MEDIA HISTORY AND CULTURE
JMC:1200:0AAA
FALL 2017
Tuesdays & Thursdays, 12:30-1:20PM
Lecture Room 1 Van Allen Hall
Prof. David Dowling
Office: E334 Adler Journalism Building
david-dowling@uiowa.edu
Office hours: T/Th. 1:30-3PM, or by appointment

Course Description

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 counts toward the General Education requirement for Historical Perspectives.

Required Text Available at University Bookstore


Objectives

This course fulfills the following UI SJMC learning goals and objectives:

*Media Literacy Learning Goal*
Understand the principles of media literacy and develop the skills necessary to access, analyze, and evaluate media messages across multiple media domains.

- **Learning Objective 1:** Students will demonstrate knowledge of the basic tenets of media literacy and how media literacy relates to their personal media habits and professional development.
- **Learning Objective 2:** Students will develop critical thinking skills to analyze and interpret media messages through an understanding of media practices and institutions.

*Multiculturalism Learning Goal*
Demonstrate an understanding of the diversity of groups (including communities defined by gender, race, ethnicity, age, religion and sexual orientation) in a global society in relationship to communications.

- **Learning Objective:** Students will demonstrate sensitivity to and understanding of the cultures, histories, perspectives, and socio-economic and political situations of diverse groups.
**Media History Learning Goal**
Understand the history of media in the context of industries and identify transformations in audiences, engagement, and business practice over time. Grasp the significance of advances in mass communication technology for cultural production in domestic and global media markets from the printing press to the latest digital platforms. Trace the production of cultural meanings across historical periods as well as connections between business models and news consumption.

- **Learning Objective 1.** Students will 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.

- **Learning Objective 2.** Students will demonstrate knowledge of media cultures, particularly the construction of meaning through methods and devices such as media framing.

- **Learning Objective 3.** Students will demonstrate historical reasoning in approaching media history by way of contexts and analogy, particularly in terms of convergence culture and spreadable digital media.

**Lecture and Discussion Section Expectations:**

- **Please stay focused; no phones, laptops, or any other electronic devices in lecture or discussion section unless the assignment requires it.** Come to class on time and remain for the full class period. Do not pack your bags until class is over.

- **No emailed or electronically submitted assignments please.** Submit all written assignments in print in discussion section.

- **Attendance** will be taken at each discussion section meeting. Missing more than 1 or 2 discussions will result in proportional reductions in grade.

- **Late papers** will be penalized ten points for each day after the deadline. Students with legitimate difficulty in meeting a deadline should make advance arrangements with the TA for an extension, and may require early submission of assignments.

- 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.

- **Questions and concerns** about assignments and exams should go to your TA. The TA may then choose to consult with the primary instructor for assistance in answering the question. **Your TA is always your first contact.**
REQUIREMENTS
Three exams and three written assignments (2-3 pages each) are required.

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>3 Exams</td>
<td>300 (100 pts. each)</td>
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<tr>
<td>3 Written Assignments</td>
<td>150 (50 pts. each)</td>
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<tr>
<td>Discussion Section Attendance/Participation</td>
<td>50</td>
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<td><strong>Course total</strong></td>
<td><strong>500</strong></td>
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In addition to lecture material not in the book, **Exam I** covers Introduction-chapter 4; **Exam II** chapters 5-8; **Exam III** chapters 9-12.

3 Written Assignments (2-3 pages each; see paper rubrics for additional information):

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 or platform 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 on concepts from the readings and lectures to frame your analysis (including, ideally, direct references to specific readings), and on how well you understand 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_government

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, Meredyth 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

Whole number percentages; no rounding:

A 93% and above (461 points and up)
A- 90-92% (450-460 points)
B+ 87-89% (435-449 points)
B 83-86% (415-434 points)
B- 80-82% (400-414 points)
C+ 77-79% (385-399 points)
C 73-76% (365-384 points)
C- 70-72% (350-364 points)
D+ 67-69% (335-349 points)
D 63-66% (315-334 points)
D- 60-62% (300-314 points)
F 59% and below (299 points and under)
## Calendar

**NOTE:** Dates below indicate when each assignment is due; some course materials will be on Canvas; all study guide and review questions are on the textbook’s companion website:

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

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<thead>
<tr>
<th>Week</th>
<th>Tuesday Date</th>
<th>Assignment(s)</th>
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<tbody>
<tr>
<td>1</td>
<td>August 22</td>
<td>Welcome and course overview</td>
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<td>August 24</td>
<td>Reading: <em>Revolutions in Communication</em>, Introduction</td>
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<td>2</td>
<td>August 29</td>
<td>Reading: Ch. 1 The Divine Art</td>
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<td>3</td>
<td>September 5</td>
<td>Reading: Ch. 2 The Commercial and Industrial Media</td>
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<td>September 7</td>
<td>Personal Media History Due in Discussion Section</td>
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<td>September 8</td>
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<td>4</td>
<td>September 12</td>
<td>Reading: Ch. 3 Print Media in the 20th and 21st Centuries</td>
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<td>5</td>
<td>September 19</td>
<td>Reading: Ch. 4 Photography</td>
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<td></td>
<td>September 28</td>
<td>Exam I</td>
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<td>7</td>
<td>October 3</td>
<td>Reading: Ch. 5 Cinema</td>
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<tr>
<td>8</td>
<td>October 10</td>
<td>Reading: Ch. 6 Advertising, PR, and the Crafted Image</td>
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<td>9</td>
<td>October 17</td>
<td>Reading: Ch. 7 The 1st Electronic Revolution: Telegraph &amp; Telephone</td>
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<td></td>
<td>October 19</td>
<td>YouTube Analysis Due in Discussion Section</td>
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<td>October 20</td>
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Week 10
Tuesday, October 24  
Thursday, October 26  
Reading: Ch. 8 The New World of Radio

Week 11
Tuesday, October 31  
Thursday, November 2  
Reading: ESPN: Protecting the Empire  

Week 12
Tuesday, November 7  
Thursday, November 9  
Reading: Ch. 9 Television: A New Window into the World

Week 13
Tuesday, November 14  
Thursday, November 16  
Friday, November 17  
Reading: Ch. 10 Computers

Week 14
November 18-26  
Thanksgiving Break

Week 15
Tuesday, November 28  
Thursday, November 30  
Reading: Ch. 11 Digital Networks

Week 16
Tuesday, December 5  
Thursday, December 7  
Reading: Ch. 12 Global Culture  
Exam III

Exam Week
No final exam

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 another 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.

CLAS Teaching Policies & Resources

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 https://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
The University of Iowa is committed to providing an educational experience that is accessible to all students. A student may request academic accommodations for a disability (which includes but is not limited to mental health, attention, learning, vision, and physical or health-related conditions). 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. Reasonable accommodations are established through an interactive process between the student, instructor, and SDS. See https://sds.studentlife.uiowa.edu/ for information.

Nondiscrimination in the Classroom
The University of Iowa is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the
University’s Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity, diversity@uiowa.edu, or visit diversity.uiowa.edu.

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 Office of the Sexual Misconduct Response Coordinator 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.