MEDIA HISTORY AND CULTURE
JMC:1200:0AAA
FALL 2015
Tuesdays & Thursdays, 12:30AM-1:20PM
Lecture Room 1 Van Allen Hall
Prof. David Dowling
Office: E334 Adler Journalism Building
david-dowling@uiowa.edu
Office hours: MW 9-10:30AM, or by appointment

Course Description and Objectives

This course surveys the historical and cultural development of media in the U.S. and global community from the printing press to the digital age. Course format consists of two lectures and a discussion section weekly. Three exams and three written exercises are required. This course is a prerequisite for admission to major status in the School of Journalism and Mass Communication. This course counts toward the General Education requirement for Historical Perspectives.

Required Text Available at University Bookstore


“The Iowa Dozen”
In this course, and throughout the curriculum of the SJMC at the University of Iowa,

We learn:
1. to write correctly and clearly
2. to conduct research and gather information responsibly
3. to edit and evaluate carefully
4. to use media technologies thoughtfully
5. to apply statistical concepts appropriately

We value:
6. First Amendment principles for all individuals and groups
7. a diverse global community
8. creativity and independence
9. truth, accuracy, fairness and diversity

We explore:
10. mass communication theories and concepts
11. media institutions and practices
12. the role of media in shaping cultures.

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1 Does not apply to this course.
Policies and Resources:

- **Late papers** will be penalized one letter grade for each weekday after the deadline. For example, a paper assessed as a “B,” which is due on Thursday and turned in on Monday is two weekdays late and would therefore receive a “D.” Students with legitimate difficulty in meeting a deadline should make advance arrangements with the professor for an extension; this may require turning in work before the due date. No emailed assignments please.

- **Attendance** will be taken at each discussion section meeting. Missing more than 10 percent of classes will result in proportional reductions in grade.

- Make up work is only accepted for excused absences. **It is the student’s responsibility to obtain the content of classes missed through classmates who were in attendance.** Exchange contact information with a partner who will agree to give you the class notes in case you are absent. Never ask if you missed anything important; assume that it was important, and contact your partner for the notes.

**REQUIREMENTS**

Three exams (two midterms and a final) and three written assignments (800 words each) are required.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>3 Exams</td>
<td>300 (100 pts. each)</td>
</tr>
<tr>
<td>3 Written Assignments</td>
<td>150 (50 pts. each)</td>
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<tr>
<td>Participation</td>
<td>50</td>
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<tr>
<td><strong>Course total</strong></td>
<td><strong>500</strong></td>
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**Exam I** covers chapters 1-4; **Exam II** chapters 5-8; **Exam III** chapters 9-12

3 Written Assignments (800 words minimum each):

1. **Personal Media History.** Students will explore their own relationship to new communications technologies and practices. There are many valid ways of approaching this assignment. You might describe a particular program you use regularly and how it impacts your daily activities. You might trace your evolving relations to computers from elementary school to the present. You might describe a specific activity that is important to you and talk about the range of technologies you deploy in the pursuit of these interests. In each case, the paper is going to be evaluated based on the ways you deploy your personal experience to construct an argument about the nature of new communications technologies and practices and their impact on everyday life.

2. **Contextualizing a YouTube Video.** Each video on YouTube has a story. While it can be hard to trace the origins of some of these videos, each was posted by
someone, for some reason. Most reflect ongoing conversations within particular
subculture communities. Each may inspire comments either as written texts or
response videos. And each may travel from YouTube to other communities
through social networking tools. Choose a video and help us to better understand
where it came from, how it relates to the existing genres of participation on
YouTube, how the YouTube community responded to the video, and how it has
been taken up by other online communities. Tell us that story in an analytic essay.
The core goal of this paper is analysis and documentation, not description. You
will be expected to refer to specific outside sources to support your core factual
claims. You will be evaluated based on the amount of research performed, on the
quality of the analysis you offer, on how you build off concepts from the readings
and the lectures to help frame your analysis (including, ideally, direct references
to specific readings), and on how well you understanding the nature of the new
communications environment.

3. TED Talk Analysis. Select and view one of the following 17 TED Talks listed
below. Write an essay in which you first describe the speaker’s main point and
then go on to explain it with concrete examples from media culture of your own
choosing. The goal is to apply the speaker’s media theory to instances in online
media not mentioned in the talk in order to expand on and build their argument,
proving how it makes sense to you. Please limit your choices to the list below,
unless you obtain permission from your TA and/or professor.

Clay Shirky (on online group formation)
http://www.ted.com/talks/clay_shirky_how_the_internet_will_one_day_transform_gover
nment?language=en

Henry Jenkins (on participatory culture)
https://www.youtube.com/watch?v=AFCLKa0XRLw

Morgan Spurlock (on product placement)
http://www.ted.com/talks/morgan_spurlock_the_greatest_ted_talk_ever_sold

Rob Orchard (on Slow Journalism)
https://www.youtube.com/watch?v=UGtFXtnWME4#t=42

Amanda Palmer (on music crowd funding)
http://www.ted.com/talks/amanda_palmer_the_art_of_asking?language=en#t-20848

Eli Pariser (on online filter bubbles)
http://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles

Massimo Banzi (on open source formatting)
http://www.ted.com/talks/massimo_banzi_how_arduino_is_open_sourcing_imagination

Poynter Institute Columbia University TED Talks (select one talk by Michelle
Royal, Meredith Consuelo, David Carr, Lisa Williams, Elissa Nauful, Jessica Hopper,
Ben Smith, Sree Sreenivasan, Bert Herman, Bill Adair):
https://www.youtube.com/course?list=EC29AADF59BC32C487
Grading Scale

A  90% and above
B  80% and above
C  70% and above
D  60% and above
F  below 60%

Calendar

NOTE: Dates below indicate when each assignment is due; all study guide and review questions are available on the “Chapter Resources” menu of the textbook’s companion website:

http://www.environmentalhistory.org/revcomm/

Week 1
Tuesday, August 25  Welcome and course overview
Thursday, August 27  Reading: Revolutions in Communication, Introduction

Week 2
Tuesday, September 1  Reading: Ch. 1 The Impacts of Printing
Thursday, September 3

Week 3
Tuesday, September 8  Reading: Ch. 2 The Industrial Media
Thursday, September 10
Friday, September 11  Personal Media History Due in Discussion Section

Week 4
Tuesday, September 15  Reading: Ch. 3 Print Media in the 20th and 21st Centuries
Thursday, September 17

Week 5
Tuesday, September 22  Reading: Ch. 4 Photography
Thursday, September 24

Week 6
Thursday, October 1  Exam I

Week 7
Tuesday, October 6  Reading: Ch. 5 Cinema
Thursday, October 8

Week 8
Tuesday, October 13  Reading: Ch. 6 Advertising
Thursday, October 15

Week 9
Tuesday, October 20  Reading: Ch. 7 Telecommunication
Week 10
Tuesday, October 27                      Reading: Ch. 8 The Golden Age of Radio
Thursday, October 29

Week 11
Tuesday, November 3                      Reading: ESPN: Protecting the Empire
Thursday, November 5                     Exam II

Week 12
Tuesday, November 10                     Reading: Ch. 9 Television and Satellites
Thursday, November 12

Week 13
Tuesday, November 17                     Reading: Ch. 10 Advent of Computers
Thursday, November 19
Friday, November 20

Week 14
November 23-27                           Thanksgiving Break

Week 15
Tuesday, December 1                      Reading: Ch. 11 Networking the World
Thursday, December 3

Week 16
Tuesday, December 8                      Reading: Ch. 12 Global Culture
Thursday, December 10                   Evaluations

Exam Week                                Exam III – Date To Be Announced

Maintaining a Professional Environment

- Be courteous and professional in your correspondence for this course, using proper grammar and proper modes of address.
- Come prepared and be ready to contribute. Do not skip class meetings. Focus on the material when in class.
- Do not read the newspaper, text, sleep, surf the web, pass notes, or otherwise engage in behavior that distracts your (and possibly others’) attention from the course.
Media scholarship is founded upon the use of evidence and logic to formulate forceful and convincing claims. Insights and comments will be judged strictly on the merit of their content and use of textual support without regard to the individual who asserts it. The assertion of any personal, or “editorial” values beyond the scope of the course content is not required, and should be made only at the student’s discretion.

In addition to respecting one and other in class, students will approach the course’s readings and films as academic material for active study rather than passive entertainment. The study of journalism and mass communication, like the work of anthropology, involves examining texts to discover how a culture thinks about itself. In an exciting, safe classroom environment, in which the student’s social class, ethnic background, gender orientation or other personal attributes will not come under scrutiny or judgment, satisfaction will derive from finding profound meaning in the world of mass communication. It is in this spirit of mutual respect for classmates, professor, and subject matter that we begin our intellectual journey.

Expectation of Time Allocation

In a 3 semester hour course, students should expect (on average) 6 additional hours of outside work per week or a total of around 9 hours per course per week if classroom time is included. A student taking 5 courses (3 s.h. each) should expect to spend around 45 hours a week on academic work.

Administrative Home

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Academic Policies Handbook at http://clas.uiowa.edu/students/handbook.

Electronic Communication

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences (Operations Manual, III.15.2, k.11).

Accommodations for Disabilities

A student seeking academic accommodations should first register with Student Disability Services and then meet with the course instructor privately in the instructor's office to make particular arrangements. See www.uiowa.edu/~sds/ for more information.

Academic Honesty
All CLAS students or students taking classes offered by CLAS have, in essence, agreed to the College's Code of Academic Honesty: "I pledge to do my own academic work and to excel to the best of my abilities, upholding the IOWA Challenge. I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled (CLAS Academic Policies Handbook).

CLAS Final Examination Policies

The final examination schedule for each class is announced by the Registrar generally by the fifth week of classes. Final exams are offered only during the official final examination period. No exams of any kind are allowed during the last week of classes. All students should plan on being at the UI through the final examination period. Once the Registrar has announced the date, time, and location of each final exam, the complete schedule will be published on the Registrar's web site and will be shared with instructors and students. It is the student's responsibility to know the date, time, and place of a final exam.

Making a Suggestion or a Complaint

Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the departmental DEO. Complaints must be made within six months of the incident (CLAS Academic Policies Handbook).

Understanding Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Comprehensive Guide on Sexual Harassment for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Department of Public Safety website.