This course surveys the historical and cultural development of media in the United States and globally from the printing press to the contemporary digital age. It explores what media are, how they have changed, the many factors that inform these shifts, and the immense cultural and political impacts they have on the world and how we understand it.

The course format consists of two lectures and a weekly discussion section. It requires three exams and four written assignments. Media History and Culture also counts toward the General Education (GE) requirement for Historical Perspectives.

Required Texts
- All other readings are available on CANVAS

Objectives
This course fulfills the following University of Iowa School of Journalism and Mass Communication learning goals and objectives:

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

- **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 over time and in different cultural settings.

**Multiculturalism**
Demonstrate an understanding of diverse groups (including communities defined by gender, race, ethnicity, age, religion, and sexual orientation) in a global society and the role media play in defining these groups and making known their points of view.

- **Learning Objective**: Students will explore media history’s relationship to understandings of the cultures, histories, perspectives, and socio-economic and political circumstances that mark diverse groups.

**Media History**

Understand the history of media and identify transformations in culture, technology, audiences, engagement, and the industry. Grasp the significance of advances in communication technology for cultural production in domestic and global media markets from the printing press to the latest digital platforms. Trace media’s relationship to the production of cultural meanings and power across historical periods.

- **Learning Objective 1.** Students will demonstrate knowledge of technological innovations in print and electronic communication and their impact on media industries for mass audiences along political, social, and economic lines.
- **Learning Objective 2.** Students will demonstrate knowledge of different media cultures over time.
- **Learning Objective 3.** Students will demonstrate historical reasoning in approaching media history by way of contexts, analogy, and application.

**Lecture and Discussion Section Expectations:**

- **The Classroom.** Beyond simply teaching you about media history and culture, we want to build an environment where we are both challenged and compelled to develop our thinking and writing. We also want to create a comfortable and encouraging climate. Neither of these goals can be met without everyone’s cooperation. We promise to do our best as instructors this term and we expect the same commitment, motivation, and enthusiasm from all of you. We also expect frequent and thoughtful participation. As a basic rule for our class meetings please treat everyone with kindness, understanding, and respect. Each class member brings a unique perspective and background to the course that will aid us in grasping the materials covered and in developing our skills as thinkers, writers, and members of the UI community. It is crucial that we respect this diversity and foster the texture it brings to our course. Being a respectful member of the course also means refraining from any actions that might distract your classmates (surfing the Web during class, texting, etc.) and negatively impact their ability to learn the course content.

- **Stay focused.** Come to class on time and remain for the full class period. Do not pack your bags until class is over (We will not keep you past our allotted time). No phones, please. If you bring a laptop, please use it only for note taking.

- **Attendance will be taken at each discussion section meeting. 30 points will be subtracted from your final grade for every unexcused absence after 2.** University regulations require that students be allowed to make up examinations which have been missed
due to illness, mandatory religious obligations, or other unavoidable circumstances or University activities. Documentation is required for excused absences.

- **Late papers will be penalized 20 points for each day after the deadline (including weekends). No exceptions.**

- **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—everything we do in this course is important.

- **Questions and concerns** about assignments, exams, and course content should first go to your TA. The TA may then choose to consult with Professor Vogan for assistance in answering the question.

- **Office Hours.** Our office hours are for you. Please come by whenever and as much as you like with any questions or concerns you have about readings, assignments, the course as a whole, or your academic and professional career. If for some reason you are unable to make it during our office hours, we are happy to set up an appointment at a mutually convenient time.

- **Formatting.** We expect all written assignments to be typed, double-spaced, with one-inch margins all around, and in 12-point Times New Roman font. Be sure to follow all instructions carefully. We will subtract 10 points for each formatting requirement you do not follow.

- **Academic Integrity.** All graded work in this course must be your own. Cite all quotations, paraphrases, etc. If you have any questions as to whether or not your work might constitute plagiarism, please ask. Be sure to familiarize yourself with the Code of Academic Honesty: [http://clas.uiowa.edu/students/handbook/academic-fraud-honor-code](http://clas.uiowa.edu/students/handbook/academic-fraud-honor-code)

- **Writing Center.** If you are having any difficulties with or would simply like another opinion on your writing we encourage you to make use of the UI Writing Center: [https://writingcenter.uiowa.edu](https://writingcenter.uiowa.edu)

- **Other Needs.** If you have any other needs that might affect your performance in this course, please let me know as soon as possible so we can create a plan to accommodate them.
  - Some potentially helpful links:
    - Student Disability Services: [https://sds.studentlife.uiowa.edu](https://sds.studentlife.uiowa.edu)
    - University Counseling Service: [https://counseling.uiowa.edu](https://counseling.uiowa.edu)
    - Academic Resource Center: [https://uc.uiowa.edu/student-success/arc](https://uc.uiowa.edu/student-success/arc)
    - Map of study spaces on campus: [https://maps.uiowa.edu/study-spaces](https://maps.uiowa.edu/study-spaces)

**Assignments/Grading** (Detailed instructions for each writing assignment will be posted on CANVAS)

**Participation and Professionalism** (10%, 100 points)
We expect frequent and thoughtful participation in your discussion sections. This includes listening to others and working in groups as well as contributing during our class-wide discussions. We also expect professionalism. This means coming to lecture and discussion on time, being prepared, and consistently adding value to and enriching our course meetings—not simply showing up. Please note, attendance is separate from participation.

**Exams (60%, 600 points)**
Exams (200 points each) will consist mostly of multiple-choice questions. Exam 3 will be given during the Final Exam period assigned by the Registrar’s Office. It will only be given during the time period the Registrar’s Office designates.

**Writing Assignments (30%, 300 points)**
These four short writing assignments (75 points each) will require students to interpret, compare, and apply concepts encountered in class. They will be turned in to your Discussion Sections’ CANVAS sites as .doc files.

**Grading Scale**
- A (93-100%), A- (90-92%), B+ (87-89%), B (83-86%), B- (80-82%), C+ (77-79%), C (73-77%), C- (70-72%), D+ (67-69%), D (63-66%), D- (60-62%), F (>60%)

**Grading Expectations for Written Work**
The “A” assignment follows all instructions perfectly and demonstrates a degree of engagement, insight, organization, sophistication, persuasiveness, and originality that exceeds the task’s baseline requirements. It has been carefully revised and edited. As a result, it is free of any writing errors or typos.

The “B” assignment follows all instructions and is expertly organized, persuasive, and insightful. It has been revised and contains very few, if any, writing errors and typos. It, however, does not exceed baseline requirements to the same degree as the “A” paper and may lack the “A” paper’s originality and sophistication.

The “C” assignment follows instructions, meets the task’s basic expectations, but evidences little engagement with the assignment beyond this point. In other words, it gets the job done. It likely contains some writing errors and typos, though not to an overwhelming or distracting degree.

The “D” assignment does not carefully follow instructions and demonstrates a lack of engagement, creativity, and care evidenced by writing errors, factual errors, poor organization, inconsistencies, excessive repetition, etc.

The “F” assignment does not follow instructions and/or is incomplete.

**Course Schedule**

**Week 1**
- Tuesday, January 16  
  Course overview
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<th>Week 2</th>
<th>Tuesday, January 23</th>
<th>Reading: Ch. 1 The Divine Art</th>
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Week 10
Tuesday, March 20  Reading: Ch. 8 The New World of Radio
Thursday, March 22

Week 11
Tuesday, March 27  Exam 2
Thursday, March 29  Reading: Ch. 9 Television: A New Window into the World

Week 12
Tuesday, April 3  Reading: Minow, “The Vast Wasteland” (CANVAS)
Thursday, April 5

Week 13
Tuesday, April 10  Reading: Ch. 10 Computers
Thursday, April 12
Friday, April 13  Writing Assignment 3 (Due to CANVAS)

Week 14
Tuesday, April 17  Reading: Ch. 11 Digital Networks
Tuesday, April 19

Week 15
Tuesday, April 24  Reading: Ch. 12 Global Culture; Xu “The Arab Spring, Social Media, and Human Rights” (CANVAS); Hempel, “Social Media Made the Arab Spring, but Couldn’t Save It” (CANVAS)
Thursday, April 26
Friday, April 27  Writing Assignment 4 (Due to CANVAS)

Week 16
Thursday, May 3  Complete Evaluations at ICON>Student Tools

Exam Week  Exam 3 – Date To Be Announced
The College of Liberal Arts and Sciences 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 Student Academic 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. Scroll down to k.11.)

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

Academic Honesty: The College of Liberal Arts and Sciences expects all students to do their own work, as stated in the CLAS Code of Academic Honesty. Instructors fail any assignment that shows evidence of plagiarism or other forms of cheating, also reporting the student's name to the College. A student reported to the College for cheating is placed on disciplinary probation; a student reported twice is suspended or expelled.

CLAS Final Examination Policies: Final exams may be offered only during finals week. No exams of any kind are allowed during the last week of classes. Students should not ask their instructor to reschedule a final exam since the College does not permit rescheduling of a final exam once the semester has begun. Questions should be addressed to the Associate Dean for Undergraduate Programs and Curriculum.

Making a Suggestion or a Complaint: Students with a suggestion or complaint should first visit the instructor, then the course supervisor, and then the departmental DEO. Complaints must be made within six months of the incident. See the CLAS Student Academic 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 web site.
The Iowa Dozen

The mission of our School is to educate journalism and mass communication professionals, scholars and faculty. Through professional and creative research activities, they enhance a continually growing and evolving understanding of the social and cultural roles, responsibilities, and contexts for communicators in a democratic society, as well as in diverse global contexts.

To accomplish that mission:

**We learn to ...**

- Write correctly, clearly and well.
- Conduct research and gather information responsibly.
- Edit and evaluate carefully.
- Use media technologies thoughtfully.
- Apply statistical concepts accurately.

**We value ...**

- Free speech and First Amendment principles for all individuals and groups.
- A diverse global community.
- Creativity and independence.
- Truth, accuracy and fairness.

**We explore ...**

- Theories and concepts.
- The history, structure and economy of media institutions
- The role of media in shaping cultures.