

## Module 1: History of the Media

<b>Stage</b>				I			
<b>Semester</b>				1			
<b>Module Title</b>				History of the Media			
<b>Module Number/Reference</b>				1			
<b>Module Status (Mandatory/Elective)</b>				Mandatory			
<b>Module NFQ level (only if applicable)</b>				6			
<b>Pre-requisite Module Titles</b>				None			
<b>Co-requisite Module Titles</b>				Understanding Society			
<b>Is this a capstone module? (Yes or No)</b>				No			
<b>List of Module Teaching Personnel</b>				Maurice Coakley Barry Finnegan			
<b>Contact Hours</b>				<b>Non-contact Hours</b>			<b>Total Effort (Hours)</b>
<b>Lecture</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminar</b>	<b>Assignment</b>	<b>Placement</b>	<b>Independent work</b>	
36		12		20		52	120
<b>Allocation of Marks (Within the Module)</b>							
	<b>Continuous Assessment</b>	<b>Project</b>	<b>Practical</b>	<b>Final Examination</b>	<b>Total is always 100%</b>		
<b>Percentage contribution</b>	50%			50%			

## **Intended Module Learning Outcomes**

On successful completion of this module, the learner will be able to:

1. Understand how particular media structures have emerged in contemporary society;
2. Comprehend the relationships and historical processes between relevant political conditions, technological innovation, business entrepreneurship and social demand that gave rise to the communications structures in society today;
3. Analyse, including comparing and contrasting, how media formats have been embraced by social forces to entertain, to advance egalitarianism, and also to consolidate power, profit and social control.

## **Module Objectives**

This module introduces learners to the key events and epochs in the history of human communications. Learners analyse the impact of key changes in communications media, starting from the earliest known forms of media, through to the invention of the printing press, the emergence of a literate reading public, the development of newspapers, the invention of radio, film and television, and into the digital age.

Underlying all of these successful media are three common conditions: in each case an identifiable social demand emerged for the product, a stable usable technology was developed and, it was a profitable business venture for those involved. Also, we find what is to be learned from media history, where, with the advent of each new media format the existing power structures in society were disrupted and a struggle for control of the new medium took place.

## **Module Aims**

This course offers an analysis of the evolution of human communication. The world we live in today is one where humans communicate and share information in an ever growing range of media, from text to satellites, from billboards to blogs.

## **Module Curriculum**

Indicative Syllabus

### **Topic 1: History of the Printing Press**

Here we analyse the impact of the Gutenberg Press on the medieval world. The social, political and economic consequences of the invention of the press on medieval Europe shows us the type of effects that subsequent developments in media technologies have had on society.

### **Topic 2: History of the Newspaper Industry**

The arrival and endurance of popular newspapers over the past 400 years is a crucial landmark in the history of modern media. Newspapers have been the day to day chroniclers of world history. This topic concentrates on the background to, and development of, the capitalist newspaper industry in 19th century England.

### **Topic 3: History of Radio**

Radio was the first electronic mass media to emerge in the 20th century. Its role has changed since from being a dominant media to being outflanked by television. This topic looks at the development of radio from the late 19th century, and contrasts how it was adopted in the USA, the UK and Ireland up to the late 1930s by which time it was hugely popular.

### **Topic 4 : History of the Internet**

The convergence of technology platforms for producing media products across print, photography, TV and radio broadcasting, music and the internet is one of the defining features of our age. Here we look at the processes involved in forming this digital age: the key people and inventions that led to its ubiquitous adoption; how can the history of media help us to understand its contemporary uses and the attempts at control - from Wikileaks, file sharing and the 2011 Egyptian revolution, to SOPA and ACTA, three-downloads-and-your-disconnected, to Google and Facebook's history of law breaking, fines and privacy invasion. Additionally, we ask: is unconditional web access a human right?

### **Topic 5: History of Film (Ireland & Hollywood)**

The film industry was one of the most popular forms of mass entertainment in the 20th century. The development of power structures in this medium is a crucial factor in the development of 20th century media structures. We examine the format's development in Ireland and Hollywood.

### **Topic 6: History of Television & Society**

Television created an electronic media which combined elements of television and film in a format that now has the capacity to transcend media formats as we know them. This module studies the impact of television on both audiences and the general media industry.

### **Topic 7: History of Writing & the Alphabet**

This topic examines the development of primary forms of human communication, including language, art, writing and reading. Where was writing invented 5,000 years ago, how did it develop and spread geographically and what was it used for?

### **Reading lists and other learning materials**

#### **Recommended Reading**

Briggs, Asa and Peter Burke, 2005. *A Social History of the Media: from Gutenberg to the Internet* / 2nd edition. Cambridge: Polity. [Chapter 2: The Print Revolution in Context; & Chapter 3: The Media & the Public Sphere in Early Modern Europe]

Curran, James & Jean Seaton, 2009. *Power without responsibility : press, broadcasting and the internet in Britain* / 7th edition. London: Routledge

Goody, Jack, 1986. *The logic of writing : and the organization of society*. Cambridge: Cambridge university Press.

Morash, Christopher, 2010. *A History of the Media in Ireland*. Cambridge: Cambridge University Press.

Morozov, Evgeny, 2011. *The net delusion: how not to liberate the world*. London: Allen Lane.

Pettitt, Lance, 2000. *Screening Ireland: Film and television representation*. Manchester: Manchester University Press

Winston, Brian, 1998 . *Media technology and society : a history : from the telegraph to the Internet*. London: Routledge

Winston, Brian, 2005. *Messages : free expression, media and the west from Gutenberg to Google*. London: Routledge.

Williams, Raymond, 1990. *Television: Technology and Cultural Form*, 2nd edition. London: Routledge

#### **Secondary Reading**

Crook, Tim, 1998. *International Radio Journalism: History, Theory and Practice*. London: Routledge

Economist, The, 2012. 'How Luther Went Viral: Five Centuries Before Facebook and the Arab Spring, Social Media Helped Bring About the Reformation', in, *The Economist*, December 17th. Available at: (and for audio version): <http://www.economist.com/node/21541719/print>

Eisenstein, Elizabeth, L., 2005. *The Printing Revolution in Early Modern Europe*, 2nd Edition. Cambridge: Cambridge University Press.[Chapter 2: Defining The Initial Shift.]

Greenslade, Roy, 2003. *Press Gang: How Newspapers Make Profits from Propaganda*. London: Macmillan

Kenneally, Ian, 2008. *The Paper Wall: Newspapers and Propaganda in Ireland 1919-1921*. Cork: Collins Press.

Koenigsberger, H. G., 1987. *Early Modern Europe 1500-1789*. London: Longman. [Chapter 3: Printing]

Martin, Henri-Jean, 1994. *The History and Power of Words*. Chicago: Chicago University Press.

Mukerji, Chandra, 2006. 'Printing, cartography and conceptions of place in Renaissance Europe', in, *Media, Culture & Society*, Vol. 28(5): 651–669

Pariser, Eli, 2012. *The Filter Bubble: What the Internet Is Hiding from You*. New York: Penguin Books Ltd

### **Module Learning Environment**

The learning environment is designed to both engage the learners and to encourage their critical thinking in relation to the module. This is achieved through lecturers, case studies and practical examples which are designed to stimulate discussions and questions.

Learners are also supported with resources to offer structure and guidance. This includes lecture notes, reading materials as well as a detailed module curriculum which will include the learning outcomes, a class schedule, the necessary reading material and the assignment strategy. Participants also have access to Moodle, the College's Virtual Learning Environment (VLE).

### **Module Teaching and Learning Strategy**

This module is supported with structured web-based resources and applies the use of the programme Teaching Learning and Assessment methodologies. Specifically, the module is delivered using:

- Case Studies
- Formal Lectures
- Participative Lectures
- Workshops / Tutorials

### **Module Assessment Strategy**

Learners are required to write one long, researched-based essay drawing on material from lectures, an extensive reading list and their own self-directed research. The essay requires tutorial-facilitated and self-directed reading on the learners behalf in order for them to demonstrate critical thinking drawing comparison between the development, adoption, use and control of the internet and at least one other media format.

<b>Element Number</b>	<b>Weighting</b>	<b>Type</b>	<b>Description</b>
1	50%	Essay	Development, adoption, use and control of new media technology from an historical perspective.
2	50%	Closed Book Examination	End of Module Examination