Course Objectives

This class tells the history of media through the lens of the concept of “identity,” specifically in the context of the development of an American national identity. Media have been central to this project since the founding. For instance, media have helped Americans negotiate the fundamental tension between personal freedom and community that lies at the heart of American identity. They have placed the act of consumption—for good and ill—at the heart of what it means to be American. They have helped Americans embody ideal images of ‘Americanness’. And they have helped the state to form and manage an American “mass public.” This is no less true of journalism than of public relations, cinema, advertising, and other forms of media.

By the end of this course, students may expect to have been introduced to the following learning goals:

- **They will acquire and demonstrate** knowledge of technological innovations in print and electronic communication and their impact on media publishing industries for mass audiences, showing an awareness of their distinct political, social, and economic contexts and uses.
- **They will acquire and demonstrate** knowledge of media cultures, particularly the construction of meaning through methods and devices such as media framing.
- **They will** demonstrate an ability to use historical reasoning in approaching media history by way of contexts and analogy, particularly in terms of convergence culture and spreadable digital media.

Texts

All texts for this course are journal articles and book chapters. You can find PDF versions of these readings on the course ICON website.

Assignments and Grading

Final course grades will be assessed based on the student’s performance in the following items:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (10)</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Homework (6)</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Essays (2)</td>
<td>300</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam (1)</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td>1000</td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Final course grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade:</th>
<th>Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A to A-</td>
<td>900-1000</td>
</tr>
<tr>
<td>B+ to B-</td>
<td>800-899</td>
</tr>
<tr>
<td>C+ to C-</td>
<td>700-799</td>
</tr>
<tr>
<td>D+ to D-</td>
<td>600-699</td>
</tr>
<tr>
<td>F</td>
<td>below 600</td>
</tr>
</tbody>
</table>
Resources for Students

Students will find the Writing Center and the Speaking Center very useful for this course; the Tutor Iowa site is also very valuable for students seeking extra help:
Writing Center: http://writingcenter.uiowa.edu/
Speaking Center: http://clas.uiowa.edu/rhetoric/for-students/speaking-center
Tutor Iowa: http://tutor.uiowa.edu/

CLAS Policies and Procedures

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.

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 correspondence (Operations Manual, III.15.2. Scroll down to 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 http://sds.studentlife.uiowa.edu/ for more information.

Academic Honesty
All students taking CLAS courses 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 date and time of every final examination is announced by the Registrar generally by the fifth week of classes. 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. It is the student's responsibility to know the date, time, and place of the 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 Public Safety website.

Course Calendar

**Week 1: What is an American?**

**Day 1 (June 30): Media and Public Life**  

**Day 2 (July 1): What it Means to be American**  
**Reading:** St. John de Crevecoeur, Letters from an American Farmer, Letter III, “What is an American?” (You may find this reading online at: [http://xroads.virginia.edu/~hyper/CREV/letter03.html](http://xroads.virginia.edu/~hyper/CREV/letter03.html)).

**Day 3 (July 2): The Founding of a National Identity**  
**Reading:** Benjamin Franklin, Autobiography, excerpts [ICON]

**Week 2: Media & Identity in a Democratic-Market Society**

**Day 1 (July 7): News for a Mass Public**  

**Day 2 (July 8): The Formation of a White Republic**  

**Day 3 (July 9): Gender and Manifest Destiny**  

*Essay #1 Assigned (Due Tuesday, July 14, in class)*
**Week 3: Media & Modernity**

*Day 1 (July 14): A “Second Declaration of Independence”*

*Day 2 (July 15): Individualism & Self-Expression*

*Day 3 (July 16): Journalism and the Modern Citizen*

**Week 4: Consolidation**

*Day 1 (July 21): What is the “Public Interest”*

*Day 2 (July 22): Immersion & Resistance*

*Day 3 (July 23): The American Dream*

*Essay #2 Assigned (Due Tuesday, July 28, in class)*

**Week 5: Incorporation**

*Day 1 (July 28): Citizen Consumers*

*Day 2 (July 29): The Family Hearth*

*Day 3 (July 30): Counter-Culture*
Week 6: Fragmentation

Day 1: Journalism and a Lost Public

Day 2: Post-Industrial Journalism

Day 3: Final Exam