

TAKING ROOT: THE ROUTE OF THE BROADCAST JOURNALISM
CURRICULUM AT THE MISSOURI SCHOOL OF JOURNALISM

Youn-Joo Park

Dr. Tim P. Vos, Thesis Supervisor

ABSTRACT

When broadcasting emerged as a new field, it ushered in a period of exploration for industry professionals as well as journalism educators. Such was the backdrop for the Missouri School of Journalism in the 1930s when journalism educators sought to incorporate broadcast journalism into the print curriculum. The proponents of the project faced a tough journey. To legitimize education for radio and then television, they needed the expertise of the industry and the approval of the university, both of which had different goals. This study examines the role that educators at Missouri assumed in persuading these two larger institutions of the creation and development of a broadcast journalism curriculum, from 1936 to 1971. Findings are evaluated using the theory of sociological institutionalism. Theoretical significance is enriched by the introduction of the parabolic model to explain how the broadcast journalism educators presented their case for the incorporation of a new medium and why their rhetoric worked.