

MEJO 101

From Gutenberg to Zuckerberg

Spring 2023

Monday and Wednesday, 3:35-4:50pm, CA 111.

Professor: Daniel Kreiss

E-mail: dkreiss@email.unc.edu

Phone: 415.238.6924 (mobile)

Twitter: @kreissdaniel

Office: 377 Carroll Hall

Office Hours: by appointment and 2:30-3:30pm, M, W

Teaching Assistant: Cara Schumann

Email: cschumann@unc.edu

From Gutenberg to Zuckerberg is a hands-on, group-work oriented course that introduces students to media history and contemporary issues in media and journalism. Students will learn about the vast array of amazing offerings in our School of Journalism and Media, including political communication, public relations, advertising, public health, and journalism. This introductory course will feature readings on media history and contemporary media across these domains, discussion-oriented lectures that provide students with a framework for understanding the relationship between media and social life, and collaborative, group-based activities that take advantage of a unique learning space in Carroll Hall.

Throughout the course, we will discuss pressing issues about media and society through the lens of what has come before. And, we will try our hand at thinking through the hard decisions that practitioners have to quickly make everyday. By the end of this course, students will have an understanding of media history, will have thought critically about a key set of issues relating to media that are resonant in our own era, and will have learned to apply their knowledge and skills to real world problems ranging from content moderation on platforms to public health campaigns.

Accreditation

The School of Journalism and Media's accrediting body outlines a number of values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them here:

<http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>

Students taking this course will be able to think critically, creatively, and independently, learn how to conduct research and evaluate information, write correctly and clearly, and critically evaluate their own work and that of others.

Readings

Readings for the class will be made available on Sakai or otherwise provided. The readings on this syllabus might change to accommodate real life events – we will always provide

notification.

Grades

Participation: 20%

Group scenario assignments: 40%

Final group projects: 40%

You are assigned letter grades for participation, weekly group scenario assignments, and final group projects (see below for how grades are assigned.)

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	64-66%
F	Below 64%

Course Requirements

Participation

While there are a lot of lectures in this course, it is still premised on active discussion. You are expected to come to class having completed the readings and assignments and ready to actively discuss them. If you have an excused absence from a lecture period, email the instructors for remote Zoom options.

Group Scenario Projects

Scenarios

Every Wednesday, the class will be presented with a scenario. You will be responsible for working with your group (by open seating arrangement) on a scenario assignment that is time delimited and will be completed in class. Generally, groups will have 20-30 minutes to complete the scenario. Each week, a random selection of groups will be selected to present to the entire class (you will not know in advance). You are welcome to sit with a consistent group throughout the semester, or change it up week-to-week. You might find it advantageous to remain with the same group if you have a good rapport with the people you are with (and, often teams get better

and more cohesive). On the flip side, feel free to move to another group if the one you are in is not working out.

There will be only three grades for these scenarios, assigned on a group basis. The top one third of presentations will receive an A. The middle one third of presentations an A-. The bottom one third a B+. These grades are deliberately indexed high – we want to focus less on your grades and more on your end products. For those groups not selected to present to the entire class during any given week, you will send your presentations for the instructors' review. Grading will be indexed relationally against the other groups in the course.

If you are not present on a Wednesday, and do not have an otherwise excused absence cleared with the instructors in advance, you will receive a zero for the scenario that week. These are not hard assignments, just plan on coming to class! These group scenario assignments are meant to be fun, collaborative, creative, and thought-provoking exercises! Treat them that way! Your group scenario grades throughout the course will be averaged together when factored into your final grade.

Final Project:

The final project will be with groups as well. Picking *any* of the major themes of the course, such as the history of media and communications technologies, political communication, journalism, public relations, advertising, law and policy, or, health communication, in addition to many others – you will be responsible for the creation, design, and execution of a project that analyzes some *controversy* in this domain. You must discuss your ideas with the instructor(s) before the end of the semester. All projects will include a written component and a short presentation that will be in front of the class during the final exam period.

To give you a few ideas. If you are interested in *history* following the opening sections of the course, you can detail a controversy associated with the introduction of a communications technology such as printed books, radio, television, or the internet (there are millions – as we will discuss in this course). If you are interested in *political communication* you can do a project detailing controversies over content moderation, the ethics of digital ad targeting, or the contemporary policy debate over TikTok's operations in the United States. Alternately, you can explore debates over objectivity in *journalism* detailing a real-life set of cases, or spend time analyzing influencer *marketing* through the lens of debates over when it should be disclosed.

The end product is up to your group. You can do a series of podcast-style audio recordings exploring the controversy, for instance, or design a multimedia case study. You are welcome to create a set of TikTok or YouTube videos, etc. The attendant written document should briefly summarize the main points in the final creative presentation.

Accessibility:

We expect you to attend this class in person, but we understand that things in life come up. To this end, the slides for the lectures of the class will be made available throughout the course. You *must* attend the Wednesday classes. If for some reason you cannot be there because of illness or another important reason, we ask that you communicate with us with as much advance notice as

possible. If you need information about other accommodations visit the Accessibility Services website at <https://accessibility.unc.edu/>.

Counseling and Psychological Services

Carolina's Counseling and Psychological Services (CAPS) is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Honor Code:

I expect that each student will conduct themselves within the guidelines of the University honor system (<http://honor.unc.edu>). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. If you have any questions about your responsibility or your instructor's responsibility as a faculty member under the Honor Code, please see the course instructor or Senior Associate Dean Charlie Tuggle, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

Seeking Help:

If you need individual assistance, it's your responsibility to meet with the instructors. If you are serious about wanting to improve your performance in the course, the time to seek help is as soon as you are aware of the problem – whether the problem is difficulty with course material, a disability, or an illness.

Diversity:

The University's policy on Prohibiting Harassment and Discrimination is outlined in the Undergraduate Bulletin <http://www.unc.edu/ugradbulletin/>. UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression.

Title IX

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – Adrienne.allison@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Diversity, Equity, and Inclusion

Diversity, Equity, and Inclusion prohibits policies, procedures or practices relating to willful discrimination based on age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status. We seek to create a positive atmosphere of nondiscrimination. Acts of discrimination, harassment and insensitivity hurt and degrade all members of the learning community whether victim, perpetrator, or observer. As a community of scholars, we are committed to equal opportunity for all. UNC- Chapel Hill's Equal Opportunity and Compliance Office (<https://eoc.unc.edu/>) ensures compliance of Carolina's Policy on Prohibited Discrimination, Harassment and Related Misconduct (<https://policies.unc.edu/TDCClient/2833/Portal/KB/ArticleDet?ID=132487>).

Course Schedule

Media at our Moment Overview

Monday, January 9th

Introduction to the class

Wednesday, January 11th

Scenario One

In advance of class, read:

Twitter, Content Moderation Guidelines: <https://help.twitter.com/en/rules-and-policies/twitter-rules>

Focus on, Civic Integrity Policy: <https://help.twitter.com/en/rules-and-policies/election-integrity-policy>

Monday, January 16th

Martin Luther King Jr. Holiday

Students are encouraged to attend the Hussman School Day of Action

Wednesday, January 18th

Scenario Two

In advance of class, read:

Jonathan Haidt, "Why the Past Ten Years of American Life Have Been Uniquely Stupid"

<https://www.theatlantic.com/magazine/archive/2022/05/social-media-democracy-trust-babel/629369/>

Sarah Jackson, “Twitter Made us Better”

<https://www.nytimes.com/interactive/2019/12/27/opinion/sunday/twitter-social-media.html>

From Gutenberg to Zuckerberg – Historical Media Change Through Five Media Technologies

Monday, January 23rd

Conceptual Underpinnings

The Case of the Printing Press

Stillo, S. (n.d) *Incunabula: The art and history of printing in Western Europe, c. 1450-1500*. Library of Congress.

<https://www.loc.gov/ghe/cascade/index.html?appid=580edae150234258a49a3eeb58d9121c>

Harris, Elizabeth. “How a Book is Made.” (2022, February 22). *The New York Times*:

<https://www.nytimes.com/interactive/2022/02/19/books/how-a-book-is-made.html>

Wednesday, January 25th

Scenario Three

In advance of class, play around with ChatGPT:

<https://openai.com/blog/chatgpt/>

Read Grueskin, Bill. Local News Will Come to Rely on AI. *Neiman Labs, predictions for Journalism 2023*. <https://www.niemanlab.org/2022/12/local-news-will-come-to-rely-on-ai/>

Monday, January 30th

Telegraph

Standage, Tom. “Techno-nerds in Stove Pipe Hats: Internet fever? The Victorians saw it all with the new electric telegraph.” *Independent*. (1998, August 22nd).

<https://www.independent.co.uk/arts-entertainment/essay-comment-technonerds-in-stovepipe-hats-1173466.html>

Boellstroff, Tom. “The Metaverse isn’t here yet, but it already has a long history.” *The Conversation*. (2022, August 12). <https://theconversation.com/the-metaverse-isnt-here-yet-but-it-already-has-a-long-history-186083>

Wednesday, February 1st

Scenario Four

Palmer, Alex W. “How TikTok Became a Diplomatic Crisis.” *The New York Times*. (2022, December 20.) <https://www.nytimes.com/2022/12/20/magazine/tiktok-us-china-diplomacy.html>

Monday, February 6th

Radio

Jefferson Pooley and Michael J. Socolow. The Myth of *The War of the Worlds Panic*. (2013, October 28th). *Slate* <https://slate.com/culture/2013/10/orson-welles-war-of-the-worlds-panic-myth-the-infamous-radio-broadcast-did-not-cause-a-nationwide-hysteria.html>

Wednesday, February 8th

Scenario Five

In advance of class, read:

Orlando, Joanne. When it Comes to Kids and Social Media, It’s Not All Bad News. *The Conversation*. (2017, July 19). <https://theconversation.com/when-it-comes-to-kids-and-social-media-its-not-all-bad-news-80547>

Kuss, Daria. How Social Media Affects Kids at Different Ages, and How to Protect Them. *The Conversation*. (2022, April 1.) <https://theconversation.com/how-social-media-affects-children-at-different-ages-and-how-to-protect-them-180374>

Monday, February 13th

Wellness Day, No Class

Wednesday, February 15th

Television

Tressie McMillan Cottom. “A Big TV Hit is a Conservative Fantasy Liberals Should Watch.” *The New York Times*. August 9, 2022. <https://www.nytimes.com/2022/08/09/opinion/yellowstone-conservative-prestige-television.html>

Monday, February 20th

The Origins of the Internet

Turner, Fred. "The Rise of the Internet and a New Age of Authoritarianism." *Harper's Magazine* 29 (2019): 25-33. <https://harpers.org/archive/2019/01/machine-politics-facebook-political-polarization/>

Wednesday, February 22nd

Scenario Six

Read Civic Signals, The Qualities of Flourishing Digital Spaces.

<https://mediaengagement.org/research/civic-signals-the-qualities-of-flourishing-digital-spaces/>

Listen to:

Sasha Costanza-Chock, Design Justice. *New Books Network*.

<https://newbooksnetwork.com/sasha-costanza-chock-design-justice-community-led-practices-to-build-the-worlds-we-need-mit-press-2020>

Monday, February 27th

Contemporary Media Environments

Guest Lecture Yiping Xia, Postdoctoral Scholar, UNC Center for Information, Technology, and Public Life

Readings and media diary assignment forthcoming

Wednesday, March 1st

Media diary assignment presentations

Journalism

Monday, March 6th

Listen to Kathy Roberts Forde and Sid Bedingfield, Journalism and Jim Crow: White Supremacy and the Black Struggle for a New America. *New Books Network*. Available online at:

<https://newbooksnetwork.com/journalism-and-jim-crow>

Richardson, Allissa V. "Bearing Witness, Building Movements, and Crafting Counternarratives."

https://ssrc-cdn1.s3.amazonaws.com/crmuploads/new_publication/just-tech-trends-in-mobile-journalism.pdf

Wednesday, March 8th

Scenario Seven

In advance of class, read:

Lowery, Wesley. "A reckoning over objectivity, led by Black journalists." *The New York Times* 23 (2020).

UNC School of Journalism and Media: The Values in a Name.

<https://campaign.unc.edu/story/hussman-school-values/#:~:text=Printed%20on%20the%20second%20page,%2C%20integrity%20and%20truth%2Dseeking.>

Monday, March 13th

Spring Break, no class

Wednesday, March 15th

Spring Break, no class

Political Communication

Monday, March 20th

Guest Lecture, Cara Schumann

Listen to Deen Freelon on Why Black Trolls Matter. *Lawfare*:

<https://podcasts.apple.com/us/podcast/deen-freelon-on-why-black-trolls-matter/id498897343?i=1000475342458>

Karpf, David. The Reason Why Your Inbox is Flooded With Political Email. *The Washington Post*. (December, 2, 2014). <https://www.washingtonpost.com/news/monkey-cage/wp/2014/12/02/the-reason-why-your-inbox-is-flooded-with-political-e-mail/>

Wednesday, March 22nd

Scenario Eight

Read, Oversight Board Selects a PAO On the Removal of Covid-19 Misinformation

<https://transparency.fb.com/oversight/oversight-board-cases/pao-on-COVID-19-misinformation>

Oversight Board Announces New Cases and a Review of Meta's COVID-19 Misinformation Policies. <https://oversightboard.com/news/385467560358270-oversight-board-announces-new-cases-and-review-of-meta-s-covid-19-misinformation-policies/>

Health Communication

Monday, March 27th

Shelus, Victoria S., Simone C. Frank, Allison J. Lazard, Isabella CA Higgins, Marlyn Pulido, Ana Paula C. Richter, Sara M. Vandegrift, Rhyann N. Vereen, Kurt M. Ribisl, and Marissa G. Hall. "Motivations and barriers for the use of face coverings during the COVID-19 pandemic: messaging insights from focus groups." *International journal of environmental research and public health* 17, no. 24 (2020): 9298.

Wednesday, March 29th

Scenario Nine

In advance of class, you will read a series of findings from the UNC Face Coverings Research Team (will be made available on Sakai).

Advertising

Monday, April 3rd

Chohan, Raeesah, Advertising Campaigns: What You Don't See. *The Conversation*. (2020, September 15).

<https://theconversation.com/advertising-campaigns-what-you-dont-see-142931>

Wednesday, April 5th

Scenario Ten

Watch, Apple 1984 Super Bowl Commercial

<https://www.youtube.com/watch?v=2zfqw8nhUwA&feature=youtu.be>

Public Relations

Monday, April 10th

Read, Chapter 3, The Historical Development of Public Relations and The Subfunctions of Public Relations

https://saylordotorg.github.io/text_mastering-public-relations/s04-models-and-approaches-to-publi.html

Wednesday, April 12th

Scenario Eleven

In advance of class, read

American Association of Advertising Agencies's 4A's Standards of Practice
<https://www.aaaa.org/4as-standards-practice/>

Public Relations Society of America's Code of Ethics
<https://www.prsa.org/about/ethics/prsa-code-of-ethics>

Law and Policy

Monday, April 17th

Brennen, J. Scott and Matt Perault. Understanding, Enforcement, and Investment: Options and Opportunities for State Regulation of Online Content.
https://www.documentcloud.org/documents/21676558-unc_ctp_states-and-content-moderation-1

Wednesday, April 19th

Scenario Twelve

“Everything You Need to Know About the Right to be Forgotten.” <https://gdpr.eu/right-to-be-forgotten/>

Hudson, David L. “Right to be Forgotten. The First Amendment Encyclopedia”. Available online at:
<https://www.mtsu.edu/first-amendment/article/1562/right-to-be-forgotten#:~:text=The%20push%20for%20%E2%80%9Cthe%20right,ability%20to%20remove%20negative%20references.>

Monday, April 24th

Media Futures

Brown, Danielle K. and Kathleen Searles. DEI Efforts Must Consider Mental Health and Online Abuse. *Nieman Labs, predictions for journalism 2023*.
<https://www.niemanlab.org/2022/12/dei-efforts-must-consider-mental-health-and-online-abuse/>

Darr, Joshua. Local to Live, Wire to Wither. *Nieman Labs, predictions for journalism 2023*.
<https://www.niemanlab.org/2022/12/local-to-live-wire-to-wither/>

Wahutu, j. Siguru. American Journalism Reckons With its Colonialist Tendencies. *Nieman Labs, predictions for journalism 2023*
<https://www.niemanlab.org/2022/12/american-journalism-reckons-with-its-colonialist-tendencies/>

Wednesday, April 26th

Scenario *Thirteen*

Develop a future of media scenario following the Nieman Labs format.

Final Exam Period

**May 2nd, 2023
4:00pm**