JMC 1200 MEDIA HISTORY AND CULTURE  
SUMMER 2016 (6 WEEK II)  
TUE., WED., THU. 12:30-2:35PM, E138 AJB  
University of Iowa  
Instructor: Eric Moy  
School of Journalism and Mass Communication  
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Office Location: E339 AJB  
Office Hours: Tue. & Wed. 2:45pm-4:15pm, or by appointment  
Course Website: http://icon.uiowa.edu/  
Course Twitter: @MediaHC16

I) Course Description/Objective
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 a blend of lecture and discussion. This course counts toward the General Education requirement for Historical Perspectives.

II) Learning Outcomes
• Tie-in personal notions of media with the historical context of media as it relates to everyday usage and social phenomenon.
• Comprehend the implications of old and current media as it relates to social networking, user-generated content, social media, blogging, mobile technology, virtual communities, and communication.
• Know the ethical issues surrounding communication technologies, such as the Internet, social media and mobile devices, including privacy, dual relationships, and access.
• Comprehend the gender, cultural, class, age and other differences in media usage and the implications of these differences throughout a historical context.
• Offer students the know-how to deconstruct and decipher the complex messages received from television, radio, newspapers, magazines, books, billboards, signs, packaging, marketing materials, video games, recorded music, the Internet and other forms of media.
• Understand not only the surface content of media messages (the "text") but also the more important meanings (the "subtext") hidden beneath the surface and the impact on our communities.
• Understand economic, social, political, business, and technological agendas as it relates to construction and deconstruction of media.

III) Program Objectives
This course fulfills the following School of Journalism and Mass Communication 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.

IV) Required Text/Reading
*Additional readings are available on ICON. Students are expected to bring the textbook and all assigned readings to class.

V) Course Requirements

Knowledge Checks (120 points total)
• KC #1: 30 points
• KC #2: 45 points
• KC #3: 45 points

Homework Assignments (120 points total)
• Letter to the Editor: 20 points
• Personal Media History Paper: 50 points
• Media Project & Presentation: 50 points

Attendance and Participation (60 points total)
• Overall Class Attendance, Engagement, and Participation: 40 points
• Consultation: 5 points
• Reading Passage: 5 points
• In-Class Seminar Activities: 10 points

Total Possible: 300 points

VI) Grading Scale (Number of points accumulated)
291-300 = A+         261-269 = B+         231-239 = C+         201-209 = D+         179 and below = F
279-290 = A          249-260 = B          219-230 = C          189-200 = D
270-278 = A-         240-248 = B-         210-218 = C-         180-188 = D-

*There will be no rounding/curving of final grades.
VII) Expanded Assignment Descriptions

1. **Attendance and Participation**
   Students are expected to fully engage and participate in all aspects of the course. Students are expected to be present at every class session. This includes participating in course discussion, activities, and staying focused. Various homework and in-class assignments/activities will be done.

   **Overall Class Attendance, Engagement, and Participation:** A major component of success in this course requires students to be engaged and fully participating in all aspects of the course. The instructor will assign appropriate points (out of 40 possible) based on the observed level of engagement and participation of each student.

   **Consultation:** In lieu of an in-class meeting time on July 7, students will meet with the instructor on July 6 to review course progress and discuss final project topics.

   **Reading Passage:** Students will pick a reading passage from that day’s reading. The criteria for the reading passage includes: 1) identifying a few sentences or paragraph from the textbook, 2) making a comment about the selected passage and why it is important in our own understanding of media history and culture, and 3) create a minimum of two open-ended discussion questions that you will ask to the class to generate discussion. You are required to submit the page number, your comments about the reading passage, and the minimum two questions via the ICON discussion board by noon on the day you have signed up to share.

   **In-Class Seminar Activities:** Students will participate in unique in-class based activities that require you to apply, analyze, and reflect on the historical and cultural significance of media through a competition lens.

   **Self-Assessment (due August 5):** Students will submit a self-assessment of their overall learning, progress, and engagement/participation levels throughout the course.

2. **Knowledge Checks (July 5, July 19, and August 2)**
   Knowledge Checks will be administered throughout the course. Knowledge checks are designed to evaluate students’ comprehension, application, and understanding of course material including items discussed in class and in the textbook. Knowledge Checks include multiple choice, true/false, and matching questions. Knowledge Check #1 covers course material from week 1, Knowledge Check #2 covers course material from weeks 2-3, and Knowledge Check #3 covers course material from weeks 4-5.

3. **Personal Media History Paper (due July 12)**
   The purpose of this assignment is for students to explore their own relationship to media and practices. For this assignment, you will describe a particular program, application, or platform you use regularly and how it has impacted and continues to impact your life. You will also trace your evolving relations of your selected “media item” over time. The paper will be evaluated based on the ways you describe your personal experience to construct an argument about the nature of the particular media and practices and their impact on your life. See rubric for more details.
4. **Letter to the Editor (due July 26)**
The purpose of this assignment is for students to apply their understanding of the influence of media in regards to inspiring audience to think or act. You will write a “mock letter” to the editor of a newspaper on an article that was recently published. State your position clearly and present a concise argument urging others to take action or support your position. The letter should be three-four paragraphs long. Five points extra credit will be awarded if you submit your letter to an editor of a newspaper of your choice by July 26. This assignment focuses on the culture part of the course, specifically, the newspapers’ role in impacting culture and people. See rubric for more details.

5. **Media Project & Presentation (due August 3)**
In lieu of an in-class final exam, students will complete a project that draws upon course concepts to examine a form of media. You will explore in-depth any form of media applicable to what has been covered in the course, providing a brief account of your selected media’s history, culture, and future. Potential projects include Facebook, Snapchat, Pandora, Daily Iowan, Microsoft Office, a T.V. show, a movie, etc. This creative project will culminate in a brief presentation on the last two class sessions. More information will be provided.

VIII) Policies and Resources
- Please stay focused; no electronic devices to be used in class. No cell phones or laptops.
- Attendance will be taken at each class meeting.
- Late papers/assignments will be penalized ten points for each day after the deadline. For example, an assignment originally assessed “50 points”, which is due on a Tuesday, but turned in on a Thursday will receive “30 points” instead. Students with legitimate difficulty in meeting a deadline should make advance arrangements with the instructor for an extension; this may require turning in work before the due date.
- 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.

IX) 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 is a distraction 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, sexual orientation, ability status, or other personal attributes and identities 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, instructor, and subject matter that we engage in an intellectual journey.
X) University Policies

Expectation of Time Allocation
In a 3 semester hour course (during a regular fall or spring semester), 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. The summer version is a condensed version of the course with the same expected amount of hours spent on academic learning, but within 6 weeks (summer) instead of 16 weeks (fall and spring). Please plan your schedule accordingly.

Administrative Home
The College of Liberal Arts and Sciences (CLAS) 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.

The School of Journalism and Mass Communication (SJMC) is the departmental home for this course. Questions related to the department can be addressed in E305 AJB, or visit http://clas.uiowa.edu/sjmc/.

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.
XI) Course Calendar
* Subject to change at discretion of the instructor.
* Students are expected to complete the assigned reading prior to that day’s course topic.

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<thead>
<tr>
<th>Date</th>
<th>Course Topic</th>
<th>Due at 12:30pm</th>
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<tbody>
<tr>
<td>Week 1</td>
<td></td>
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<tr>
<td>Tue. June 28</td>
<td>Welcome/Introductions; Syllabus Overview; Introduction Chapter</td>
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<tr>
<td>Wed. June 29</td>
<td>Chapter 1: Printing</td>
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<td>Thu. June 30</td>
<td>Chapter 2: Industrial &amp; Commercial Media; Review for KC #1</td>
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<td>Week 2</td>
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<td>Tue. July 5</td>
<td>Knowledge Check #1 on Week 1; Utopians vs. Luddites Debate; Personal Media History Paper Overview; Afternoon Consultations</td>
<td>Personal Media History Paper</td>
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<td>Wed. July 6</td>
<td>Chapter 3: 20th &amp; 21st Century Print Media; Afternoon Consultations</td>
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<td>Thu. July 7</td>
<td>No Class Meeting in lieu of Consultations</td>
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<td>Week 3</td>
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<td>Tue. July 12</td>
<td>Chapter 4: Photography</td>
<td>Personal Media History Paper</td>
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<td>Wed. July 13</td>
<td>Chapter 5: Cinema</td>
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<td>Thu. July 14</td>
<td>Chapter 6: Advertising; Review for KC #2</td>
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<td>Week 4</td>
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<td>Tue. July 19</td>
<td>Knowledge Check #2 on Weeks 2-3; Foundations of MHC Activity; Letter to the Editor overview</td>
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<td>Wed. July 20</td>
<td>Chapter 7: Telegraph &amp; Telephone</td>
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<td>Thu. July 21</td>
<td>Chapter 8: Radio, Music (Articles on ICON)</td>
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<td>Week 5</td>
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<td>Tue. July 26</td>
<td>Chapter 9: Television</td>
<td>Letter to the Editor</td>
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<td>Wed. July 27</td>
<td>Chapter 10: Computers</td>
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<td>Thu. July 28</td>
<td>Chapter 11: Networks; Review for KC #3</td>
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<td>Week 6</td>
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<td>Tue. August 2</td>
<td>Knowledge Check #3 on Weeks 4-5; Chapter 12: Global Digital Media</td>
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<td>Wed. August 3</td>
<td>Media Project Presentations</td>
<td>MPP Outline or PowerPoint</td>
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<td>Thu. August 4</td>
<td>Media Project Presentations; Course Wrap-up</td>
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<tr>
<td>Fri. August 5</td>
<td>University Scheduled Final Exam, 12:30-2:30pm, E205 AJB</td>
<td>Participation/ Engagement Self-Assessment</td>
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