**Fall Semester 2025**

**CMN 455**. **Introduction to Media Studies**

**Class Meetings**: Tuesday 2:10-5:00 PM; UNH Manchester, Pandora Building, Room 361. <mark>**This course meets in person; there is no option for remote attendance.**</mark>

**Instructor**: Professor Jeffrey Klenotic, Ph.D.

**Office Location/Hours**: Pandora Building, Room 481; T 5:15-6:15pm, W 4:45-5:45pm, & by appt.

**Contact**: Phone: (603) 641-4130, Email: jeffrey.klenotic@unh.edu

**Availability:** Please drop in as needed during my regular office hours to discuss ideas and materials. We can meet in person or via Teams (click this link during the designated office hours to join the meeting). We can also set up an appointment outside of office hours if there is a scheduling conflict. You can also contact me by office phone, Canvas messaging, or email (<mark>**use your UNH email account only**</mark>). I will make every effort to respond within 24 hours.

**Course Disruption:** In the event UNH curtails operations due to weather or campus emergency, all course policies, requirements, deadlines, and grading percentages are subject to change as needed by revised course delivery, semester calendar, or other circumstances. **Students will be informed of any plans to make up canceled in-person class meetings through UNH email and by announcements posted to the course's Canvas website.** Until normal University operations have resumed, students should regularly check Canvas and their UNH email accounts for announcements and updates.

**Course Description:** This course examines the nature, development, and effects of media through a broad overview of media history and theory. It traces the emergence and development of media from the rise of spoken language, pictographs, and writing through the development of print and electronic mass media and into the era of digital internet and social media. Along the way, it reviews key theories and concepts that can help explain the effects that media have on communication, culture, and society.
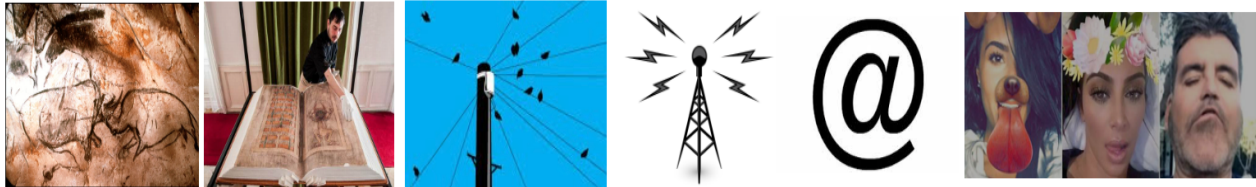


**Course Learning Outcomes:** Students taking this course will:

1. Understand key theories/concepts for analyzing the nature, development, and effects of media.
2. Acquire historical knowledge about media and the transformations caused by writing, print, photography, telegraph, telephone, movies, radio, TV, Internet, and social media.
3. Develop reading comprehension, critical thinking, and media inquiry skills through quizzes and papers using methods of auto-ethnography, historical analysis, and critical cultural analysis.
4. Apply quantitative and/or qualitative data to investigate the dynamics of mediated interaction and to develop hypotheses for research questions about media impacts on society and culture.

**Course Attributes:** CMN 455 fills a Discovery Program Social Science requirement. It also is a required core course for Communication Arts majors and fills a "Category B" breadth course for CA minors.

**Course Credit Hours**: 4 credits. This syllabus reflects the federal definition of a credit hour. Federal regulations define the amount of effort (including attending classes, reviewing lectures, doing readings, completing assignments, contributing to discussions, etc.) students should commit to their classes as follows: 3 hours of work per week per credit over a 15 week semester. The expected effort for a semester-long 4-credit course is 12 hours/week (4 credits x 3 hours per credit).

**Course Website:** This course makes regular and active use of Canvas. If you do not have a UNH username and password, contact the UNHM IT office to set up an account. Since Canvas has its own messaging system, **students may find it useful to set their Canvas notification settings so that messages are forwarded to their UNH email**. This ensures that any messages sent via Canvas are received in both channels.

**Class Materials and Format:** Students are expected to arrive at class having completed all assigned readings and homework, and ready to engage with the material. **All course materials are available via Canvas**. Scroll down to the course outline and reading schedule at the end of this page and you will see that the title of each reading links directly to that reading. You can access a reading through a preview window that opens within Canvas (click the reading's title), or you can download it to your computer (click the download "arrow"). **Readings should be completed *before* the date they are scheduled**. Class meetings will use some mix of lectures, slides, videos, and discussions. Most weeks, PowerPoint slides will be used for lecture and discussion. These materials will be available after each class session. **PowerPoints will be stored in the "Modules" section of our Canvas website. Power-Point slides may not be used, in part or in whole, outside of the context of this class without the expressed, written consent of the instructor.**

**Class Attendance: Students should plan to arrive at least five minutes before the start of class, stay for the entire session, and attend every class**. Attendance is taken at the start of each class, and again after the mid-class break. Students may arrive late twice throughout the semester. Each additional lateness beyond two is considered a half-absence. Likewise, students who more than twice leave class early and do not attend the entire second half of a session will be given a half-absence for each additional early departure. Because issues of family, work, health, and wellness can impact us all in unexpected ways, **students are allowed two excused absences (four half-absences) without penalty. For each half absence beyond the limit, an intermediate grade is deducted from the final course grade** (e.g., a student earning a B+ who missed two and one-half classes would see the grade drop to a B; if this student missed three classes, the grade would drop to a B-).

As described in the UNH attendance policy, "excused absences" include absences "for reasons such as (a) ill health, (b) participation in official intercollegiate events, (c) personal emergencies (d) instructional trips (e) jury duty (f) required military service and (g) important religious holidays or observances as discussed with the instructor." If you need to miss a class, please notify me in advance if possible. It is your responsibility to make up work missed due to absences on your own time. Students who miss class are still expected to submit assignments on time. To ensure that all students are treated equally and fairly, **accommodations or exceptions to this policy will be made based only on documented evidence.** FERPA privacy laws prevent faculty from taking any student documentation directly. Instead, **students who need to request a medical accommodation to any course-specific or UNH attendance policies should contact UNHM Assistant Dean Lisa Enright (Lisa.Enright@unh.edu) or, on the Durham Campus the office for** Student Accessibility Services, and these offices can help process your request for accommodation.

**Class Conduct:** The UNH code of conduct seeks to ensure that classrooms are welcoming spaces for diverse voices in the discussion of ideas and research. Threatening or harassing behavior will not be tolerated, either in person or online. When communicating with peers or instructors online, please follow the rules of proper netiquette.

**Class Recordings:** Unless required as part of a student accommodation plan, class sessions will **not** be recorded. If such recordings become necessary, your voice or image may be captured and by enrolling in this course you are consenting to such recording for these purposes. FERPA-compliant agreements are in place to protect the security and privacy of UNH Zoom accounts. Any recorded classes will be available for educational use only by students enrolled in the class and the recordings may not be shared with others outside of class. If they become necessary, class recordings would be accessible via the "Media Gallery" in the Canvas menu. It may take several days before videos are posted.

**Electronic Devices:** During class, we will not use any media technology or internet platform unless required for a class activity. This policy follows section 04:213 of the Student Handbook (p. 30): "Students may not use cell phones, PDAs, pagers, digital music players, laptops and other electronic devices during class unless designated by the course instructor. If use of any of these items is permitted by the course instructor, these items are not allowed to be used for non-class activities. If you, the student, have a learning disability that requires the use of one of these items, you must provide evidence from the Disability Services for Students office, to inform the course instructor of this situation so that he or she can accommodate your use. Also, if you need to leave a cell phone on for an emergency situation, you should inform the course instructor at the beginning of the class session as well as keep the phone on in a silent mode, so as not to disrupt the course."

**Course Assignments:** Successful completion of this course and attainment of its learning outcomes requires completion of four assignments as listed below. <mark>**Students who do not complete all four of the assignments and who do not request an incomplete will not pass the course**</mark>. Note that the **due dates for papers do not coincide with class dates**. This allows you to focus on required readings (and quizzes) prior to each class and turn in writing assignments the following weekend.

1. *Quizzes* **(40%) – Due by 2:10 PM on Sep. 2, 9, 16, 23, 30; Oct. 7, 14, 21; Nov. 4, 18, 25**

To develop **reading comprehension and critical thinking skills**, students will take eleven quizzes that will be due at the start of class. The **lowest quiz score will be dropped**, and the average of the remaining ten scores will count as 40% of the final grade. Quizzes must be submitted before the start of class on the due date. Quizzes may be any combination of multiple choice, true/false, fill-in-the-blank, or short answer questions. Usually, quizzes will be 20-30 questions. **All quizzes are take-home and open book, but students must take each quiz on their own; consultation with other students, tutors, faculty, friends, family members, or anyone else is not permitted. Use of the Internet during quizzes is limited only to readings and lectures distributed via the course's Canvas site**; **students may not use search engines or other Internet resources to assist them during quizzes** unless directed to do so by the instructor. Students who do not abide by this policy will be in violation of UNH's policy on academic honesty (see below) and this will result, minimally, in a failing grade for this course. To take a quiz, click "Quizzes" in the Canvas menu, select the appropriate quiz number, and click "take the quiz." <mark>**When you are ready to submit answers, click "submit quiz." Once "submit quiz" is clicked, no changes are possible, and all answers are final**</mark>.

2. *Self-Study* **(20%) – Due in Canvas by 11:59 PM on Sunday October 12**

In this assignment, you will use personal experience to cultivate your understanding of theoretical concepts and readings from the first half of the semester by examining how these ideas apply to your own life, an approach to media studies that is generally known as media auto-ethnography. To do this, you will undertake three stages of inquiry: First, you will quantitatively map out your normal media environment by inventorying the number and cost of media devices and content services that you have access to on a regular basis and by reflecting on how much time you spend using these media (and why) on a typical day. Second, you will conduct an experiment by altering your normal media environment to avoid all electronic media (any media device with a plug or battery) for 24 hours, recording your own and others' reactions to this change. Third, you will write a four-page paper **(minimum 1000 words)** that connects your media experience to ideas and concepts from class readings and other sources. Full guidelines will be shared via Canvas and discussed in class.

3. *Historical Analysis* **(20%) – Due in Canvas by 11:59 PM on Sunday November 9**

Media studies make use of both primary and secondary sources of historical research. In general, a primary source originates from the period being studied and documents happenings at that time, while a secondary source originates from a later time and offers an argument and evidence to explain what caused events to happen during the earlier period. To develop your media inquiry skills and enable you to learn how primary and secondary sources can be integrated into an historical analysis that expands your knowledge on the emergence and development of media, this assignment invites you to read a primary source from the late 19$^{th}$ or early 20$^{th}$ centuries in conjunction with an assigned secondary source from our syllabus. The result will be a four-page **(minimum 1000 words)** paper describing how the two sources support and/or challenge each other. Full guidelines will be shared via Canvas and discussed in class.

4. *Critical Cultural Analysis* **(20%) – Due in Canvas by 11:59 PM on Sunday December 14**

In your final project, you will bring together learning from throughout the semester, drawing from readings, lectures, personal experiences, primary and secondary sources, and media texts to reflect on the relationship between advertising and media in contemporary culture. This kind of inquiry is known as critical cultural analysis because it aims to critique and analyze the commercial forces that both enable and constrain the production of cultural content. The result is a four-page **(minimum 1000 words)** paper that critically analyzes the impact of advertising on the nature and development of media and its effect on culture. Full guidelines will be shared via Canvas and discussed in class.

==How to submit assignments==**:** All work will be submitted via Canvas. **Microsoft Word (.doc/x) or Adobe Portable Document Format (.pdf) documents are required for assigned papers.** If you use some other software to create your work, such as Apple Pages or Google Docs, use the "save as" or "export" function to save your paper as a Word (.doc/x) or PDF document before uploading. Files sent to Canvas with extensions other than .doc/x or .pdf that cannot be opened will be considered late. Files that are corrupted and cannot be opened will also be considered late. To upload your file, click "assignments" in the Canvas menu and select the appropriate assignment. Browse to your file, attach it, hit submit. **It is the student's responsibility to confirm the instructor has received their work. Shortly after the due date, if you see a zero (0) for the assignment in your grades, this informs you that your work has not been received or cannot be opened. This means the late paper policy (described below) is now in effect.** After you have successfully uploaded your late paper, this "0" will revert to a hyphen (-) to let you know your work has been received. After reading your work, I will change this hyphen to a number that reflects your final score on the assignment.

==Policy on Late Work:== There are two policies on late work, one for quizzes and one for papers. ==Quizzes== are designed to ensure that you come to class having studied the readings so that you are prepared to better understand and participate in additional lecture and discussion. Submitting them on time is essential to achieving the intended learning outcomes. Moreover, students submitting quizzes late have access to lectures and discussions about the readings that were not available to students turning quizzes in on time. To promote timely work and ensure fairness in grading, **quizzes submitted any time after the due date but before 7 days late will be penalized 7 full points** (i.e., a quiz submitted any time before the start of the next class will have 7 points deducted). **Quizzes submitted any time after 7 days but before 14 days late will be penalized 14 full points** (i.e., a quiz submitted any time before the start of the second next class will have 14 points deducted). Students submitting late quizzes are free to take the full 7 or 14 day period before submitting the quiz, to ensure they have done their best work. **Papers** are designed to give you an opportunity to show your mastery of course readings and lectures by integrating these materials into your own voice and analysis. Submitting them on time ensures that all student work can be evaluated fairly and equally, but intended learning outcomes can still be fully achieved if the work is submitted late. **Papers submitted after the given due date will be penalized 1 point per day up to a maximum of 14 days** (e.g., a paper due at 11:59 PM on October 12 that is submitted on October 17 by 11:59 PM will have 5 points deducted). ==After 14 days, late quizzes and papers will not be accepted== ==except where there are documented reasons (the process for which is described in the "Attendance== ==and Lateness" section of this syllabus) to excuse late work or where a course grade of "incomplete"== ==is warranted==. **Please note that final course grades are typically due at the registrar before the full 14 day late period for the third paper ends, which means that the period for accepting late work may be shortened**. If you think your work is going to be late, please let me know beforehand. Please know that this policy is not intended as punitive. Instead, it seeks to motivate students to manage time effectively and ensure that each student's work is treated equally and fairly. It also is a way for me to be transparent in informing students about grading practices in the course.

**Academic Integrity:** All student work must comply with [UNH policy on academic integrity](). Violation of this policy will result, minimally, in a failing grade for this course. Do your own work. I want to know what and how you think, not what and how somebody else or some algorithm thinks. ==**Plagiarism**== includes **using someone else's ideas or words without giving them credit**. If you copy a paragraph from a book or take an idea from an article or website without telling your reader, you have plagiarized. It can be done consciously or unconsciously; both are unacceptable. Plagiarism also includes **submitting someone else's work as if it were your own**, as in obtaining a paper from another student or from the Internet, or paying someone to write a paper on your behalf. Plagiarism also includes self-plagiarism, which is **submitting a paper or parts of a paper written for another class as if it were original to this class**. Finally, unless otherwise specified, the use of Automated Writing Tools, including chatGPT and similar artificial intelligence (AI) tools, is prohibited, even when properly attributed. **In this class, submitting a paper that makes use of AI automated writing tools is considered plagiarism** and will be handled in accordance with existing UNH policy on academic integrity.

If you are unsure about what does or does not count as plagiarism, please consult with me and/or review the UNH policy on academic integrity. You are also encouraged to take the [UNH tutorial on plagiarism](), which is an interactive way to get practice with proper citation procedures. Students should know that UNH uses "TurnItIn." This service searches the Internet and other databases to compare student essays against sources found online and other papers stored in the database.

**Student grades** are based on UNH standards: **A = "excellent"** performance, **B = "superior"** performance, **C = "competent, acceptable"** performance, **D = "marginal"** performance, **F = "failing"** performance. Intermediate grades (+/-) indicate that work is better in some areas of evaluation than others. The course grading scale is as follows:

A (100-92); A- (91-90); B+ (89-88); B (87-82); B- (81-80); C+ (79-78);
C (77-72); C- (71-70); D+ (69-68); D (67-62); D- (61-60); F (59 and below)

**Evaluation of Writing:** As a general standard, papers will be evaluated for the quality of their ***thinking, content***, and ***form***. Excellent papers will have **ideas that are**:

- Clearly and consistently focused on a clear research question and central thesis that are informed by original and critical thinking about the topic.
- Fully explained, coherently organized, and logically connected to support a thesis.
- Developed incrementally from paragraph to paragraph with smooth and cohesive transitions.
- Substantively and accurately rooted in course readings and relevant outside scholarly research.
- Consistently supported by specific and well-developed details, reasons, examples, evidence, descriptions, or other forms of explication and proof.
- Presented using an original essay title and framed by a compelling introduction that includes a research question and by an effective conclusion that reinforces unity by answering the question with a strong summation of the thesis.
- Nearly error-free in spelling, grammar, punctuation, capitalization, and paragraphing.
- Accurately cited using a standard reference system (e.g., APA or MLA).

For each assignment, ==**you will receive comments in the essay's margins (click "view feedback" to read all comments)**==. Feedback on "thinking" is noted by comments relating to the research question, thesis, logical and focused development of ideas, unified reasoning from paragraph to paragraph, use of examples, etc. Comments on the accuracy, detail, rigor, and depth of an essay's use of course readings and outside research give feedback on the essay's "content." Comments on spelling, grammar, punctuation, proofreading, editing, etc. represent feedback on the essay's "form."

**Student Academic Support Services:** Knack is a peer-to-peer tutoring platform available to all enrolled students in Manchester and Durham, and is offered at no charge to students. UNH has partnered with Knack to provide access to verified UNH tutors who have successfully completed a course, or a highly trained professional tutor, if no UNH tutor is available. Manchester students can request a peer tutoring directly through the Knack platform and have access to all trained tutors in Manchester and Durham. To view available tutors, visit unh.joinknack.com and sign in with your student account. Questions about Knack can be sent to Stephanie Kirylych, Director of Advising, at stephanie.kirylych@unh.edu.

In addition to Knack, students may get assistance with their writing through the Connors Writing Center and Online Writing Lab. The Connors Writing Center offers one-on-one writing conferences to current UNH students. The CWC works with writers from all disciplines on many different kinds and levels of writing. All conferences are conducted by trained writing assistants who are UNH undergraduate and graduate students. The CWC offers both in-person and virtual appointments. The online sessions are synchronous (real-time) appointments designed to help students have one-on-one conversations about their writing at any stage of the process, mirroring what we do during in-person appointments. Students can schedule an appointment any time during the semester.

In addition to the CWC, the Online Writing Lab assists students via asynchronous remote collaboration with qualified writing assistants. The OWL is not an editing or manuscript preparation service. Feedback may include reference to mechanics on the submitted paper, but it will be targeted to bring attention to patterns and issues in order to help the writer self-correct the paper and carry forward lessons to improve future writing. Students in all fields of study can submit up to 20 double-spaced pages of any form of writing, including course papers, resumes, creative essays, or personal statements. Within 3 business days, writing assistants provide feedback that can be printed or viewed on screen. The OWL is accessible through any computer that has an Internet connection and Microsoft Word. To submit a paper, students can sign in at unh.mywconline.com. and select the "Online Writing Lab" schedule.

**Library Research Assistance**: The UNH Manchester librarians are available to assist you with the research process. Visit the library's website at https://cps.unh.edu/library to learn about library services and to search for reliable sources. Contact the library at 603-641-4173 or unhm.library@unh.edu.

The links below guide you to useful online library resources:

- **Research Appointment** with a librarian: https://libraryguides.unh.edu/remoteaccess/researchhelp
- **Library Search Box**: https://libraryguides.unh.edu/librarysearchbox_unhmanchester
- **Study Room:** https://cps.unh.edu/library/support-services
- **Citing Sources**: https://libraryguides.unh.edu/unhmcitingsources
- **Evaluating Sources**: https://libraryguides.unh.edu/ENGL401UNHManchester/evaluatingsources.

**Accessibility Services:** According to the Americans with Disabilities Act (2008), each student with a disability has the right to request services from UNH to accommodate his/her/their disability. If you are a student with a documented disability or believe you may have a disability that requires accommodations, please contact Student Accessibility Services (SAS) located on the Manchester campus in room 417.

Accommodation letters are created by SAS with the student. Please follow-up with your instructor as soon as possible to ensure timely implementation of the identified accommodations in the letter. Faculty have an obligation to respond once they receive official notice of accommodations from SAS but are under no obligation to provide retroactive accommodations. For more information refer to www.unh.edu/sas or contact SAS at 603.862.2607, 711 (Relay NH) or sas.office@unh.edu.

**Mental and Emotional Health Support Services:** In partnership with The Mental Health Center of Greater Manchester, UNHM offers consultation on a walk-in basis and through telehealth appointments. Services include:

- Free confidential screening & consultation with a licensed mental health therapist.
- Referrals to mental health or substance misuse treatment. And assistance in understanding how to afford additional treatment (with or without insurance!) or find free services.

**You may email unhm.wellness@unh.edu to make an appointment to meet with a counselor or you can do so by clicking here**. If you would like to connect to counseling services directly, you may do so by contacting The Greater Manchester Mental Health Center at (603) 668-4111.

The National Suicide Prevention Lifeline provides 24/7, free and confidential support via phone or chat for people in distress, resources for you or your loved ones, and best practices for professionals. Call (800) 273-TALK (8255).

**Title IX Confidentiality and Mandatory Reporting:** The University of New Hampshire and its faculty are committed to assuring a safe and productive educational environment for all students and for the university as a whole. To this end, the university requires faculty members to report to the university's Title IX Coordinator (Bo Zaryckyj, Bo.Zaryckyj@unh.edu, 603-862-2930/1527 TTY**)** or to the UNH Manchester/CPS Title IX Deputy Intake Coordinator (Lisa Enright, lisa.enright@unh.edu  603-641-4336, Room 439) any incidents of sexual violence and harassment shared by students.

If you wish to speak to a confidential support service provider who does not have this reporting responsibility because their discussions with clients are subject to legal privilege, you can contact the SHARPP Center for Interpersonal Violence Awareness, Prevention, and Advocacy at (603) 862-7233/TTY (800) 735-2964. For more information about what happens when you report, how the university treats your information once a report is made to the Title IX Coordinator, your rights and reporting options at UNH (including anonymous reporting options) please visit student reporting options.  The uSafeUS app is also available for students to keep reporting options and resources easily accessible on their phones.

Help us improve our campus and community climate. If you have observed or experienced an incident of bias, discrimination or harassment, please report the incident by contacting the Civil Rights & Equity Office at UNH.civilrights@unh.edu or TEL # (603) 862-2930 voice/ (603) 862-1527 TTY / 7-1-1 Relay NH,  or visit the CREO website. Anonymous reports may be submitted.

Confidential Support Resources for UNH Manchester:

- SHARPP Extended Services Coordinator for UNH Manchester- room 417. Available in person Mondays 9 am to 4-pm and by Zoom appointment year-round M-F.
- YWCA, NH – 603-668-2299(24hour), 72 Concord St. Manchester, NH
- The Mental Health Center of Greater Manchester: On campus mental health counselors are available by appointment during the academic year. Located in room 426.
- 24 Hour NH Sexual Violence Hotline: 1-800-277-5570
- 24 Hour NH Domestic Violence Hotline: 1-866-644-3574

**Course Outline and Reading Schedule**

1. <span style="color:red">**Aug. 26**</span>  Language, Codes & Culture: Media & the Origins of Humanity

    # Review Syllabus

    # Introductory lecture

    # Early 18th Century Letter

**Part One – Theorizing the Nature, Development & Effects of Media**

2. <span style="color:red">**Sept. 2**</span>  The Nature of Media: Time, Space, Culture & Communication

    # Marshall Soules (2007), "The Bias of Communication & Monopolies of Power"

    # James Carey (1989), "A Cultural Approach to Communication"

    # **Quiz 1 Due** in Canvas by 2:10 pm

    **# Discuss self-study guidelines**

3. <span style="color:red">**Sept. 9**</span>  Transformations of the Word: From Orality to Writing, Print, and Digital Literacy

    # Walter Ong (1999), "Orality, Literacy, and Modern Media"

    # L. M. Sacasas (2019), "The Inescapable Town Square"

    # Sven Birkerts (1994), "Hypertext: Of Mouse and Man"

    # **Quiz 2 Due** in Canvas by 2:10 pm

4. <span style="color:red">**Sept. 16**</span>  Transformations of the Senses: Immersion & Remediation

    # Marshall McLuhan (1964), "Understanding Media: The Extensions of Man"

    # Liliana Bounegru (2011), "Remediation and Premediation as Medium Specificity" (PDF here)

    # Optional: Allison Crochet (2017), "Analyzing the Theories of Marshall McLuhan" (student essay)

    # **Quiz 3 Due** in Canvas by 2:10 pm

5. **Sept. 23**   <u>Transformations of Social Psychology: Metrication, Coercive Design, & Well-Being</u>

    # Benjamin Grosser (2014), "[What do Metrics Want? Quantification on Facebook](#)"

    # Paul Lewis (2017), "[Tech Insiders Fear a Smartphone Dystopia](#)" (available as a PDF [here](#))

    # Jean Twenge (2017), "[Have Smartphones Destroyed a Generation?](#)" (available as a PDF [here](#))

    # <mark>**Quiz 4 Due** in Canvas by 2:10 pm</mark>


6. **Sept. 30**   <u>Transformations of Celebrity: Codes of Distinction & Authenticity</u>

    # Alice Marwick & danah boyd (2011), "[To See and Be Seen: Celebrities on Twitter](#)"

    # Alice Marwick (2015), "[Instafame: Luxury Selfies in the Attention Economy](#)"

    # Taylor Lorenz (2019), "[The Instagram Aesthetic Is Over](#)"

    # Optional: Jonah Bromwich (2019), "[The Evolution of Emma Chamberlain](#)"

    # <mark>**Quiz 5 Due** in Canvas by 2:10 pm</mark>


7. **Oct. 7**   <u>Transformations of Work: Digital Platforms as Playground and Factory</u>

    # Hector Postigo (2015), "[Digital Labor: Converting Play into YouTube Money](#)"

    # Rebecca Mardon, et al. (2018), "[YouTube Beauty Gurus and Emotional Labor](#)"

    # Sapna Maheshwari (2021), "[Retailers Find TikTok a 'Sunny Place' for Advertising](#)"

    # Optional: Ryan Broderick, et al., (2025), "[Robot Revolution: YouTube No Longer Requires You](#)"

    # <mark>**Quiz 6 Due** in Canvas by 2:10 pm</mark>

    **# Discuss historical analysis guidelines**


<mark>**\*\*DUE SUNDAY October 12 - Self Study (upload to Canvas by 11:59 PM)\*\***</mark>

**Part Two – Historicizing the Nature, Development & Effects of Media**

8. **Oct. 14**   Major Approaches for Understanding the History & Development of Media

   # Brian Winston (1995), "How are Media Born and Developed?" (better read aloud version here)

   # Ferdinand Tonnies (1887), "Gemeinschaft and Gesellschaft"

   # **Quiz 7 Due** in Canvas by 2:10 pm


9. **Oct. 21**   Newspapers, Magazines & Cheap Fiction: Maps for Modern Living

   # Nan Enstad (1999), "Ladies of Labor: Fashion, Fiction, and Women's Culture"

   # Michael Schudson (1978), "Journalism as Entertainment"

   # *Street and Smith's New York Weekly* (October 15, 1904; click thumbnail image of newspaper's front page in top left corner of web page to access the issue, or for PDF version, click here)

   # *The Evening World* (November 15, 1900) (no PDF version is available)

   # **Quiz 8 Due** in Canvas by 2:10 pm


10. **Oct. 28**   Photographic Images: Naturalism vs. Beautification

   # Andre Bazin (1960), "The Ontology of the Photographic Image"

   # Susan Sontag (1977), "The Heroism of Vision" (found at pp. 65-87 in the book or pdf pp. 71-93)

   **There is no quiz due this week - Use the time to work on your historical analysis paper.**


11. **Nov. 4**   Moving Pictures: From Multi-Medium to Cinema & Back Again

   # Wheeler W. Dixon and Gwendolyn Foster, "The Invention of the Movies"

   # Jeffrey Klenotic (2001), "The Sensational Acme of Realism"

   # **Quiz 9 Due** in Canvas by 2:10 pm


**\*\*DUE SUNDAY November 9 - Historical Analysis Paper (upload to Canvas by 11:59 PM)\*\***

12. **Nov. 18**    Telegraph & Telephone: Rise of Real-Time Two-Way Media

    # James Carey (1989), "Technology and Ideology: The Telegraph"

    # Tom Standage (1998), "Love Over the Wires" (pp. 127-144 of the book or pp. 1-10 of the PDF)

    # **Quiz 10 Due** in Canvas by 2:10 pm

    # **Discuss critical cultural analysis guidelines**

13. **Nov. 25**    Wireless Broadcasting: Commercial Development of Radio & TV

    # Cynthia Meyers (2009), "From Sponsorship to Spots"

    # Tiffany Hsu (2019), "I See Pepsi, You See Coke"

    # **Quiz 11 Due** in Canvas by 2:10 pm

14. **Dec. 2**    TV Today: Programming Economics & Ratings

    # Jon Nathanson (2014), "The Economics of a Hit TV Show"

    # Todd VanDerWerff (2017), "Did Your Favorite Show Get Cancelled? Here Are Seven Reasons"

    # Jonah Weiner (2019), "The Great Race to Rule Streaming TV"

    # Sarah Whitten & Lillian Rizzo (2023), "Streaming Services are Removing Tons of Movies, Shows"

    # John Koblin (2024), "How *Young Sheldon* Successfully Rode the Turmoil in TV"

**\*\*DUE Sunday Dec. 14 - Critical Cultural Analysis (upload to Canvas by 11:59 PM)\*\***