

HIST 345 (003): Communication Through the Ages – The History of Communication
Fall 2017

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Monday/Wednesday 11:30-12:55
CKB 114
Monday 2-4pm/Friday 2-4pm/by appointment
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Course Description: This course surveys the development of communication technology and new mediums of communication in relation to its historical, cultural, economic and political contexts from antiquity thru the 21st century. Communication methods and needs progressed and reconfigured the landscape of human interaction and the transmission of information. This course will chart the change-over-time of how people communicated, forms of communication and the significance attributed to various means of communication. Important questions that we will address throughout are, why should such a medium come into being at this point in history and at this place in the world, or what constellation of technological, economic, cultural and/or sociopolitical changes enabled its appearance and circulation?

Learning Objectives:

This course aims to...

1. introduce students to the history of communication technology;
2. recognize the cultural, political, and economic forces at work in this history;
3. identify and articulate, orally and in writing, the influences and social pressures that motivated people to create instruments that extend the limits of human senses, and to preserve information over time.
4. gain insight into forms of human communication

Required Texts:

Moran, Terrence P. *Introduction to the History of Communication: Evolutions and Revolutions*. New York: Peter Lang, 2010.

Various Articles: Each week, you will be given articles, primary document, videos, speeches, etc. to prepare for our class. Primary documents and articles can be found electronically on Moodle or sent via email. Items will be listed on the class schedule of the syllabus as well as the discussion board for each class. **You are required to bring copies of texts to every class.**

Grades and Grading:

15% Class Participation
10% Group Project
15% Presentation
30% Test (2 exams)
30% Essay (3-5 pages)

Grades in this course will be based on written assignments (daily questions/responses, essay, tests), group project and class participation (daily comments, in-class work, etc.).

Explanation of Requirements:

15 % Class Participation: You will play a major role in determining the direction of our discussions. Your grade will be dependent on the quality of daily participation (discussion in class, in-class assignments, questions and responses, etc.), your ability to thoughtfully articulate ideas regarding the assigned readings and willingness to engage with your classmates. Hence, attending every class session is a good idea. Repeated absences (2 or more excused/unexcused), lateness or early departure will reflect in your overall grade. Completion of the assigned readings and viewing assigned films, as well as participation in class discussion, is expected. Every class session, you will be responsible for submitting or responding to questions posted in Moodle based on the readings. During class sessions, I will call on students for their views on issues raised in the readings, viewings and/or assignments. If you experience an emergency or illness, convey a message to me **AT LEAST TWO HOURS PRIOR** to class. **It is your responsibility to acquire missed material. Please consult your colleagues for the information you missed and notes from class sessions. There will be no make-up examinations or quizzes.**

Questions and Responses: Once per semester, prior to each class session, you will be responsible for submitting questions, on Moodle, that will “start the discussion.” During the first week of classes, you will sign-up for a day to submit questions. **Questions are submitted by the “Discussion Starter” 24 hours before class. Responses or comments must be submitted 2 hours before class by all others.** All questions or comments should be based on the readings or viewings. Questions and responses should require some analysis and provoke thought. Simple or “yes/no” questions should be avoided. Your questions should require a combination of direct response, analysis of information presented in the readings and critical thinking. Your response should be based on assigned readings.

10% Group Project: Groups will be selected by the professor by the end of the add/drop period. Groups will be required to construct a presentation on a particular difficulty in either the reception, distribution or social mobility of the medium. All topics must be pre-approved by the professor. Groups will provide the professor with a breakdown of each members’ responsibilities/tasks. Groups will be required to meet at least four times and provide a report of the meeting to the professor. Additionally, each member of the group will be required to provide the professor with a grade and reasoning for the grade four times per semester. Your grades should coincide with your meeting report. Each group should also select at least one member to the following roles: researcher, writer, lead communicator/presenter, organizer/task master and mediator. Each group will select a presentation date and present their information to the entire class. Your presentation should deal with the creation of the medium and the issue. Your group may choose to answer some of the following questions: How was the issue resolved? Did society come to value or devalue the medium as a result? Is the medium unable to escape negative categorization because of the issue? Are all members of society able to access the medium equitably? Is there a persuasion toward a particular group in society?

30% Essay: Your essay will consist of a 3-5-page paper on a communication medium and its development, influence, and relationship to societal structures of power and mobility. Your essay should answer the following questions: How might political ideology influence the development of communications technology? What is the nature of the ambivalent relation between

communications technologies and social power? All papers must be pre-approved by the professor. You may narrow your topic by time, communication medium, political event or administration, country, etc. Above all, **your paper must have an argument/ thesis statement proved throughout the paper.** All papers must be submitted electronically, via Moodle or email. Late papers will not be accepted. The paper length (3-5 pages) does not include the “Work Cited” or “Bibliography” page. If you have trouble with thesis construction, please see me for help.

15% Presentation: Toward the end of the semester, each student will present information on their essay topic to the class. Students will have the opportunity to demonstrate their medium of choice, articulate the arguments of their essay, and answer questions from the class. Students are required to meet with the professor to discuss the presentation and any audio/visual requirements.

30% Test: To assess your knowledge of the topic and themes, you will be required to take two short examinations. Each of these examinations will require students to download Respondus and take examinations through Moodle/Respondus system. One examinations will consist of Identifications (IDs) and the other a short essay. The first exam will become available on 10/20/2017 and close on 10/22/2017 at 11:59pm. The second exam will open on 12/8/2017 and close on 12/10/2017 at 11:59pm. Once you decided to take the exam, you will have one opportunity to complete the exam. You will have 2 hours to complete each exam. If you encounter problems with the test or format, please call the **HelpDesk-(973) 596 – 2900.**

Assistance with completion of all Assignments:

A professor’s job is to facilitate learning, but your acquisition of knowledge is largely dependent on your effort in a course. It is my belief that academic reading and writing are essential to academic thinking and creating. Students should be prepared for class and utilize the skills previously acquired (and those developed in class) to further their learning, reading and writing process. Writing should be clear and excite passion in the writer. To help you in this process, I am happy to meet, review or discuss any situation that may adversely influence your progress through the course. Additionally, I offer extra credit assignments. ***Any student who believes they are in need of assistance for any assignment should contact me immediately.*** Be sure to utilize the **Writing Center** (<http://www5.njit.edu/writingcenter/>) and follow the code of Academic Integrity (<http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf>)

Note: All work must be typed and must be submitted via email. All assignments are due on respective due-dates by 6:00pm (18:00).

Accommodations:

Students who require accommodations because of a disability should visit and talk to the professor during the first week of class. (<http://www5.njit.edu/studentsuccess/support-services-and-accommodations/>)

Please make sure the professor received your memo of accommodations. It is the student’s responsibility to follow-up with me regarding all accommodations that require the professor’s participation.

Use of Electronic Devices

Please vibrate or turn-off all cell phones, tablets, and other electronic devices during class meetings. Text messaging during class is unacceptable. **If you need to text or call, please go outside the classroom.** No use of cell phones or texting, Gchatting, Tinder, Snapchat, Instagram, Facebook, etc. If students cannot conduct themselves without disruption, I will disallow computers in the classroom. Anyone who wishes to use a laptop must sit in the front row of the classroom. If you are found texting during class, you will be penalized. If your cell phone rings during class, you will be penalized. This policy applies to everyone during class time and is made to make our brief time together productive.

Code of Conduct:

In our class, one of our Community Agreements is to respect for difference of opinion, schools of thought and each other. Plagiarism and other forms of academic dishonesty are unacceptable. To submit any work in this class, you are required to complete the examination form from the University of Indiana on plagiarism by 9/17/2017. Your certificate must be emailed to me by 9/27/2017 at 11:59pm. If you are having trouble completing the exam, please come and see me for help. **If you do not submit the certificate, you will not be allowed to sit for any examination, complete your Academic Book Review, and take an absence for that day.** <https://www.indiana.edu/~academy/firstPrinciples/certificationTests/index.html>

Late assignments are not accepted.

Note: In the case that an emergency prevents you from finishing an assignment by the deadline, students must bring a documented excuse. All papers should be submitted electronically.

Grading Rubric:

A – Papers and assignments that earn an “A” demonstrate a thorough examination of the subject, are free of spelling and grammatical errors, and are written and organized in a way that communicates the information clearly. Class participation that earns an “A” includes thoughtful comments that assess materials presented in class, the readings, and your colleagues’ thoughts, in the classroom and on the discussion board. On exams, papers or other assessments at least 90% of the information provided will be correct. The class work presented, as a whole, will be excellent in every aspect.

B – Papers and assignments that earn a “B” demonstrate a good examination of the subject, are relatively free of spelling and grammatical errors, and are written and organized in a way that communicates the information clearly. Class participation that earns a “B” includes thoughtful comments that assess materials presented in class, and the readings, or your colleagues’ thoughts, in the classroom and on the discussion board. On exams, papers or other assessments, at least 80% of the information provided will be correct. The class work presented, as a whole, will be above average in every aspect.

C – Papers and assignments that earn a “C” demonstrate a fair examination of the subject, *may have some* spelling and grammatical errors, and the information presented may be disorganized and lack clarity. Class participation that earns a “C” includes some thoughtfulness in comments about materials presented in class, the readings, or your colleagues’ thoughts, in the classroom

and on the discussion board. On exams, papers or other assessments, at least 70% of the information provided will be correct. The class work presented, as a whole, will be average.

D – Papers and assignments that earn a “D” demonstrate minimal effort, a poor examination of the subject, will have some spelling and grammatical errors, and the information will be disorganized and lack clarity. Class participation that earns a “D” includes few or no comments that assess materials presented in class, the readings, or your colleagues’ thoughts, in the classroom and on the discussion board. On exams, papers or other assessments, at least 60% of the information provided will be correct. The class work presented, as a whole, will be below average.

F – Papers and assignments that earn an “F” demonstrate minimal effort, a poor examination and understanding of the subject, will have many spelling and grammatical errors, and the information will be disorganized and lack clarity and may be missing or incomplete. Class participation that earns an “F” includes few or no comments that assess materials presented in class, the readings, or your colleagues’ thoughts, in the classroom or on the discussion board. On exams, papers or other assessments, less than 60% of the information provided will be correct. The class work presented, as a whole, will be well below average.

Course Schedule

9/6: Welcome, Course Introductions, Syllabus, Sign-up Sheets
<https://www.indiana.edu/~academy/firstPrinciples/certificationTests/index.html>

9/11: The Discipline of History – The Basics
Discussion: “Thinking Like a Historian”
<http://historicalthinkingmatters.org/why/>
Approaches to historical text/learning styles, Citation: The basics
Viewings: <https://www.indiana.edu/~academy/firstPrinciples/certificationTests/index.html>

***** Certificate due 9/15/2017*****

9/13: Before the Written Word **Section 1-Printing**
Discussion: The Media of Early Civilization
Readings: Crowley &Heyer: Chap 1 - 4
Viewings: <https://www.indiana.edu/~academy/firstPrinciples/certificationTests/index.html>

***** Certificate due 9/15/2017*****

9/18: Evolutions and Revolutions in Communication
Discussion: Understanding Communication
Readings: Moran: Chap 1 (start on page 7)

9/20: “WhatYouSay?!?!”
Discussion: Language as Communication
Readings: Moran: 35- 57; Walter Ong

9/25: Language continued...
Discussion: Language as Communication
Readings: Moran:57- 73; Burke and Ornstein
Viewings: Crash Course – Language: <https://www.youtube.com/watch?v=s9shPouRWCs>

9/27: C is for Cookie...
Discussion: Literacy in the process of Communication
Readings: Moran: Chap 3
Viewings: Cookie Monster song - <https://youtu.be/Ye8mB6VsUHw>
******Group Report 1 due Today******

10/2: The Print Revolution
Discussion: Mechanics of printing
Readings: Crowley &Heyer: chap 9- 13
Viewings: Printing Press - <http://www.history.com/topics/middle-ages/videos/printing-press>

10/4: Printing Continued
Discussion: Print Media
Readings: Moran: 126 – 150; Schudson: chap 15

10/9: How we were first wired **Section 2 - Electronic**
Discussion: Changes wrought by electricity
Readings: Moran: 193- 220; Standage – Chap 14, Fischer – Chap16

10/11: More Wires
Discussion: Electric Communicationn
Readings: Moran: p.220- 254; Carey – Chapt 17
******Group Report 2 due Today******

10/16: Image Technologies **Section 3 - Imaging**
Discussion: Photography and Cinema
Readings: Moran: 151 – 173; Crowley & Heyer: Chap 19, chap 22
Viewings: Birth of a Nation - <https://youtu.be/I3kmVgQHIEY>

10/18: Images Continued
Discussion: Photography and Cinema Continued
Readings: Moran: 173- 191; Crowley & Heyer: Chap 23- 24
Viewings: Ted Talk- David Griffin
https://www.ted.com/talks/david_griffin_on_how_photography_connects?utm_campaign=tedsread-b&utm_medium=referral&utm_source=tedcomshare

******First Exam 10/20 on Moodle – Identifications******

10/23: Special Topics - Telephone
Discussion: Telephone

Readings: Michèle Martin, “The Culture of the Telephone,”
Viewings: Biography – Alexander Graham Bell
<https://www.biography.com/videos/alexander-graham-bell-father-of-the-telephone-19570755976>

******Group Report 3 Due Today******

10/25: Special Topic: Sound
Discussion: Music Please!
Readings: Crowley & Heyer: Chap 20, chap 26-30

10/30: Special Topic: Television
Discussion: Television
Readings: Crowley & Heyer: Chap 31, 33, 35 “The Public Broadcasting Act of 1967”
Viewings: TBA

11/1: Special Topic: Advertising
Discussion: Advertising
Readings: M. M. Manring – Slave in a Box (selection)

******Group Report 4 Due Today******

11/6: Special Topic: Consumer Culture
Discussion: How do the items we consume identify us?
Readings: Williams: Chap 18

******Last Day to Withdraw******

11/8: Special Topic: Visual Languages
Discussion: How do we speak visually?
Readings: Carpenter: Chapter 32; William J. Mitchell, "When Seeing is Believing?"
in Scientific American Feb. 1994, pp. 44-49

11/13: Becoming Cybernetic **Section 4 – Digital**
Discussion: Computers; **Group Presentation**
Readings: Moran: 271 – 273; Crowley & Heyer: Chap: 37-38

11/15: The Network
Discussion: The Internet & WWW; **Group Presentation**
Readings: Moran: 268- 271; Crowley & Heyer: Chap 39-40

11/20: Wireless for real?
Discussion: Mobile Networks/Wireless Revolution; **Group Presentation**
Readings: Moran: 273 – 295; Crowley & Heyer: Chap 41

11/27: Special Topics: Critical Thinking in Communication

Discussion: Examining the Mediums; **Group Presentation**
Readings: Moran: Chapter 8 (298-312)
Viewings:

11/29: Special Topics: Critical Thinking in Communication
Discussion: Critical Examination Continued; **Group Presentation**
Readings: Moran: Chap 8 (312-328)
Viewings:

******Essay Due 11/30 by 11:59******

12/4: Presentations

12/6: Presentations

******12/8 - Second Examination on Moodle - Essay******

12/11: Presentations

12/13: Presentations
Discussion: Wrap – up; Last Day of Classes

8. Who is your audience?

Tips for Reading Effectively and Efficiently

While reading, ask yourself the following questions:

1. Why did the author give the book or essay this title? The title of an essay or book will often reveal the central theme(s) of the book.
2. Why is this person writing this article or book? What is the author trying to tell me about the subject? This is usually called the “thesis” or the major point that is being made. Carefully reread the title and see if it offers a hint. Then, move onto the first several paragraphs or pages (introduction) and the last several paragraphs or pages (conclusion). In the beginning of the text you will be told what the book or essay is about and in the last pages or paragraphs, the writer will summarize what she/he has just told you.
3. What have other people said about this subject? Usually you will be told this in the beginning paragraphs. If you can’t find it there, again, go to the end.
4. Why are other scholars wrong in their analyses? Scholars will tell you why and in what ways other people are wrong in their arguments on this topic. Think about how the author has situated her/himself in scholarly debates.
5. What is the writer’s evidence for the assertions she/he is making? Keep this in mind, because you want to evaluate whether or not the evidence supports the argument.
6. What types of sources or documents is the scholar using? Does the author use a variety of sources or does she/he rely on the same type of documents? What sources has the author overlooked?
7. What is wrong with this article or what are the weaknesses? Ask yourself if the author’s argument is supported by matching evidence?
8. What is the significance of this work? Why is it important? This is often called the “so what” question. What are the strengths of the author’s argument(s)?