

Introduction to Media Studies I (History)

Course code: FMS 151

Term and year: Spring 2022

Day and time: Thursday 11:30 AM – 2:15 PM

Instructor: Seth Rogoff

Instructor contact: seth.rogoff@aauni.edu

Consultation hours: By appointment

Credits US/ECTS	3/6	Level	Introductory
Length	15 weeks	Pre-requisite	none
Contact hours	42 hours	Course type	Required

1. Course Description

This course provides a survey of media and communications history from the ancient world to the present digital age. The course will focus on both the content of communications and the media-technological history of communications. Special emphasis will be placed on moments of media transformation like the rise of spread of printing, the creation of reproducible images, broadcast media, and the digitalization of information and life.

2. Student Learning Outcomes

Upon completion of this course, students should be able to:

- Trace the history of media transformation from the ancient world until today
- Understand the relationship between technology and information content
- Connect media history to broader social, cultural, and political movements
- Discuss the methods media historians use to approach the history of media and communications
- Coherently present ideas about media history through public speaking
- Write structured essays about media history

3. Reading Material

All readings will be available through NEO as PDFs

Required Materials

- Berg, Keri A. “The Imperialist Lens: Du Camp, Salzmann and Early French Photography.” *Early Popular Visual Culture*, vol. 6, no. 1, 2008, pp. 1-17.
- Cohen-Almagor, Raphael. “Internet History.” *International Journal of Technoethics*, vol. 2, no. 2, 2011, pp. 45-64.
- Dan, V., et al. “Visual Mis- and Disinformation, Social Media, and Democracy.” *Journalism & Mass Communication Quarterly*, vol. 98, no. 3, 2021, pp. 641-664.
- Darnton, Robert. “An Early Information Society: News and the Media in Eighteenth-Century Paris.” *The American Historical Review*, vol. 105, no. 1, 2000, pp. 1-35.

- Darnton, Robert. "Toward a History of Reading." *The Wilson Quarterly* (Washington), vol. 13, no. 4, 1989, pp. 86-102.
- Douglas, Susan J.. *Listening In: Radio and the American Imagination*, University of Minnesota Press, 2004. (selections)
- Goodman, David. "Before Hate Speech: Charles Coughlin, Free Speech and Listeners' Rights." *Patterns of Prejudice*, vol. 49, no. 3, 2015, pp. 199-224.
- Gunning, Tom. "Chaplin and the Body of Modernity." *Early Popular Visual Culture*, vol. 8, no. 3, 2010, pp. 237-245.
- Howell, Perry. "Early Radio News and the Origins of the Risk Society." *Radio Journal*, vol. 10, no. 2, 2012, pp. 131-143.
- Jones, Steve. "MTV: The Medium was the Message." *Critical Studies in Media Communication*, vol. 22, no. 1, 2005, pp. 83-88.
- Langford, Barry. *Post-Classical Hollywood : Film Industry, Style and Ideology since 1945*, Edinburgh University Press, 2010. (selections)
- Maza, Sarah. "The Cultural Origins of the French Revolution." Edited by Peter McPhee. Blackwell Publishing Ltd, Oxford, 2012.
- McLuhan, Marshall. *Understanding Media: The Extensions of Man*. McGraw-Hill, New York, 1964. (selections)
- Moser, Gabrielle. *Projecting Citizenship: Photography and Belonging in the British Empire*, Penn State University Press, 2020. (selections)
- Pettegree, Andrew. *Reformation and the Culture of Persuasion*, Cambridge University Press, 2005. (selections)
- Roggenkamp, Karen. *Sympathy, Madness, and Crime: How Four Nineteenth-Century Journalists Made the Newspaper Women's Business*, The Kent State University Press, 2016. (selections)
- Wells, Jonathan Daniel. *Women Writers and Journalists in the Nineteenth-Century South*, Cambridge University Press, 2011. (selections)

4. Teaching methodology

Teaching will be a combination of in-class lectures by the instructor, group discussions of primary media sources, and student presentations and student-facilitated discussions.

5. Course Schedule

Date	Class Agenda
10.2.2022	<p>Topic: Introduction to the Course Schedule and Objectives</p> <p>Description: Introduction to media history and course scope and methodology</p> <p>Reading: None</p> <p>Assignments/deadlines: None</p>
17.2.2022	<p>Topic: Empire and Communications, Part 1</p> <p>Description: Exploration of Harold Innis' media theory from Ancient Egypt to the Hellenistic World</p> <p>Reading: None</p> <p>Assignments/deadlines: Attendance and participation</p>
24.2.2022	<p>Topic: Empire and Communications, Part 2</p>

	<p>Description: Exploration of Harold Innis’ media theory from the Roman Empire to the 19th century</p> <p>Reading: Darnton, Robert. "Toward a History of Reading." <i>The Wilson Quarterly</i> (Washington), vol. 13, no. 4, 1989, pp. 86-102.</p> <p>Assignments/deadlines: Attendance and participation</p>
03.3.2022	<p>Topic: Print Media, the Renaissance, and the Reformation</p> <p>Description: Discussion of the proliferation of manuscripts in the Renaissance and connections between print culture and the Reformation. Questioning of the primacy of print in the Reformation with reference to oral culture (speech, music)</p> <p>Reading: Pettegree, Andrew. <i>Reformation and the Culture of Persuasion</i> (selections)</p> <p>Assignments/deadlines: Attendance and participation</p>
10.3.2022	<p>Topic: Print Media, Enlightenment Culture, and Revolution</p> <p>Description: Focus on the growth of “public” culture during the age of Enlightenment as well as the connection between media culture and political action/revolution.</p> <p>Reading: Maza, Sarah. “The Cultural Origins of the French Revolution”; Darnton, Robert. “An Early Information Society: News and the Media in Eighteenth-Century Paris”</p> <p>Assignments/deadlines: Attendance and participation</p>
17.3.2022	<p>Topic: Women and the 19th Century Press</p> <p>Description: Discussion of gender, politics, and the public sphere in 19th century print media</p> <p>Reading: Roggenkamp, Karen. <i>Sympathy, Madness, and Crime : How Four Nineteenth-Century Journalists Made the Newspaper Women's Business</i> (selections); Wells, Jonathan Daniel. <i>Women Writers and Journalists in the Nineteenth-Century South</i> (selections)</p> <p>Assignments/deadlines: Attendance and participation</p>
24.3.2022	<p>Topic: Photography, Identity, and Power</p> <p>Description: Study of the intersection of photography and imperial identity in the 19th century</p> <p>Reading: Berg, Keri A. “The Imperialist Lens: Du Camp, Salzmann and Early French Photography”; Moser, Gabrielle. <i>Projecting Citizenship : Photography and Belonging in the British Empire</i>, Penn State University Press, 2020. (selections)</p> <p>Assignments/deadlines: Midterm Exam Essay</p>
	Mid-term break
07.4.2022	<p>Topic: Radio, Music</p> <p>Description: Explore the relationship between public consciousness and radio broadcasting</p> <p>Reading: Douglas, Susan J.. <i>Listening In : Radio and the American Imagination</i> (selections); Goodman, David. “Before Hate Speech: Charles Coughlin, Free Speech and Listeners' Rights.” <i>Patterns of Prejudice</i>, vol. 49, no. 3, 2015, pp. 199-224; Howell, Perry. “Early Radio News and the Origins of the Risk Society.” <i>Radio Journal</i>, vol. 10, no. 2, 2012, pp. 131-143</p>

	Assignments/deadlines: Attendance and participation
14.4.2022	<p>Topic: Film</p> <p>Description: This sessions will chart early film development through various periods of postwar Hollywood cinema</p> <p>Reading: Gunning, Tom. "Chaplin and the Body of Modernity." <i>Early Popular Visual Culture</i>, vol. 8, no. 3, 2010, pp. 237-245; Langford, Barry. <i>Post-Classical Hollywood : Film Industry, Style and Ideology since 1945</i>, Edinburgh University Press, 2010. (selections)</p> <p>Assignments/deadlines: Attendance and participation</p>
21.4.2022	<p>Topic: Television</p> <p>Description: Introduction and evolution of television. Example of MTV.</p> <p>Reading: McLuhan, Marshall. "Television," from <i>Understanding Media: The Extensions of Man</i>. McGraw-Hill, New York, 1964; Jones, Steve. "MTV: The Medium was the Message." <i>Critical Studies in Media Communication</i>, vol. 22, no. 1, 2005, pp. 83-88.</p> <p>Assignments/deadlines: Attendance and participation</p>
28.4.2022	<p>Topic: Television, part 2</p> <p>Description: This week, the class will discuss the television and gender in a historical context.</p> <p>Reading: Thompson, Lauren J. "'It's Like a Guy Never Lived here!': Reading the Gendered Domestic Spaces of Friends." <i>Television & New Media</i>, vol. 19, no. 8, 2018, pp. 758-774.</p> <p>Assignments/deadlines: Attendance and participation</p>
05.5.2022	<p>Topic: History of the Internet</p> <p>Description: Survey of the development of the Internet to the coming of social media.</p> <p>Reading: Cohen-Almagor, Raphael. "Internet History." <i>International Journal of Technoethics</i>, vol. 2, no. 2, 2011, pp. 45-64.</p> <p>Assignments/deadlines: Attendance and participation</p>
12.5.2022	<p>Topic: The (Dis)information Age</p> <p>Description: Session will discuss the rise of mass movements connected to social media, including the Arab Spring and Trumpism.</p> <p>Reading: Dan, V., et al. "Visual Mis- and Disinformation, Social Media, and Democracy." <i>Journalism & Mass Communication Quarterly</i>, vol. 98, no. 3, 2021, pp. 641-664.</p> <p>Assignments/deadlines: Attendance and participation</p>
19.5.2022	<p>Topic: Final Exam</p> <p>Description: Students will prepare final exam for the course</p> <p>Reading: None</p> <p>Assignments/deadlines: Final Exam</p>

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (hours)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Class Participation, including reading and preparation for discussion	100	35%	Trace the history of media transformation from the ancient world until today; Understand the relationship between technology and information content; Connect media history to broader social, cultural, and political movements; Discuss the methods media historians use to approach the history of media and communications	1,2,3
Midterm Essay	20	25	Connect media history to broader social, cultural, and political movements; Discuss the methods media historians use to approach the history of media and communications; Write structured essays about media history	1
Final Essay	20	25	Connect media history to broader social, cultural, and political movements; Discuss the methods media historians use to approach the history of media and communications; Write structured essays about media history	1
Presentation	10	15	Coherently present ideas about media history through public speaking	2
TOTAL	150	100%		

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Detailed description of the assignments

Assignment 1: Class Participation

Students are required to come to class each session having done the assigned readings. Students should actively participate in the classroom conversation at least once per session, ideally more. Participation should demonstrate that the students are prepared. Active listening is also a part of healthy, productive class participation.

Assessment breakdown

Assessed area	Percentage
Students are expected to attend each class session.	50
Assigned readings for the session should be done in advance of the class session. Detailed notes on the reading and materials should be prepared in order to facilitate discussion.	25
Active oral communication is required in each class session.	25

Assignment 2: Midterm Exam

The midterm exam will consist of short answers to prompts and one essay. Short answers will engage with specific readings and/or issues covered during the first half of the semester. There will be five short answer questions, each requiring half a page of writing in response (double-spaced, 12 pt font). Essays will be three pages in length and must conform to proper academic structure: intro/thesis, body paragraphs, conclusion. Students must draw on the course material to support their answers. Total length: 5-7 pages, double spaced, 12pt font.

Assessment breakdown

Assessed area	Percentage
Students are required to meet the requirements of the midterm exam assignment by the date it is due. Exams will be assessed along the following criteria	--
Grammar	20
Structure	30
Content	50

Assignment 2: Final Exam

The final exam will consist of short answers to prompts and one essay. Short answers will engage with specific readings and/or issues covered during the second half of the semester. There will be five short answer questions, each requiring half a page of writing in response (double-spaced, 12 pt font). Essays will be three pages in length and must conform to proper

academic structure: intro/thesis, body paragraphs, conclusion. Students must draw on the course material to support their answers. Total length: 5-7 pages, double spaced, 12pt font.

Assessment breakdown

Assessed area	Percentage
Students are required to meet the requirements of the final exam assignment by the date it is due. Exams will be assessed along the following criteria	--
Grammar	20
Structure	30
Content	50

Assignment 4: Media Source Presentation

In class presentations must be 15-20 minutes in length, including the viewing or presentation of the media source under discussion. Students should explain why they selected the specific media source, provide analysis in relation to the theoretical and historical readings, and then facilitate discussion.

Assessment breakdown

Assessed area	Percentage
Students are required to present a media source in relation to a specific historical period under investigation once during the semester. Presentations will be assessed in relation to the following categories	--
Quality of selection	20
Preparedness	50
Facilitation of discussion	30

8. General Requirements and School Policies

General requirements

All coursework is governed by AAU’s academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Electronic communication and submission

The university and instructors shall only use students’ university email address for communication, with additional communication via NEO LMS or Microsoft Teams. Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, “COM101-1 Mid-term Exam. Question”. All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance, i.e., presence in class in real-time, is expected and encouraged. However, the requirement that students miss not more than 35% of real-time classes is temporarily suspended due to the COVID-19 pandemic.

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), and the student wishes to request that the absence be excused, the student should submit an Absence Excuse Request Form supplemented with documents providing reasons for the absence to the Dean of Students within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

Late work: No late submissions will be accepted – please follow the deadlines.

Electronic devices

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the student's Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the student will fail the exam or assignment and be expelled from the exam or class.

Plagiarism and Academic Tutoring Center

Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.” (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin's White Paper 'The Plagiarism Spectrum' (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another's work, word-for-word, as one's own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.

3. FIND–REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one’s own previous work without citation; To self-plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The “Aggregator” includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text’s original wording and/or structure.

At minimum, plagiarism from types 1 through 8 will result in a failing grade for the assignment and shall be reported to the student’s Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, and to improve their academic writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at:
<http://atc.simplybook.me/sheduler/manage/event/1/>.

Course accessibility and inclusion

Students with disabilities should contact the Dean of Students to discuss reasonable accommodations. Academic accommodations are not retroactive.

Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

9. Grading Scale

Letter Grade	Percentage*	Description
A	95–100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A–	90–94	
B+	87–89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83–86	
B–	80–82	
C+	77–79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73–76	
C–	70–72	
D+	65–69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student’s work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60–64	
F	0–59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.

Prepared by: Seth Rogoff
Date: January 13, 2022

Approved by: [Ted Turnau](#)
Date: Jan 14, 2022