

HISTORY OF RADIO, TV, & NEW MEDIA

INSTRUCTOR: Munib Rezaie

COURSE DESCRIPTION

This course will begin by tracing the history and development of radio and television with particular attention to technological developments as well as the socio-historical context in America. The last unit of the course will focus on issues of convergence in various media forms. Throughout the course, we will critically evaluate what makes media “new” and draw specific lines between developments of the past with the media environment of today.

COURSE OBJECTIVE

- Develop critical and analytical thinking towards our day-to-day media options
- Understand the historically repetitive nature of “new” media
- Attain historical perspective on why and how media developed the way that they did

REQUIRED TEXT

- Michele Hilmes, *Only Connect: A Cultural History of Broadcasting in the United States*
- Additional readings provided in course pack or electronically via uLearn

ASSIGNMENTS & GRADING BREAKDOWN:

Participation/Attendance:	10%
Quizzes:	10%
Exam 1:	20%
Exam 2:	20%
Oral History Project:	40% total; breakdown below
Media Component:	10%
Response Paper:	15%
Presentation:	15%

Participation/Attendance

Students are expected to be in class on time, have done the readings, and prepared for lecture and discussion. You should strive to actively engage in class discussions, and ask and respond to questions regularly.

Quizzes

Once a week I will ask students to complete a short quiz that will cover materials covered in class. These quizzes will be multiple choice or short answer and should not be difficult for any student who has come to class and engaged in discussions. These quizzes will take place in the **first 10 minutes** of class. Students who come in late will not be given extra time and there will be **no make-ups**. I will drop three quiz grades at the end of the semester. Any missed quiz grades above three will count as a zero. The quizzes are worth

10% of your final grade.

Exams

The course will consist of two (2) equally weighted (**20% each**) non-cumulative exams based on lectures, class discussions, and readings.

Oral History Project

For this project, you will reach out to a grandparent or other senior citizen in your family/community for an interview. You will engage them in a conversation about their experiences with the media, particular radio and TV, prior to 1975. There are three components to the project, outlined below:

1. Media Component: the interviews will be recorded (video or audio) and turned in to fulfill this requirement.
2. Response Paper: a **3-5 page** paper will be turned in wherein you will describe your experience and reaction to the interview. Were you surprised by the information? What did you think of their media experiences? How did it compare to your own? Etc. The paper will be **double-spaced, 12-pt Times New Roman font**
3. Presentation: You will give a 5-10 minute presentation on your project discussing the lessons you have learned from your experience. This would also be a perfect time to share some of the audio or video footage from the interviews that are particularly important to you.

DROPPING, INCOMPLETES, WITHDRAWALS

It is your responsibility to drop the class if you deem necessary. Incompletes may be given to a student who for nonacademic reasons beyond his or her control is unable to complete the requirements of this course. An incomplete may be assigned for this course if a student has completed most of the major assignments of the course with a passing grade.

All undergraduates are allowed to withdraw with a grade of "W" a maximum of six times in their entire careers at Georgia State. Students who exceed the limit will automatically receive a grade of "WF" which will count as an "F" for GPA calculations. Withdrawals taken before Fall 2006 will not count against the limit and neither will hardship withdrawals, withdrawals at other institutions or withdrawals after the midpoint. Withdrawals after the semester midpoint are automatically given a grade of "WF".

ACADEMIC MISCONDUCT

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

The university's policy on academic honesty is published in the *Faculty Affairs Handbook* and the *On Campus: The Undergraduate Co-Curricular Affairs Handbook* and is available to all members of the university community. The policy represents a core value of the university and all members of the university community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. All members of the academic community -- students, faculty, and staff -- are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the offices of the deans of each college, the office of the dean of students, and the office of the provost.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Students are encouraged to discuss freely with faculty, academic advisors, and other members of the university community any questions pertaining to the provisions of this policy. In addition, students are encouraged to avail themselves of programs in establishing personal standards and ethics offered through the university's Counseling Center.

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

A. Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource

without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

B. Cheating on Examinations. Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, computer based resources, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

C. Unauthorized Collaboration. Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with another person or source, or computer-based resource, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

D. Falsification. It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

E. Multiple Submissions. It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

Plagiarism, cheating, unauthorized collaboration, falsification, and the submission of work completed for other courses will not be tolerated and punished to the fullest extent allowed by the university.

The course schedule below provides a general plan for the course; deviations may be necessary.

Jan. 9 (M) Introductions

Unit 1

Jan. 11 (W) Studying “New” Media
Reading: Hilmes, Chapter 1
 Brian Winston, “How are Media Born?”

Jan. 16 (M) MLK Holiday

Jan. 18 (W) The Era’s Social Context
Reading: Hilmes, Chapter 2

Jan. 23 (M) Radio’s Technological Prerequisites
Reading: James Carey, “Technology & Ideology: The Case of the
 Telegraph

Jan. 25 (W) Early Radio Broadcasting and Regulation 1919-1926
Reading: Hilmes, Chapter 3

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Jan. 30 (M) Commercial Network Broadcasting 1926-1940
Reading: Hilmes, Chapter 4

Feb. 1 (W) Radio for Everyone 1926-1940
Reading: Hilmes, Chapter 5

Feb. 6 (M) War at Home and Abroad 1940-1945
Reading: Hilmes, Chapter 6

Feb. 8 (W) Office of War Information
Reading: Hilmes, Chapter 6 (cont)
 Koppes and Black, “What to Show the World: The OWI
 & Hollywood

Feb. 13 (M) Radio Around the World or Introduction to Major TV Issues

Feb. 15 (W) Exam 1

Unit 2

Feb. 20 (M) At Last Television: 1945-1955
Reading: Hilmes, Chapter 7

Feb. 22 (W) Case Studies: Early TV

April 18 (W)	Film and Video Games (cont.) Reading: Brookey, from <i>Hollywood Gamers</i>
April 23 (M)	Wrap-Up
Final exam week	April 24-May 1 Oral History Presentations