Course Description:
This course is an introduction to the most significant forms of media in society, including newspapers, magazines, radio, television, film, video games, and the internet. It considers media as both news and entertainment, in commercial and non-commercial form, of the past and present. The course is organized topically, centering on three central functions of media in western (and primarily American) society: as a business, as a shaper of identity, and as civic culture. Readings, lectures, and discussions will provide both historical background and present-day understandings of media from these three perspectives.

Course Objectives:
By the end of this course, you will:
1) Understand the function of media as a business
2) Understand how media participates in shaping identity
3) Understand the place of media in civic culture
4) Improve your media analysis skills, both oral and written
5) Improve your ability to read and understand media studies scholarship
6) Further develop a critical perspective on your own relationship to media

Readings:
Available via Library e-reserve:
Aubrey, Jennifer Stevens, Scott Walus and Melissa A. Click, “Twilight and the Production of the 21st Century Teen Idol.” In Bitten by Twilight: Youth Culture, Media and the Vampire Franchise, Melissa A. Click, Jennifer Stevens Aubrey, and Elizabeth Behm-Morawitz, eds. (New York: Peter Lang, 2010) 225-242
Draper, Jimmy. “‘Gay or Not?!’ Gay Men, Straight Masculinities, and the Construction of the Details Audience.” Critical Studies in Media Communication 27.4 (October 2010) 357-375
Gitlin, Todd. “By the Numbers.” In Inside Prime Time (New York: Pantheon Books, 1985) 47-55


Mittell, Jason. Selections from “Screening America” and “Representing Identity.” In Television and American Culture (New York: Oxford University Press, 2010) 269-276, 305-314


Available on the web:

“All-Star Thinkers on Wikipedia's 10th Anniversary,” The Atlantic January 13, 2011,
http://www.theatlantic.com/technology/archive/2011/01/all-star-thinkers-on-wikipedias-10th-anniversary/69523/ [follow links to read all 8 essays]

http://www.economist.com/node/18904136

http://www.economist.com/node/18904166

The Economist, “A Little Local Difficulty.” Special Report: The News Industry, July 7, 2011,
http://www.economist.com/node/18904190

The Economist, “The People Formerly Known as the Audience.” Special Report: The News Industry, July 7, 2011,
http://www.economist.com/node/18904124

http://www.economist.com/node/18904178

Eisen, Marc. “Paperless Future: Overtaken by the Web and Battered by Recession, Wisconsin’s 32 Dailies are in a World of Hurt.” Wisconsin Interest 18.2 (March 2009),
http://wpri.org/WIInterest/Vol18No1/Eisen18.1.html


Fuller, Jennifer. “In the Maelstrom with Flavor of Love.” Flow (July 11, 2008),
http://flowtv.org/?p=1503

Evaluation:

Exams - 45% total (15% each)

There will be three (3) exams across the semester, at the end of each unit. Each exam will cover the material since the last exam and will be made up of multiple choice questions and one essay question. Students will receive review sheets to help prepare for exams. Exams will cover all lecture and discussion section materials and all reading assignments. Makeup exams will be given only for students who have a legitimate religious observance. If you cannot be present on an exam day for any other reason, please do not take this course. No early exams will be given for any reason.

Quizzes on reading assignments– 10%

There will be 14 total quizzes across the semester, including a practice quiz. Your top 10 quiz scores will be included in your final grade (each quiz included is worth 1% of your final grade). All quizzes will be taken on D2L by lecture time (3PM) on the assigned day. Quizzes may cover any readings assigned since the last quiz, including the readings assigned for that day’s lecture. Quizzes will be made up of multiple choice and true/false questions. No late quizzes will be allowed for any reason.

Papers – 30% total (10% each)

There will be three (3) papers due, one in each unit of the course. Each paper will be 500-600 words long and submitted electronically as an MS Word file to the D2L dropbox. Papers are always due at 9 AM on their due dates. Papers may not be submitted via email. Your TA may also require you to hand in printed copies of your paper. Papers will receive a 3% penalty for every weekday they are late up to one week from the due date. If papers are not received by one week from the due date, the assignment will be permanently incomplete and you cannot pass the course.

Discussion Section – 15%

All students are expected to contribute to class discussion, to listen attentively to fellow students, and to put thought into their comments and questions. Students will be evaluated on the frequency and quality of their contributions to class discussion. Students who rarely or never participate in section discussions may be given a failing section grade at the TA’s discretion. Students are required to bring
course readings to discussion section and to have done readings before class. Those
who habitually do not bring their readings to section or who have not read the
assigned readings may be given a failing section grade at their TA’s discretion.

Attendance policy: Attendance is expected at each discussion section and lecture.
Students are responsible for all materials covered in those sessions. Students are
granted one discussion section absence without penalty. This is not a “freebie,” but
is designed to allow for illness or unforeseen circumstances. For a second absence,
the discussion section grade will be lowered by 3%. Any student with 3 or more
absences in section will be given an automatic failing grade for the course.
Every three days that a student is late to section will count as one absence.

In order to pass the course, all papers and exams must be completed. If you do not
submit a paper or if you miss an exam, you will automatically fail.

No extra credit assignments will be given for any reason to any student. Please do
not ask your instructor about extra credit.

Please check the D2L site for this class regularly. It will have announcements,
assignments, questions to guide your reading, quizzes, lecture slides, grades, and
links to useful resources. Please contact the Help Desk in Bolton 225 at
GetTechHelp@uwm.edu or (414) 229-4040 if you have trouble accessing or using
D2L.

Academic misconduct/Plagiarism
Students are responsible for the honest completion and representation of their work, for
the appropriate citation of sources, and for respect of others’ academic endeavors. Any
instances of academic misconduct, including plagiarism, will receive the full penalties,
per the policies and practices of the Department of Journalism, Advertising, and Media
Studies, the College of Letters & Science, and the University of Wisconsin-Milwaukee.

Special accommodations
If you need special accommodations in order to meet any of the requirements of this
course, please contact your TA as soon as possible, preferably during the first week of the
semester. You must have a Student Accessibility Center visa to receive any
accommodation: http://www4.uwm.edu/sac/.

Students will be allowed to complete examinations or other requirements that are missed
because of a religious observance.

For university policies on these and other matters, please see

GER Distribution Requirements and Learning Goals
To satisfy GER distribution requirements for the Social Sciences, Fac. Doc. 1382 lists 5 criteria. Courses must make at least one of these their intellectual focus. JAMS 101 will emphasize the following two instructional purposes:

a) The study of intrapersonal, interpersonal, and/or socio-cultural factors associated with individual behavior, collective action, or societal development.

b) The study of human collectivities, organizations, institutions, and cultures, their infrastructures and interrelationships.

Learning Goals:
When you complete this course, you will:

- Understand the socio-cultural factors associated with the development of a society and culture in which media are omnipresent features of everyday life that participate in shaping individual and social beliefs and behaviors at local, national, and global levels.

- Understand the media industries as institutions with specific infrastructures, which influence individual and social experiences of media.

GER Assessment:
To assess the success of this course in meeting these learning goals, your instructors will assess your learning of the course’s material by quizzing you regularly on your understanding of the reading materials, administering three exams to test your mastery of reading, lecture, and discussion section materials, and assigning you three papers. By reviewing the class’s work, your instructors will know the extent to which the class as a whole has achieved its goals. A review of the course assignments will reveal elements of the course that are being communicated well and those that are not. This will enable your instructors to make changes to the course to increase success in those areas where improvement is desired.

In particular, the paper assignments address the two intellectual foci above by asking you to analyze the infrastructural forces of the media industries (b) and the role of media in shaping individuals and society (a).

The papers will be assessed on 100-point scales of grades ranging from A to F that evaluate the papers according to five criteria:

- An A-range paper will draw on course materials and student analysis to 1) assess how the medium or media product under consideration fits the criteria the assignment asks about and 2) make clear how and why the example to be considered fits this criteria. This analysis will 3) demonstrate an understanding of the infrastructural constraints of the media industries. In addition, the paper will 4) reflect on the role of media in shaping individuals and society. Finally, such a paper will 5) be clearly written, will use and cite sources properly, and will follow the specific formatting and presentation requirements of the assignment.
• A B-range paper may provide less clear or detailed analysis (1), may not address as thoroughly how and why the example fits this criteria (2), or may not demonstrate a complete understanding of the infrastructural constraints of the media industries (3). Alternately or additionally, such a paper might inadequately reflect on how the role of media in shaping individuals and society in this instance (4) or might neglect some details of the presentation of research and writing (5).
• A C-range paper may neglect to address one or two of criteria 1 through 4 or might show more significant deficiencies in criteria 5.
• A D-range paper may neglect to address or may inadequately address more than two of criteria 1 through 4 and may show significant deficiencies in criteria 5.
• An F paper will demonstrate deficiencies in all these criteria.

An average of the students’ paper scores will provide a numeric measure of the success of the course in reaching these learning goals and illustrate the extent to which the course needs to be altered to improve it. An examination of the specific areas of weakness in students’ papers will point to the topics that need to be communicated better or emphasized more.

**Grading scale**

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<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
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<tr>
<td>90-92</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
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<td>83-86</td>
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<td>80-82</td>
<td>B-</td>
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<td>77-79</td>
<td>C+</td>
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<td>73-76</td>
<td>C</td>
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<td>70-73</td>
<td>C-</td>
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<td>67-69</td>
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<td>63-66</td>
<td>D</td>
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<tr>
<td>60-62</td>
<td>D-</td>
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<tr>
<td>less than 60</td>
<td>F</td>
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