

J387 Media History

Spring 2019

CRN: 32885

Allen 221 MW noon-1:50 p.m.

Instructors

<p>Lisa Heyamoto heyamoto@uoregon.edu Allen 322 Office hours: T 12-1:30 Th 3-4</p>	<p>Lori Shontz lshontz@uoregon.edu Allen 309B Office hours: M 4-6 Th 2-3:30</p>
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GEs

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How did we get to this moment in media history? Who shaped that history and why does it matter? These are the questions we will enthusiastically explore in this class.

Media has had a deep and complex influence on the human experience, and this course will examine significant themes in communications history as we consider how our industries have amplified and shaped dynamics of trust, choice, identity and power.

Importantly, we will emphasize that there is no single history of media, but rather multiple histories that we will explore and question. The goal of this course is for you to begin to more personally connect with media's past as you embark upon creating its future.

Learning Objectives

- Explain the history and evolution of media, including the role communication professionals have played in shaping that history.
- Analyze current media technologies and trends from a historical perspective.

Course Materials

There is no required book in this class. All readings, podcasts and videos will be available online or in the Canvas “Files” folder.

Course Policies

Participation and Attendance

Although this is a large lecture course, you are expected to make an active contribution to the course by attending class, being prepared and attentive and being engaged with and generous toward your classmates and your instructors.

The “Don’t Be a Jerk” Syllabus Clause

- Show up on time, don’t leave or pack up early and try not to dip out during class unless it’s an emergency.
- Do the reading before you arrive. If you didn’t do the reading, don’t come to class.
- Don’t peace out on your device during lecture. We can’t emphasize strongly enough how obvious and distracting it is to us and your classmates.
- Don’t lie. If you missed class because you went to Shasta, or submitted your assignment late because you procrastinated or otherwise committed a wildly normal error, just own it and move on.
- Don’t cheat or help someone cheat. We build character by regularly making good choices in small moments. Be a person who does that.

Communication

Here, as in the professional world, good communication is key. If you are having trouble with an assignment, let us know. If there is something in your personal life that is preventing you from bringing your best self to the class, let us know. We can’t support you unless we know what’s going on.

Throughout the term, important information will be disseminated by email and via Canvas announcements. It’s your responsibility to check both regularly to stay updated.

Plagiarism and fabrication

The UO [takes this seriously](#), and so do we. Cheating, plagiarism and any other form of academic dishonesty will not be tolerated. For reals. You will receive a failing grade for the assignment should you be found guilty of academic or journalistic dishonesty. All cases will be reported to Academic Affairs and, depending on the severity of the case, you may be removed from the SOJC.

Workload

Your workload for this class will roughly break down per week as follows:

Attendance	3.7 hours
Reading	2.3 hours
Writing	2 hours
Projects	4 hours

Assignments

Making deadline is absolutely critical in media professions. Assignments will lose a full letter grade if they are late. Another letter grade will be deducted for assignments submitted 24 hours past the original deadline up to four days, after which you will receive a zero. You will complete the following assignments this term:

Twice Weekly Reading Reflections - 40 percent

You will write a 400-word reflection on the readings before each class to help you articulate your thoughts and seed our class discussions. They should be professionally written using full sentences, short paragraphs (we recommend bullet points) and proper grammar, but they can take a more personal tone. We will randomly choose five throughout the term to grade.

Media Moment Project - 30 percent

Interview a person who is at least 40 years old about a national communications-related event that she/he found significant. Analyze and compare that individual's memories and experience of the event to the news coverage of that time. Compile that information into a written paper. A longer description of this assignment will be provided on Canvas.

Media Milestones Project - 30 percent

Choose a national, culturally significant media moment from the last two years. Do deep research using a variety of credible sources to determine ten historical media moments that either led to or contextualize that moment. Create a project that displays your research through your choice of medium (an essay, an audio slideshow, an infographic etc.). Include an annotated bibliography. A longer description of this assignment will be provided on Canvas.

Engagement - 5 percent

Showing up for every class, on time, meeting deadlines, doing the reading and engaging in a bit of discussion are minimal requirements of every student. We will sometimes have small assignments and quizzes during class to encourage engagement.

Additional Resources

Help with Writing

Looking for help with your writing? Trained undergraduate coaches at Writing Central, the SOJC's peer writing program, are available every day of the week, either during drop-in hours or by appointment. The coffee and conversations about writing are free. Writing coaches can help with everything from fleshing out story ideas to crafting stronger sentences to improving your grammar and AP style.

Spring drop-in hours (Allen 314, Weeks 2-10)
Monday-Thursday: 3:30-5:30 p.m.

Help with English

If English is not your first language and you are uncomfortable conversing in it, please see an instructor by the end of the first week. You may contact the [American English Institute](#) for additional resources.

Basic Needs

If you are facing challenges securing food, housing, healthcare or other basic needs and believe this may affect your performance in the course, there are many [resources](#) available through the Office of the Dean of Students. If you feel comfortable doing so, please notify your professor or GE so we can help connect you with what you need to be successful.

Special Needs

The University of Oregon is working to create inclusive learning environments. Please notify an instructor within the first two weeks of class if there are aspects of this course that cause barriers to your participation. You may contact the [Accessible Education Center](#) for additional resources.

Violence and Harassment

Violence and harassment (including sexual assault) based on sex and gender are Civil Rights offenses that warrant the same accountability and support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources through the [Office of the Dean of Students](#).

Other Resources

[Academic Advising](#)

[Teaching and Learning Center](#)

[University Counseling & Testing Center](#)

Course Calendar

Week	Topic	Monday	Wednesday
1 4/1, 4/3	Where we are	Where are we and why?	Power, identity, choice and trust Pew Research Center. (2018). Selections from State of the News Media: Two required: Newspaper Fact Sheet Digital News Fact Sheet One your choice: One other from this list.
2 4/8, 4/10	The Mediums	Words Reading: Postman, Neil. (1985). "The age of typography," from Amusing Ourselves to Death, pp. 30-43.	Images Viewing: PBS. (1999). American Photography: A century of images, Part 1. Note: Length = 55 minutes

3 4/15, 4/17	The Mediums	Broadcast Reading: Postman, Neil. (1985). "The age of show business," from Amusing Ourselves to Death., pp. 83-98.	Digital Reading: Rosen, Jay. (2006). " The people formerly known as the audience ," Pressthink. Reading: Tufekci, Zeynep. (2016). " Adventures in the Trump twittersphere ," The New York Times.
4 4/22, 4/24	The Political	The Stamp and Sedition Acts Watching: Newseum (n.d.). 45 words: the story of the First Amendment Note: Length = 15 minutes	The Hutchins Commission Reading: Excerpts from Blanchard, Margaret. (1977). "The Hutchins Commission, the press and the responsibility concept," Journalism Monographs, pp. 1-28.
5 4/29, 5/1	The Political	The Kerner Commission Reading Aberg-Riger, Ariel. (2018). Lessons from the Kerner Report , CityLab Reading: Report of the national advisory commission on civil disorders. (1968). Chapter 15 .	The Fairness Doctrine Reading Kruse, Kevin, and Zelizer, Julian (2018). " It's Network nation: How our media became overrun by polarization, outrage and attitude ," New York Daily News.
6 5/6 5/8	The Messengers	The Revolutionary Era Reading: Lepore, Jill. (2009). "Back issues: The day the newspaper died," The New Yorker.	The Progressive Era Reading: Gladstone, Brooke. (2011). "Objectivity," from The Influencing Machine, pp. 96-103. Viewing: PBS (1999). American Photography: A century of images, Part 2 .

			Note: Length = 55 minutes
7 5/13, 5/15	The Messengers	The Vietnam Era Viewing: PBS (1999.). American Photography: A century of images, Part 3. Note: Length = 55 minutes	The Endless War Era TBA selected pieces on Jessica Lynch and Pat Tillman.
8 5/20, 5/22	The Personal	Gender Reading: Robertson, Nan. (1992.) Excerpts from The Girls in the Balcony. The Emperor's Hall, pp. 3-14 The Single Worst Moment, pp. 178-212.	Race Listening: " Separate and Unequal ," On The Media (2018). Note: Length = 19 minutes
9 5/27, 5/29	The Personal	No class - Memorial Day	Class Listening: Two segments from Busted, America's Poverty Myths. On The Media: The Poverty Tour (length = 29 minutes) Rags to Riches (length = 37 minutes)
10 6/3, 6/5	Where we're going	People as publishers Reading: Selections from Nieman Lab. Predictions for journalism: 2019.	What next?