University of Calgary
Department of Communication, Media and Film

COMS 381 (L01): Communications History

WINTER 2021: January 12 to April 15 (excluding February 14-20 AND April 5)

Lecture: Tu/Th 11:00 to 11:50
(Lectures will be in synchronous Zoom sessions on Tuesdays & Thursdays)
Tutorials (via Zoom on Mondays): B1 (9-9:50), B2 (10-10:50), B3 (11-11:50), B4 (12-12:50), B5 (1-1:50) OR B6 (2-2:50)

IMPORTANT NOTE ON COURSE DELIVERY FOR WINTER 2021:

This Winter 2021 course will be offered entirely online as part of the University's plan to ensure everyone's safety during the Covid-19 pandemic. Please read the outline carefully to see which course components will be offered synchronously (where you are expected to participate at the usual scheduled course time) and which components will be offered asynchronously (to be completed on your own time). Synchronous course sessions will normally be hosted on Zoom, a video-conferencing program. To access scheduled Zoom course sessions, go to D2L, click on the COMMUNICATION tab, and select Zoom 5 or 10 minutes before class is scheduled to begin.

If you will not be able to participate in scheduled synchronous class sessions owing to time differences, then you should arrange to take this course when it is offered in person in the future.

Note that the time indicated on course outlines for all timed quizzes and exams in CMCL, COMS, and FILM courses includes 50% extra time to allow for technical difficulties.

Instructor:	Maria Victoria Guglietti
Email:	mvguglie@ucalgary.ca
Web Page:	D2L (access via MyUofC portal)
Office Hours:	By appointment over Zoom

Course Description
This course offers a general survey of how various communication systems and practices developed through history and of the social contexts within which they emerged, transformed and adapted through time. Examines major technological developments in the history of human communication and uses theory to understand their origins and impacts on social organization and everyday life.

Additional Information
The weekly schedule of topics and readings can be found at the end of this outline or on D2L.
- Narrated PowerPoint presentations posted on D2L on Mondays at noon.
- In order to make the Zoom discussion more manageable, **students will be divided in two groups (A and B) during the first week of class and, once again, on week 7**. Each group will be assigned a meeting day (either Tuesdays OR Thursdays) during the scheduled hours (11:00 to 11:50). Zoom sessions will be recorded and posted on D2L.
- All remaining communication will be made available via D2L in written or audiovisual form.

The weekly schedule of topics and readings can be found at the end of this outline or on D2L. Students are responsible for reading and following all course and university policies discussed in this outline.

Objectives of the Course
By the end of this course, students should be able to

1. identify different theoretical approaches to the study of communication technologies and their effects on how technology is understood and studied,
2. analyse the interrelation between society, culture, power and technological development in written essays and multimedia projects.
3. examine current media technologies from a historical perspective

Textbooks and Readings
Heyer, P. & Urquhart, P. (2018) *Communication in history: Stone age symbols to social media* (7th edition). London: Routledge

The earlier 6th edition by Crowley and Heyer is also acceptable though there is one article missing that will be posted on D2L. Make sure to check the schedule of readings for further information.

Additional mandatory readings:

Dijck, J. (2011). Tracing Twitter: The rise of a microblogging platform. *International Journal of Media and Cultural Politics*, *7*(3), 333-348.
https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/openurl?sid=google&auinit=J&aulast=Dijck&atitle=Tracing%20Twitter:%20The%20rise%20of%20a%20microblogging%20platform&id=doi:10.1386%2Fmacp.7.3.333_1&title=Media%20and%20cultural%20politics&volume=7&issue=3&date=2011&spage=333&issn=1740-8296&vid=UCALGARY&institution=01UCALG&url_ctx_val=&url_ctx_fmt=null&isSerivcesPage=true

Peers, F. W. (2016). Canadian Television: Beginnings. In *The Public Eye* (pp. 1-28). Toronto: University of Toronto Press.https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1c1okid/TN_cdi_walterdegruyter_books_10_3138_9781442664814_004

Winston, B. (1998). Introduction: A storm from paradise: Technological innovation, diffusion and suppression. In *Media, technology and society: A history from the telegraph to the internet*.
https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=169790&ppg=16

Learning Technologies and Requirements
& Policy on the Use of Electronic Communication Devices
This is an online course. In order to complete online (or blended) courses, University of Calgary students are required to have reliable access to the following technology:
- A computer with a supported operating system, as well as the latest security and malware updates, with current antivirus software enabled;
- Broadband internet connection, and a current and updated web browser;

- A webcam (built-in or external);
- A microphone and speaker (built-in or external), or headset with microphone.

Most current laptops will have a built-in webcam, speaker and microphone. If you need access to other software programs to complete assignments, your instructor will provide relevant information and links.

If you have technical difficulties, contact the university's IT department. For more information, see https://www.ucalgary.ca/pubs/calendar/current/student-campus-services-information-technologies-it.html

Instructors may arrange to record synchronous zoom class sessions for lesson capture; however, students are not to share recordings with others. Please carefully review the section on Instructor Copyright at the end of this outline.

Assignments and Evaluation

Weight	Assessed Components	Due
10%	**A "gadget of mine" trailer** (individual assignment- audiovisual) Students will produce a 5' video narrative (i.e. narrated ppt, QuickTime movie, Imovie, etc.) in which they will tell the story of a media technology of their childhood from a technological determinist perspective.	Feb. 1st by 11:59PM (dropbox)
30%	**Midterm** (individual assignment- take-home approx. 3-5 pages). The midterm will combine short and long answers based on the analysis of a paper discussing the history of a media technology. Instructions will be posted on D2L by the 3rd week of class.	February 22nd by11:59PM (dropbox)
32%	**Group Activities** (self-assigned groups of 5, written questionnaire) In groups of five, students will remotely collaborate to complete four open book assignments, each will require the critical analysis of a case study. Instructions will be posted a week before the deadline. Students will have the chance to form groups online the first week of class. Each group assignment is 8%. Further instructions will be posted on D2L	February 8th, March 1st and 15th and 29th by 11:59PM (dropbox)
28%	**Multimedia essay (20%) and written reflection (8%)** Students will research and critically analyse a moment in media history. The audiovisual essay will adopt Winston's social constructivist framework studied in Week 2. Possible formats for this assignment include: a. A webpage (includes video, image and text component of approx. 1300 words), b. A podcast of approx. 10' c. A blog entry (1300 words) supported by images and/or videos d. A video essay of approx. 10'	April 13th by 11:00 AM via dropbox

| | In addition, students will submit a brief reflection essay of 500-700 words in which students will discuss:

- The most important concept, practice and/or idea learned in COMS 381,
- An area of difficulty experienced in connection with the learning of media history,
- A potential application of the knowledge and practices incorporated in COMS 381.

Further instructions and rubrics will be posted on D2L by Week 3. | |

Registrar-scheduled Final Examination: No

Note: You do not have to complete all the assignments and exams in order to receive a passing grade in this course.

If you miss a required course component, please contact your instructor as soon as possible.

Submission of Assignments
Please submit all assignments electronically by uploading them to the designated D2L dropbox (unless instructed otherwise in the assignment guidelines). Include your name and ID number on all assignments. It is your responsibility to keep a copy of each submitted assignment and to ensure that you submit the proper version (particularly in courses requiring electronic submission).

Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the *Freedom of Information and Protection of Privacy (FOIP) Act*. Please note that instructors may use audio or video recorded for lesson capture, assessment of student learning, and self-assessment of teaching practices.

Policy for Late Assignments
Assignments submitted after the deadline will receive a 0.

*The Day of Grace: One day of grace is available to all students to cover unforeseen problems that prevent them from meeting a deadline such as computer crashes, vehicle breakdowns, lack of printer ink or money, unexpected family obligations, etc. Students may use this day ONLY ONCE during the semester. Students using this day of grace must upload the assignment by 4:30 pm the next calendar day to avoid a late penalty and write "grace" on their subject line. It should be noted that assignments handed in this manner may be returned 1-2 classes later than those submitted on the due date

Student Accommodations
Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

Students seeking accommodation for transient illnesses (e.g., the flu) or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require that a medical note be presented. For the policy on supporting documentation the use of a statutory declaration, see Section M.1 of the *University Calendar*: https://www.ucalgary.ca/pubs/calendar/current/m-1.html. Also see FAQs for Students: https://www.ucalgary.ca/registrar/registration/appeals/student-faq

Expectations for Writing
Department policy directs that all written assignments and, to a lesser extent, written exam responses be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization and proper documentation of research sources. For further information, please refer to the *University of Calgary Calendar* section on writing across the curriculum: http://www.ucalgary.ca/pubs/calendar/current/e-2.html

Grading & Department of Communication, Media and Film Grade Scale
The following table outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film. For components graded using percentages or numerical scores, those values will be used directly in calculating the final course grade, while for components graded using letter grades, the letter grades will be converted to the midpoint values listed in the final column of the table below in calculating the final course grade.

In this course, final grades are reported as letter grades. All other assignments (exams, group presentations and group activities) will receive a percentage grade.

Grade Point Value	Description	Grade	Dept of CMF grade scale equivalents*	Letter grade % equivalent for calculations*
4.00	Outstanding performance	A+	96 - 100%	98.0%
4.00	Excellent performance	A	90 - 95.99%	93.0%
3.70	Approaching excellent performance	A -	85 - 89.99%	87.5%
3.30	Exceeding good performance	B+	80 - 84.99%	82.5%
3.00	Good performance	B	75 - 79.99%	77.5%
2.70	Approaching good performance	B-	70 - 74.99%	72.5%
2.30	Exceeding satisfactory performance	C+	65 - 69.99%	67.5%
2.00	Satisfactory performance	C	60 - 64.99%	62.5%
1.70	Approaching satisfactory performance	C-	55 - 59.99%	57.5%
1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	D+	53 - 54.99%	54.0%
1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject	D	50 - 52.99%	51.5%
0.00	Failure. Did not meet course requirements.	F	0 - 49.99%	0%

* Column 4: If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades. Column 5: These percentage equivalents will be used for calculating final grades unless an alternative method of final grade calculation is outlined above.

Plagiarism
Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. **In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin**. Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there.

For information on citation and documentation styles (MLA, APA, Chicago, IEEE, etc.), visit the Student Success Centre resource links at https://ucalgary.ca/student-services/student-success/writing-support or the Purdue Online Writing Lab (OWL) Research and Citation Resources at https://owl.purdue.edu/owl/research_and_citation/resources.html

If you need help with your writing or have questions about citing sources, please consult your instructor or visit the Student Success Centre, 3rd floor, Taylor Family Digital Library. To book an appointment, go to https://success.ucalgary.ca/home.htm

Instructor Intellectual Property & Copyright Legislation
Course materials created by the instructor (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the same course section and term may be allowed under fair dealing. Check with the instructor if you have any questions about sharing materials with classmates.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Academic Misconduct
For information on academic misconduct and its consequences, please see the *University of Calgary Calendar* at http://www.ucalgary.ca/pubs/calendar/current/k.html

Research Ethics
Whenever you perform research with human participants, including surveys, interviews, or observations as part of your university studies, you are responsible for obtaining research ethics approval and for following university research ethics guidelines. In some cases, your instructors may apply for course-based research ethics approval for certain assignments, and in those cases, they must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, please see

Deferrals of Course Work and Requests for Reappraisal
For university regulations and procedures related to deferrals of exams and course work, requests for reappraisals, and other matters, please see the relevant sections in the *University Calendar:* https://www.ucalgary.ca/pubs/calendar/current/academic-regs.html

Student Support Services and Resources
Please visit https://www.ucalgary.ca/registrar/registration/course-outlines for information about student support services and resources, including Wellness and Mental Health Resources, Student Success programs and services, the Student Ombuds Office, the Student Union, and Safewalk.

For resources on D2L, visit http://elearn.ucalgary.ca/desire2learn/home/students. IT support is available at itsupport@ucalgary.ca or by calling 403-220.5555.

Schedule of Lecture Topics and Readings

	Tuesdays OR Thursdays **11:00 – 11:50 via Zoom**
Week 1 Jan. 14	**Asynchronous components:** Introduction to class and assignments (video) Technological determinism: Harold Innis, "Media in ancient empires"[1] (reading and recorded lecture) **Synchronous component:** Zoom discussion (everyone participates-January 14) **Assignment:** familiarize with the D2L site **No tutorial on January 11ᵗʰ or 18th**
Week 2 Jan. 19 & 21	**Asynchronous component:** Social constructivism: Winston, B. (1998). Introduction: A storm from paradise: Technological innovation, diffusion and suppression https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=169790&ppg=16 **Synchronous component:** Zoom discussion (Group A: January 19; Group B: January 21) **Tutorial time dedicated to group formation and discussion of "A gadget of mine" trailer assignment**
Week 3 Jan. 26 & 28	**Asynchronous component:** Early writing: Eric Havelock, "The Greek Legacy" AND Walter Ong, "Orality, Literacy, and Modern Media" (reading and recorded lecture) **Synchronous component:** Zoom discussion (Group A: January 26; Group B: January 28) **Tutorial time dedicated to completion of "A gadget of mine" trailer assignment**
Week 4 Feb. 2 & 4	**Asynchronous component:** The rise of printing: Lewis Mumford. "The Invention of Printing" AND Elisabeth Eisenstein, "Aspects of the Printing Revolution." (reading and recorded lecture) **Synchronous component:** Zoom discussion (Group A: February 2; Group B: February 4) **Assignment: "**A gadget of mine" trailer due February 1st @ 11:59PM **Tutorial time dedicated to completion of group activity 1**
Week 5 Feb. 9 & 11	**Asynchronous component:** Electricity and communication: James W. Carey, "Time, Space, and the Telegraph" AND Claude Fischer, "The Telephone Takes Command" (reading and recorded lecture)

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[1] All readings from Heyer & Urquhart unless indicated.

	Synchronous component: Zoom discussion (Group A: February 9; Group B: February 11) **Assignment:** Group Activity 1 due February 8 @ 11:59PM **Tutorial time dedicated to discussion of midterm**
Week 6 Feb 16 & 18	**Reading days- No classes**
Week 7 Feb. 23 & 25	**Asynchronous component:** Journalism and Photojournalism: Michael Schudson, "The New Journalism" AND Ulrich Keller, "Early Photojournalism" (reading and recorded lecture) **Synchronous component:** Zoom discussion (Group exchange- Group A: February 23; Group B: February 25) **Assignment:** Take-home midterm due February 22nd @ 11:59PM **Tutorial time dedicated to completion of group activity 2**
Week 8 Mar. 2 & 4	**Asynchronous component:** Mass entertainment: Jonathan Sterne, "The Making of the Phonograph," AND Daniel Czitrom, "Early Motion Pictures" (reading and recorded lecture) **Synchronous component:** Zoom discussion (Group A: March 2; Group B: March 4) **Assignment: Group activity 2 due March 1 @ 11:59PM** **No tutorial on March 1st**
Week 9 Mar. 9 & 11	**Asynchronous component:** Film, visual culture and mass consumption: Rosalynd Williams, "Dream Worlds of Consumption" AND Jib Fowles, "Mass Media and the Star System" (reading and recorded lecture) **Synchronous component:** Zoom discussion (Group A: March 9; Group B: March 11) **Tutorial time dedicated to completion of group activity 3**
Week 10 Mar. 16 & 18	**Asynchronous component:** Radio: Susan J. Douglas, "Early Radio" AND John Durham Peters, "The Public Voice of Radio." (reading and recorded lecture) **Synchronous component:** Zoom discussion (Group A: March 16; Group B: March 18) **Assignment:** Group Activity 3 due March 15 @ 11:59PM **Tutorial time dedicated to discussion of final multimedia essay and reflection**
Week 11 Mar. 23 & 25	**Asynchronous component:** The beginning of Canadian TV: Peers, F. W. (2016). Canadian Television: Beginnings. In *The Public Eye* (pp. 1-28). Toronto: University of Toronto Press. (reading and recorded lecture) **Synchronous component:** Zoom discussion (Group A: March 23; Group B: March 25) **Tutorial time dedicated to completion of group activity 4**
Week 12 Mar. 30 & Apr. 1	**Asynchronous component:** Old new media: Lev Manovich, "How Media Became New" AND Jay David Bolter and Richard Grusin, "The World Wide Web" (reading and recorded lecture) **Synchronous component:** Zoom discussion (Group A: March 30; Group B: April 1) **Assignment:** Group Activity 4 due March 29 @ 11:59PM **Tutorial time dedicated to questions about final multimedia essay and reflection**
Week 13 Apr. 6 & 8	**Asynchronous component:** Social media: Alice Marwick, "A Cultural history of Web 2.0" AND Dijck, J. (2011). Tracing Twitter: The rise of a microblogging platform. *International Journal of Media and Cultural Politics*, 7(3), 333-348. (reading and recorded lecture) **Synchronous component:** Zoom discussion (Group A: April 6; Group B: April 8) **No tutorial on April 5- Easter Monday**
Week 14 Apr. 13 & 15	**No classes/ No tutorial-** Time dedicated to complete final multimedia essay and reflection **Final Multimedia essay and reflection due April 13th @ 11:00 AM via dropbox**