History of Media and Communication
MCC-UE 9003    Spring 2021
Synchronous Remote
Thursday 9am (Central European Time)

Instructor
● Prof. Aurora Wallace
● Office hours by appointment

Course Description
This course introduces students to the history of media and communication and to the stakes of historical inquiry. Rather than tracing a necessarily selective historical arc from alphabet to Internet or from cave painting to coding, the course is organized around an exploration of key concepts such as orality, literacy, technology, information, time and space, and networks.

Readings/Texts
● Supplemental articles listed on NYU Classes under “Resources"

Evaluation
<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly responses</td>
<td>15%</td>
</tr>
<tr>
<td>Database assignment</td>
<td>5%</td>
</tr>
<tr>
<td>Museum assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Book Review and Presentation</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
</tbody>
</table>

Participation is evaluated on consistent and thoughtful engagement with course materials, it is therefore imperative that the week's readings have been done in advance of class meetings.
Evaluation Rubric
A = Excellent
This work is comprehensive and detailed, integrating themes and concepts from discussions, lectures and readings. Writing is clear, analytical and organized. Arguments offer specific examples and concisely evaluate evidence. Students who earn this grade are prepared for class, synthesize course materials and contribute insightfully.

B = Good
This work is complete and accurate, offering insights at general level of understanding. Writing is clear, uses examples properly and tends toward broad analysis. Classroom participation is consistent and thoughtful.

C = Average
This work is correct but is largely descriptive, lacking analysis. Writing is vague and at times tangential. Arguments are unorganized, without specific examples or analysis. Classroom participation is inarticulate.

D = Unsatisfactory
This work is incomplete, and evidences little understanding of the readings or discussions. Arguments demonstrate inattention to detail, misunderstand course material and overlook significant themes. Classroom participation is spotty, unprepared and off topic.

F = Failed
This grade indicates a failure to participate and/or incomplete assignments

A  =  94-100
A- = 90-93
B+ = 87-89
B  = 84-86
B-  = 80-83
C+ = 77-79
C   = 74-76
C-  = 70-73
D+ = 65-69
D  = 60-64
F   = 0-59

Course Policies
Absences and Lateness
More than two unexcused absences will automatically result in a lower grade. Chronic lateness will also be reflected in your evaluation of participation. Regardless of the reason for your absence you will be responsible for any missed work. There are no extra credit assignments for this class.
Format
Please type and double-space your written work. You are free to use your preferred citation style, but please use it consistently throughout your writing. When sending a document electronically, please name the file in the following format lastnamefirstname Coursenumber Assignment1.doc eg: WallaceAurora MCC003 #1

Grade Appeals
Please allow two days to pass before you submit a grade appeal. This gives you time to reflect on my assessment. If you still want to appeal your grade, please submit a short but considered paragraph detailing your concerns. Based on this paragraph I will review the question and either augment your grade or refine my explanation for the lost points.

Academic Dishonesty and Plagiarism
http://steinhardt.nyu.edu/policies/academic_integrity

The relationship between students and faculty is the keystone of the educational experience at New York University in the Steinhardt School of Culture, Education, and Human Development. This relationship takes an honor code for granted and mutual trust, respect, and responsibility as foundational requirements. Thus, how you learn is as important as what you learn. A university education aims not only to produce high-quality scholars, but to also cultivate honorable citizens.

Academic integrity is the guiding principle for all that you do, from taking exams to making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others and take credit only for ideas and work that are yours.

You violate the principle of academic integrity when you cheat on an exam, submit the same work for two different courses without prior permission from your professors, receive help on a take-home examination that calls for independent work, or plagiarize.

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning, and discovering knowledge, plagiarism cannot be tolerated.

Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score, and/or other materials that are not your original work. You plagiarize when, without proper attribution, you do any of the following: copy verbatim from a book, an article, or other media; download documents from the Internet; purchase documents; report from other’s oral work; paraphrase or restate someone else’s facts, analysis, and/or conclusions; or copy directly from a classmate or allow a classmate to copy from you.

Your professors are responsible for helping you to understand other people's ideas, to use resources and conscientiously acknowledge them, and to develop and clarify your own thinking. You should know what constitutes good and honest scholarship, style guide preferences, and formats for assignments for each of your courses. Consult your professors for help with problems related to fulfilling course assignments, including questions related to attribution of sources.
Through reading, writing, and discussion, you will undoubtedly acquire ideas from others, and exchange ideas and opinions with others, including your classmates and professors. You will be expected, and often required, to build your own work on that of other people. In so doing, you are expected to credit those sources that have contributed to the development of your ideas.

**Avoiding Academic Dishonesty**

- Organize your time appropriately to avoid undue pressure, and acquire good study habits, including note taking.
- Learn proper forms of citation. Always check with your professors of record for their preferred style guides. Directly copied material must always be in quotes; paraphrased material must be acknowledged; even ideas and organization derived from your own previous work or another's work need to be acknowledged.
- Always proofread your finished work to be sure that quotation marks, footnotes and other references were not inadvertently omitted. Know the source of each citation.
- Do not submit the same work for more than one class without first obtaining the permission of both professors even if you believe that work you have already completed satisfies the requirements of another assignment.
- Save your notes and drafts of your papers as evidence of your original work.

**Disciplinary Sanctions**

When a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action may be taken following the department procedure or through referral to the Committee on Student Discipline.

The Steinhardt School Statement on Academic Integrity is consistent with the New York University Policy on Student Conduct, published in the NYU Student Guide.

**Student Resources**

- Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities mosescsd@nyu.edu as early as possible in the semester for assistance.

**My Accountability to You and Us to Each Other**

Students and faculty each have responsibility for maintaining an appropriate learning environment. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran’s status, (a) sexual orientation, (a) gender, gender identity and gender expression, age, disability, immigration status, language, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or (a) gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.
Schedule of Classes, Readings, and Assignments

Week 1  Introduction to Course and Overview  January 28

Week 2  Printing Revolution  
Feb 4     Read: BK Ch. 1 “The Divine Art”

Week 3  Commerce and Industry (Database assignment due)  
Feb 11    Read: BK Ch. 2 “Commercial and Industrial Media”

Week 4  
Feb 18   Monday Schedule – No Class

Week 5  News of the World  
Feb 25    Read: BK Ch. 3 “Print Media in the 20th and 21st Centuries”

Week 6  Photography  
Mar 4    Read: BK Ch. 4 “Giving Vision to History”

Week 7  Cinema  
Mar 11    Read: BK Ch. 5 “The Images Come Alive”

Week 8  Advertising  
Mar 18    Read: BK Ch. 6 “Advertising, PR and the Crafted Image”

Week 9  Midterm Exam  
Mar 25

Week 10  Telegraph and Telephone  
Apr 1     Read: BK Ch. 7 “The First Electronic Revolution”

Week 11  Radio  
Apr 8  Read: BK Ch. 8 “The New World of Radio”

Week 12  Television  
Apr 15    Read: BK Ch. 9 “A New Window on the World”

Week 13  Digital Revolution  
Apr 22    Read BK Ch. 10 “Computers”

Week 14  Networks  
Apr 29    Read: BK Ch. 11 “Digital Networks”

Week 15  Final Exam  
May 13