sources that might but need not be U.S. in origin, in which grasp of mediated visual culture concepts discussed throughout the class is demonstrated.

### Course Goals

- To introduce students to interdisciplinary visual culture scholarship on mediated representational systems of race, class, and gender within US cities from the early nineteenth century to the end of the Cold War
- To integrate this scholarship into humanities-oriented communication studies
- To survey primary sources available for studying these representational systems
- To train students in the analysis and interpretation of visual material in archives, and related textual materials.
- To heighten student awareness of the cultural production, dissemination/distribution, exhibition, and consumption/reception of visual artifacts representing race, class, gender, and cities, separately or in combination.
- To guide students in developing a publishable quality journal-length primary source-based research paper.
- To build through group discussion a classroom-based “community of inquiry and understanding” regarding the course topic and the social justice and human rights issues it raises.

**Course grades** will be based on a combination of archival and viewing exercises (25 percent), discussion of weekly readings (25 percent), and a research paper (50 percent) reflecting the course theme of urban visualizations of race, class, and gender in media history.

### Grading Structure

50% Discussions (25%) and archival and viewing exercises (25%), at each meeting.

If you must miss a class, you should write a 5-page critique of the readings assigned to cover the discussion and a 5-page response piece to the hands-on work undertaken in class (We will supply the primary-source documents for this).

50% Methodologically-informed and primary-source-based paper (about 25 pages of body text exclusive of notes) on a case study.

Total+=

100%=Course grade.

Generally, each meeting (except the first) will consist of three segments, punctuated by two ten-minute breaks.

1:00-1:50 Discussion of reading and sources the readings treat.

2:00-2:50 Hands-on archival exercises or discussion of visual material viewed in class.

3:00-3:55 Discussion of exercise and larger issues it raises; individual progress reports on term papers; general research issues and bibliography; introduction of the next reading assignments.

Required reading excerpts averaging 125 pages per week will be drawn from the bibliographies

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below and distributed in .pdf format on a week-to-week basis.

### Guidelines for Preparing Required Readings for Class Discussion

Things to look for in each of the readings:

Author's thesis or main point

Evidence and methods the author uses

The manner in which evidence and methods interact with the thesis or main point

Concepts that the author employs

Key secondary source references

Things to think about for each reading:

Two positive points, two negative points about it

Synthesis with course concepts, readings assigned for that day, and with prior course readings

Ask yourself: "in light of the reading, what further scholarly investigation should be done and how might it be accomplished?"

### Academic Integrity Statement

"Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity [<http://www.pitt.edu/~provost/ai1.html>]. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and cell phones with texting capabilities."

**Special Notice to Students with Disabilities.** If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Disability Resources and Services, 216 William Pitt Union, 412-648-7890 (telephone) or 412-383-7355 (TDD) or 412-624-3346 (FAX) as early as possible in the term period. DRS will verify your disability and determine reasonable accommodations for this course.

### COURSE BIBLIOGRAPHY AND SCHEDULE OF TOPICS

(ARCHIVAL AND VIEWING EXERCISES WILL BE DETERMINED ON A WEEK-TO-WEEK BASIS, AS WILL SPECIFIC REQUIRED READING ASSIGNMENTS)

#### 7 Jan. Introduction

#### BACKGROUND READINGS

##### City Culture

Albright, Deron. "Tales of the City Applying Situationist Social Practice to the Analysis of the Urban Drama." *Criticism* 45, no.1 (2003): 89-108.

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[http://muse.jhu.edu/journals/social\\_science\\_history/v026/26.2borchert.html](http://muse.jhu.edu/journals/social_science_history/v026/26.2borchert.html)
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### 21 Apr. Conclusions

**About your Instructors:** Dr. Zboray was born and raised in Stratford, Connecticut, and received his B.A. in History, *summa cum laude*, from the University of Bridgeport, and his A.M. in American Civilization Ph.D. from New York University, where he studied under Kenneth Silverman, John Tebbel, Ralph Ellison, Thomas Bender, and Richard Sennett. While completing his doctorate he taught at the University of Hartford, the University of Connecticut at Stamford, Pace University in Manhattan, and Post College. He edited the Emma Goldman Papers at the University of California at Berkeley (1984-90)--where he wrote several technical articles about the project for *The International Journal of Micrographics and Video Technology*, *Documentary Editing*, *American Archivist*, and *Studies in Bibliography*--and was Assistant Professor of History at the University of Texas at Arlington (1989-1992). He was Associate Professor of History at Georgia State University, until Spring 2001, when he was named tenured Associate Professor of Communication at the University of Pittsburgh. He was promoted to full professor in that department in October 2006. He has published a book entitled *A Fictive People: Antebellum Economic Development and the American Reading Public* (New York: Oxford University Press, 1993) and over thirty articles and essays on cultural history, including: “The Real and the Realistic in *Down to the Sea in Ships*,” *Film and History* 10 (1980): 49-54; “The Transportation Revolution and Antebellum Book Distribution Reconsidered,” *American Quarterly* 38 (1986): 53-71; “The Railroad, the Community, and the Book,” *Southwest Review* 71 (1986): 474-87 (winner of the DeGolyer American Studies Essay Prize, DeGolyer Institute for American Studies, Southern Methodist University, 1986, selected by a jury of librarians as one of best articles in library studies for the year and reprinted in *Library Literature: The Best of 1987*, edited by Bill Katz [Metuchen, N.J.: Scarecrow Press, 1988]); “The Letter and the Antebellum Fiction Reading Public,” *Journal of American Culture* 10 (1987): 27-34; “Book Distribution and American Culture: A 150-Year Perspective,” *Book Research Quarterly* 3 (1987): 37-59; “Antebellum Reading and the Ironies of Technological Innovation,” *American Quarterly* (special issue entitled, “Reading America”) 40 (1988): 65-82 (reprinted in *Reading in America: Literature and Social History*, ed. Cathy N. Davidson [Baltimore: The Johns Hopkins University

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Press, 1989]): 180-200, and winner of the Cathy Covert Prize in Mass Communication History awarded by the History Division of the Association for Education in Journalism and Mass Communication, 1989); "The Book Peddler and Literary Dissemination: The Case of Parson Weems," *Publishing History* 25 (1989): 27-44; "Reading Patterns in Antebellum America: Evidence in the Charge Records of the New York Society Library," *Libraries and Culture* 26 (1991): 301-333 (reprinted in *Reading and Libraries*, ed. Donald G. Davis, Jr. [Austin: GSLIS, University of Texas, 1991]: 301-33); "Literary Enterprise and the Mass Market: Publishing and Business Innovation in Antebellum America," *Essays in Economic and Business History* 10 (1992): 168-181 (winner of the Charles J. Kennedy Prize awarded by the Economic and Business Historical Society, 1992); "Technology and the Character of Community Life in Antebellum America: The Role of Story Papers," in *Communication and Change in American Religious History*, ed. Leonard I. Sweet (Grand Rapids, Mich.: William B. Eerdmans, 1993), 185-215; "Books," Chapter 2 in *Handbook on Mass Media in the United States: The Industry and Its Audiences*, ed. Erwin K. Thomas and Brown Carpenter (Westport, Conn.: Greenwood Press, 1994), 19-37. After this point he began exclusively co-authoring all his scholarship with Mary Saracino Zboray, B.A. in Third World History, *summa cum laude*, from the University of Bridgeport, M.A. in Anthropology from the Graduate Faculty of the New School for Social Research, and doctoral work in American Studies at the George Washington University, where she was a Smithsonian Fellow. Their co-authored publications include: "Political News and Female Readership in Antebellum Boston and Its Region," *Journalism History* 22 (Spring 1996): 2-14 (winner of the Cathy Covert Prize in Mass Communication History awarded by the History Division of the Association for Education in Journalism and Mass Communication, 1 June 1997); "Books, Reading, and the World of Goods in Antebellum New England," *American Quarterly* 48 (Dec. 1996): 587-622; "The Boston Book Trades, 1789-1850: A Statistical and Geographical Analysis," in *Entrepreneurs: The Boston Business Community, 1700-1850*, ed. Conrad Edick Wright and Kathryn P. Viens (Boston: Massachusetts Historical Society, 1997), 210-67; "Reading and Everyday Life in Antebellum Boston: The Diary of Daniel F. and Mary G. Child," *Libraries and Culture* 32 (Summer 1997): 285-323; "Whig Women, Politics, and Culture in the Campaign of 1840: Three Perspectives from Massachusetts," *Journal of the Early Republic* 17 (Summer 1997): 279-314; "Have You Read...?": Real Readers and Their Responses in Antebellum Boston and Its Region," *Nineteenth-Century Literature* 52 (Sept. 1997), 139-70; "The Romance of Fisherwomen in Antebellum New England," *American Studies* 39 (Spring 1998): 5-30; "Transcendentalism in Print: Production, Dissemination, and Common Reception," in *Transient and Permanent: The Transcendentalist Movement and Its Contexts*, ed. Charles Capper and Conrad Edick Wright (Boston: Massachusetts Historical Society, 1999), 310-381; "The Mysteries of New England: Eugene Sue's 'Imitators,' 1844," *Nineteenth-Century Contexts* 22:3 (Sept. 2000), 457-492; "Gender Slurs and Boston's Partisan Press During the 1840s," *Journal of American Studies* 34 (Dec. 2000): 413-446; and "Home Libraries and the Institutionalization of Everyday Practices Among Antebellum New Englanders," *American Studies* 42:3 (Fall 2001): 63-86. The Zborays' *Everyday Ideas: Literary Experience Among Antebellum New Englanders* is now forthcoming in 2006 from the University of Tennessee Press and their newest book, *Literary Dollars & Social Sense: A People's History of Mass Market Publishing* was published by Routledge in 2005. They have recently seen the publication of their



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*A Handbook for the Study of Book History in the United States* (Washington, D.C.: Library of Congress, 2000) and their “Cannonballs and Books: Reading and the Disruption of Social Ties on the New England Home Front,” in *The War Was You and Me*, ed. Joan E. Cashin (Princeton, N.J.: Princeton University Press, 2002), 237-261, and “Between ‘Crockery-dom’ and Barnum: Boston’s Chinese Museum, 1846-1847,” *American Quarterly* 56, no. 2 (June 2004): 271-307. They are now working on three book-length projects: “Voices Without Votes: Women’s Political Consciousness in Antebellum New England” (under contract with the University Press of New England), “Visualizing Racial Discourse in the Nineteenth-Century United States,” and “War, Media, and Remembrance.” Their article-length work now includes: “War and Media,” for the *Encyclopedia of War and American Society*, 3 vols., ed. Peter Karsten et. al (Thousand Oaks, Calif.: Sage, 2006); and “Newspaper Readers,” for the *Encyclopedia of Journalism History*, ed. Stephen Vaughn (New York: Routledge, 2007). They are working on major articles on the market for antebellum novels for the *Cambridge History of the American Novel* (Cambridge University Press), Transcendentalism in its print culture context for the *Oxford Handbook to Transcendentalism*, and on the late nineteenth-century U.S. publishing market for the *Oxford History of Popular Print Culture* (Oxford University Press). Dr. Zboray has won several awards and honors for his research, including an American Antiquarian Society-National Endowment for the Humanities Residency Fellowship (June 1-Dec. 1, 1992), a Study Grant from the Schlesinger Library on the History of Women (1993), a Benjamin F. Stevens Fellowship at the Massachusetts Historical Society (1994), a full-year National Endowment for the Humanities Fellowship for University Teachers (1998-1999), and, in conjunction with Mary Saracino Zboray, a full-year Honorary Visiting Fellowship from the Schlesinger Library, Radcliffe Institute, Harvard University (1998-1999), and, also with her, an Honorable Mention in the 2003 Carrie Chapman Catt Research Prize Competition on Women and Politics from Iowa State University. Georgia State University’s College of Arts and Sciences gave him its Outstanding Junior Faculty Award in 1996. The Zborays’ *Everyday Ideas* was named best journalism and mass communication history book of 2006 by the History Division of the Association for Education in Journalism and Mass Communication.