

INTRO TO DIGITAL TECH & EMERGING MEDIA

Course Information

Course Schedule: Mon & Thu
11:30 am - 12:45 pm

Location: FMH 232



Instructor Contact

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Twitter: @klangable

Phone: 718-817-4870

Office: Faculty Memorial Hall,
Room 438

Office Hours: MR 1-3pm, email
for appointment.

How to email your professor

http://klangable.com/blog/?page_id=4746

The course Introduction to Digital Technology and Emerging Media offers a comprehensive overview of the possibilities of communication in a digital world. Through a series of readings, lectures and assignments, students study the rhetoric, history, theory, and practice of new media.

As the digital media landscape is constantly evolving, this course will take a specific interest in understanding the evolution of media technologies and investigate the emergence of older forms of “new” media, from the original internet to big data, from graphical user interfaces to social media platforms. As we do so, we will focus on how we use digital media, and how that use impacts individual identities, connections between people, our knowledge levels, relationships of power, and so on.

Objectives

The course will allow students to:

- gain an understanding of core concepts of digital content, such as mobility, interactivity, networking, as well its technical components and how it impacts communication and information.
- historicize media technologies we consider(ed) “new” media.
- understand and contribute to contemporary debates over changes in identity, sociality, the economy, education, and play associated with the emergence of new media.
- recognize how digital media constantly impact and/or structure their everyday social interactions, identities, and seemingly-mundane or rote behaviors.

MATERIAL		TO DO
Week 1 Wed 8/29 Thu 8/30	Introduction to DTEM Technology, Access, & Media History Greenfield: <u>A Sociology of the Smartphone</u> Longreads	
Week 2 Mon 9/3 Thu 9/6	MONDAY LABOR DAY CLOSED Virtual Worlds Pfortmüller: <u>What does "community" even mean?</u> Delanty: Virtual Community	Black Mirror (s03e04) San Junipero Video due Tue 4th
Week 3 Mon 9/10 Thu 9/13	Reality & Hyperreality, Control Gillespie: The Relevance of Algorithms Lessig: What things regulate	Black Mirror (s03e05) Men Against Fire
Week 4 Mon 9/17 Thu 9/20	Participatory Culture and fan production Delwiche & Henderson: What is participatory culture Murillo: New Expert Eyes Over Fukushima Brough & Shresthova: <u>Fandom meets activism</u>	Black Mirror (s04e01) USS Callister
Week 5 Mon 9/24 Thu 9/27	Property, Ownership & Work Bergvall-Kåreborn & Howcroft: Amazon Mechanical Turk and the commodification of labour Arcidiacono et al: Sharing what?	Black Mirror (s01e02) 15 Million Merits
Week 6 Mon 10/1 Thu 10/4	Identity & Culture Marwick: Online Identity Nakamura: Measuring Race on the Internet	
Week 7 Mon 10/8 The 10/11	Technology, Body & Death COLUMBUS DAY CLOSED Myles & Millerand: Mourning in a 'Sociotechnically' Acceptable Manner	Black Mirror (s02e01) Be Right Back
Week 8 Mon 10/15 Thu 10/18	Selfies, Oversharing & Blocking Kennedy: Conceptual boundaries of sharing Tiidenberg: How do we selfie*	Black Mirror (s03e01) Nosedive Midterm Monday 10/15 Selfie due Tue 16th

MATERIAL		TO DO
Week 9 Mon 10/22 Thu 10/25	Digital Memory & Forgetting Rowen: The End of Forgetting - The Atlantic Online Bannon: Forgetting as a feature Mayer-Schonberger Delete Chap3	Black Mirror (s01e03) The Entire History of You
Week 10 Mon 10/29 Thu 11/1	Surveillance and Privacy Browne: Notes on Surveillance Studies Galič et al: Bentham, Deleuze and beyond Zuboff: Big other	Black Mirror (s04e02) Arkangel
Week 11 Mon 11/5 Thu 11/8	Politics in the Digital Age Loader & Mercea: Networking Democracy Trottier & Fuchs: Theorising Social Media	Black Mirror (s02e03) The Waldo Moment (Grace)
Week 12 Mon 11/12 Thu 11/15	Crime, Justice & Activism Milan: From social movements to cloud protesting Bonilla & Rosa: #Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States	Black Mirror (s02e02) White Bear (Nicole)
Week 13 Mon 11/19 Thu 11/22	Friending, dating and relating THANKSGIVING CLOSED Hess & Flores: Simply more than swiping left Wallace & Warkentin: How do you feel about your friends?	Black Mirror (s04e04) Hang the DJ (Katherine)
Week 14 Mon 11/26 Thu 11/29	Body Mods & Quantified Self Wexler: "Do-It-Yourself" Brain Stimulation Wissinger: Wearable tech, bodies, and gender	Black Mirror (s04e03) Crocodile (Jasmine) Abstract 27th
Week 15 Mon 12/3 Thu 12/6	Fake News and Manufactured Outrage Farkas & Schou: Fake News as a Floating Signifier Allcott & Gentzkow: Social Media and Fake News Klang & Madison: Vigilantism or Outrage	Black Mirror (s03e06) Hated in the Nation (Elise)
Week 16 Mon 12/10	Hackers and Trolls Phillips: LOLing at tragedy - http://firstmonday.org/article/view/3168/3115 Massanari: #Gamergate and The Fapping	Black Mirror (Christmas Special) White Christmas Black Mirror (s03e03) Shut Up and Dance Final Paper 15th

Why Black Mirror?

The aim of this course is to discuss the consequences (unintended and intended) of the technology upon which we rely in our everyday lives. One way to understand the impact of technology is to see the ways in which it is incorporated and used in popular culture.

To this end this course will be using the popular series Black Mirror as a starting point from which to discuss several areas of discussion relevant to our study.

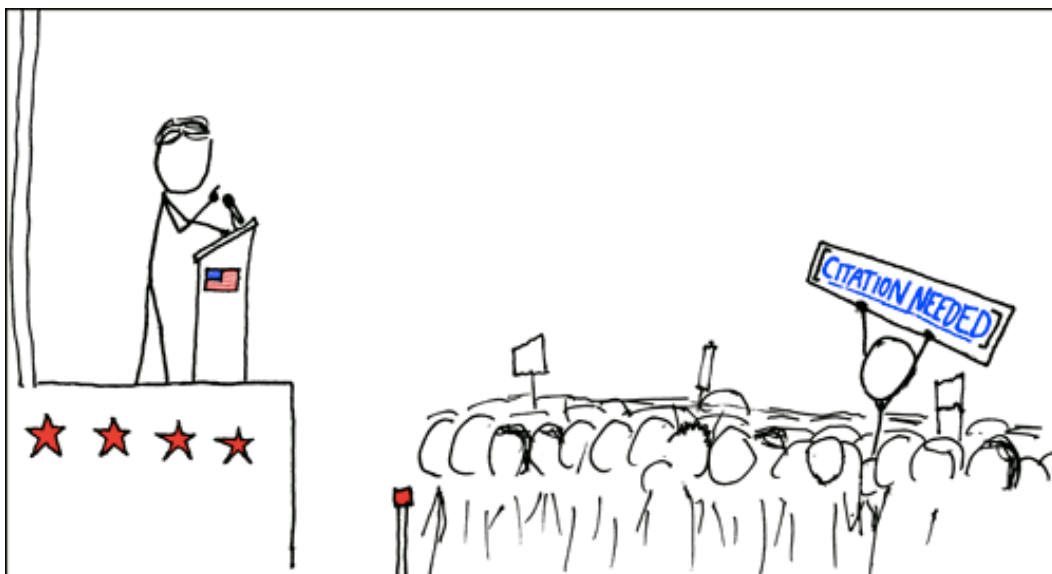
Each theme will begin with a lecture, student presentation, and discussion. Then students will watch the relevant episode of Black Mirror (see schedule) and comment/post questions on the shared Google Doc. The following class we will take as the discussion point the episode and the points posted on the Google Doc.

Posting comments and questions relevant to the theme constitutes digital participation and is a graded activity in this course.

The goal with this exercise is to connect the theoretical readings with the fictional elements presented in the show.

“Black Mirror is a British science fiction anthology television series created by Charlie Brooker, with Brooker and Annabel Jones serving as the programme showrunners. It examines modern society, particularly with regard to the unanticipated consequences of new technologies. Episodes are standalone, usually set in an alternative present or the near future, often with a dark and satirical tone, though some are more experimental and lighter.

The show premiered for two series on the British television channel Channel 4 on December 2011 and February 2013, respectively. After its addition to the catalogue in December 2014, Netflix purchased the programme in September 2015. It commissioned a series of 12 episodes later divided into the third and fourth series, each six episodes; the former was released on 21 October 2016 and the latter on 29 December 2017.” (Source Wikipedia)



Graded Exercises

Intro Video Assignment TOTAL MAX 5% of grade
 Selfie Assignment Total Max 5% of grade
 Midterm TOTAL MAX 25% of grade
 Discussion Lead TOTAL MAX 5% of grade
 Digital Participation TOTAL MAX 20% of grade
 Abstract TOTAL MAX 5% of grade
 Final Paper TOTAL MAX 35% of grade

Grade Scale

The final grade for the course is based on the following percentage scale:
 A 94 or above A- 90–93
 B+ 87–89, B 83–86, B- 80–82
 C+ 77–79, C 73–76, C- 70–72
 D+ 67–69, D 63–66, D- 60–62
 F 59 or below.

On Being Prepared for Class

While it may seem odd to include in a syllabus, your effort is a required component of this course. The federal definition of course credit hours assumes a minimum of “two hours of out-of-class student work per week for a semester hour.” According to this metric, a student should assume at least six hours of out-of-class work per week for each 3-credit course.

Come to class prepared to answer the following questions regarding each of the readings: (a) what is the basic argument, and what are its strengths and weaknesses? (b) if you disagree with the argument, what would it take to convince you (what is missing)? (c) what are the similarities and differences between this argument and others put forward by readings in the same and in previous weeks?

Digital Participation

A large part of this course is built on the discussions we will have during the in class meetings. In order to facilitate the discussions the class will have a Google Doc and the class participants will be required to add discussion questions and comments for the group to discuss in the classroom. **All**

participants must post at least one question on each reading prior to the class.

Abstract

This is the first part of the final project of the course. The abstract is

An abstract describes the basic content of the project to the reader. It includes

1. What you are doing
2. Why you are doing it
3. How you are doing it
4. The relevance of the results and the conclusion.

An abstract is a self-contained single paragraph that describes the work. It should not include abbreviations or acronyms. The point is to enable someone unfamiliar with the topic to quickly understand what is being done, and the wider relevance of the work.

Your abstract should be between 400-450 words and must include 3 academic and 2 non-academic sources.

Video Assignment

The goal of this exercise is to get hands on experience with creating a short video and familiarizing yourselves with uploading it to YouTube, while introducing yourself to the instructor.

Each student shall create a 2-3 minute video that addresses the following things (in any order)

1. Introduction of yourself and your favorite object (other than your phone)
2. Technology annoys you the most
3. Your favorite idea or concept

In addition to this you can include any number of things, such as: What things do you do during your spare time? What do you want to do after you graduate? What are your career goals?

Think about the ideas & things that identify you or that you identify strongly with. Favorite shirt, a pet, food you hate/love, a view, a song, an idea...

Try to make it into a seamless narrative. Think about the ways in which the words, the audio, the images, and the overall message are connected.

Requirements

- 2-3 minutes long
- utilizes transitions



- has a title and name of creator
- provides photo and music credits, as necessary
- Upload the video to YouTube (public or unlisted is fine)

What I will be looking for in your video

Sequencing:
Content is well thought out and sequencing makes sense

Audio: Music/
sound enhances the narrative/video

Technical Aspects:
2-3 minutes,

includes music, utilizes transitions, provides title and name of creator, provides credits (as necessary)

Overall: Message is clear, video explains who you are, powerful images used for visual metaphor.

Full instructions <http://klangable.com/uploads/teaching/VideoIntroduction.pdf>

Selfie Assignment

How do your selfies produce or obscure a sense of your identity?

For this assignment you will produce three selfies, following these instructions carefully:

Selfie #1: The first should be a selfie of yourself in any manner you choose, within any context so long as the context is appropriate to show in a classroom (yes, we will all be looking at these in class.) Your face should be central and recognizable in the image. No pics with other people. Just your own glorious selfie.

Exploring the limits of the selfie

Selfie #2: The second should be a “selfie” of yourself as a student but your face cannot be present in the image. Other parts of your body can be included – such as your hands, legs, feet, etc. – or none at all. Up to you. This should be an image that you think expresses something memorable about you as a student.

Selfie #3: The third should be a 'student selfie of shame'--one that highlights something about being

a student you find funny, awkward, embarrassing, stupid or frustrating. Again, your own face should NOT be present in the image.

Selfie Submission

Name each file with your surname and the selfie

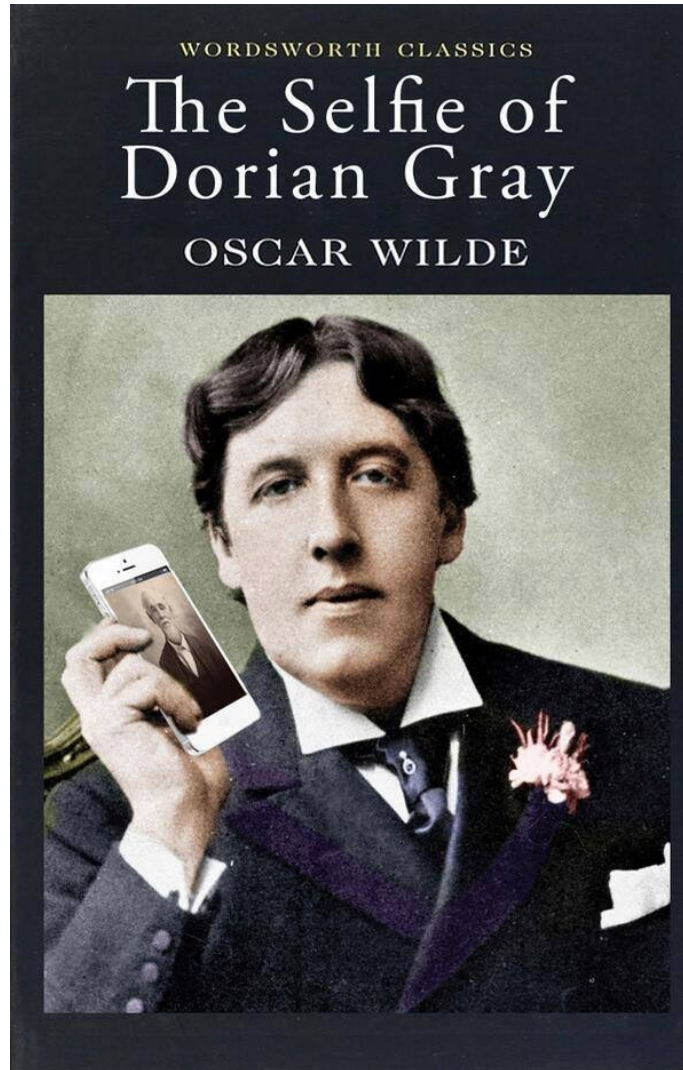
number (ex KlangSelfie2)
) Submit your selfies by uploading your pictures as .jpeg or .tiff files to this assignment link in BB. (if you have any difficulties please email me.)

Reflective Essay

Examine your selfies for your performance of identity (Race-ethnicity, Socio-economic status, Sexuality, and Gender). Consider these identity characteristics independently and as they intersect.

Write a thesis-driven essay in answering the prompt: How do your selfies produce or obscure a sense of your identity?

Full instructions for selfies and essay see here



http://klangable.com/uploads/teaching/Selfie_Assignment.pdf

Discussion Lead

Students will be required to lead one class discussion this term. The main role of the Discussion Lead is to construct a discussion prompt/question for the class. Discussion prompts/questions should be contextualized by a 10-minute presentation on an aspect of the reading or a related topic to the reading that directs the class to think meaningfully about the discussion question.

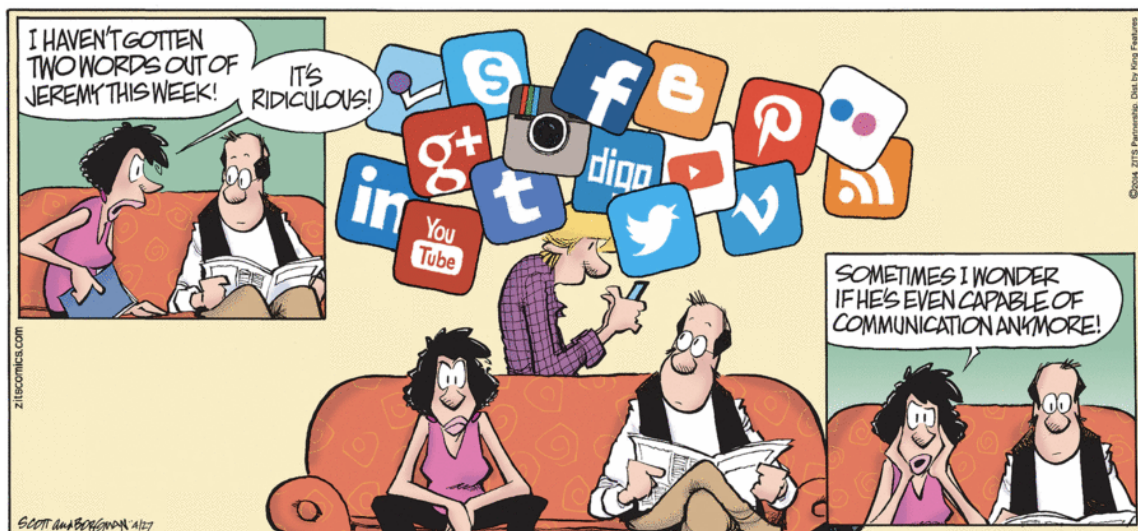
Your presentation should not provide an in-depth review of all the reading material assigned for that class meeting. Ten minutes is not enough time to

Discussion Lead Guidelines

Your presentation should not provide an in depth review of all the reading material assigned for that class meeting. Ten minutes is not enough time to review pages of dense theoretical work. Choose one theme or idea that stands out to you.

Novice: You could summarize an idea to the best of your ability, and then introduce a related discussion question.

Proficient: You could make an effort to explain the significance of an idea then and/or now, and then introduce a related discussion question.



review pages of dense theoretical work. **Choose one theme or idea** that stands out to you. Relate this theme or idea to the world around us and **bring an example** of the theme/idea found in the media of the last few months.

In order to focus on the key elements we will only use 10 minutes. Additionally, to increase the discussion, there is a limitation to technology use: **If you chose to use presentation software you may use no more than 3 slides.** Feel free to use any other methods to enhance discussions.

Advanced: You could demonstrate how to apply an idea - perhaps by showing how it is still relevant to our lives today by making a connection to something current that exemplifies this idea, and then introduce a related discussion question.

You are expected to reference section(s) of the material that are relevant to your discussion question you want us to engage in - this is highly recommended as it is constructive to "frame" the discussion; however, you are not to overview the entirety of the course readings due that day.

Final Paper

The final paper is an original piece of research. The topic must be within the parameters of the course and is chosen by the participant, and approved of by the instructor. **The paper is to be double spaced, 2500 words in length, not including footnotes or bibliography.**

What I Expect From Final Paper

FOCUSED: Provide all the arguments needed to support your thesis/answer your question. Do not add random facts or quirky points of interest. Unrelated or unsupported facts/arguments lower the legibility and grade.

STRUCTURED: You may know what you mean but you are not there when the paper is being graded. Expect to be misunderstood. Creating an outline, putting arguments in order, & rereading your paper are excellent ways of improving structure.

DOCUMENTED: The point of the paper is to provide strong arguments. The weakest argument is the unsupported argument. I may agree with you but its still weak. Provide support for the positions you take. For example if I was to argue that smoking is healthy you wouldn't believe me if all I said to support the argument was "because I said so". Show me the expert. Show me that you have read and understood the expert.

WELL PRESENTED: You are students of communication. This course is not about grading your grammar or spelling. However, turning in a badly written paper will not improve your grade.

I am looking for your ability to present analytical substance in a structured argument. I want to see you use supporting material in a clear and persuasive manner. I want you to show me that you have thought about the issue you are discussing and

are able to argue in a way that does not confuse assumptions and value judgments with analysis and argument. And I want you to do all this with a high quality of writing.

Guidelines for essay grading

90 – 100 %: This work fulfills all of the requirements of the assignment in an original, interesting and creative manner. The work goes beyond the basic guidelines of the assignment, showing the student took extra initiative in creating an original and creative essay in regards to content, argumentation, organization, and style.

80 – 89 %: This is good solid work that completes all of the requirements of the assignment. The work is successful in terms of content, but requires some improvement in organization, argumentation and style.

70 – 79 %: This is good work that completes most of the requirements of the assignment. Though the content, argumentation organization, and style are logical and coherent, they require revision and may not reflect a high level of originality and creativity on the part of the author.

60 – 69 %: This work either does not complete the requirements of the assignment, or meets them quite inadequately. This work requires a good deal of revision, and is largely unsuccessful in content, argumentation, organization, and style.

Below 59 %: The work does not complete the requirements of the assignment. In general, students who put forth genuine effort will not receive an essay grade this low.

General Rules

Attendance

Attending class means more than going to class. It requires speaking up in class and group discussions.

Attendance wise, you are allowed to miss TWO classes without a penalty to your grade, exclusive of serious emergencies.

[If you are very ill, or have extenuating circumstances, you need to be proactive about contacting me.

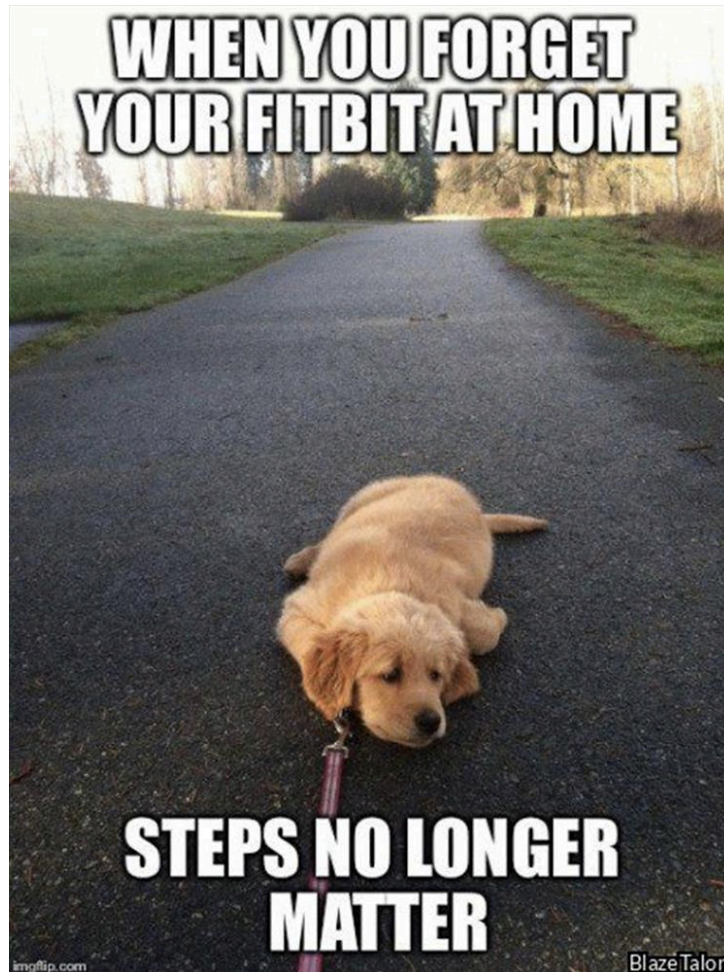
If you do that, makeup assignments are possible—but they MUST be cleared with me first]. 3 absences automatically take your final grade down one tier of grade lower (i.e. from an A- to a B+). 4 absences result in a full letter grade lowering (A- to B-). Fordham's university-wide policy is that 4

unexcused absences results in a failing grade. It is your responsibility to get readings/assignments for missed days from other students, and you are encouraged to come to my office to discuss topics you're unclear on.

Once you have read this syllabus to completion please email me a your favorite meme.

Class Cancellation

Should classes be cancelled due to extreme weather or other unforeseen circumstances the classes will be conducted online via Blackboard. If many classes are cancelled, there may be additional classes scheduled at the end of the term.



Readings

Readings must be completed before the day they are assigned on the course schedule. Be sure to do the readings in light of the discussion questions and take notes while reading.

Deadlines

All assignments and exams must be completed and turned in on or before the date assigned. As they form the basis for the class discussion on a specific date they cannot be submitted after the final deadline.

Academic Coaching

Academic Coaching: Any student who struggles with time-management and/or organization is invited to one-on-one academic coaching sessions (typically once a week for 45 minutes). Please contact disabilityservices@fordham.edu for more information.

Digital Devices

No. Nope. No. (I understand the utter hypocrisy of teaching a class on new media and technology(!) without allowing electronic devices in class. But no. They are distracting to your fellow students and to yourselves. You may blame the generations of students before you who couldn't handle being on their devices and paying attention at the same time.)

Unless you have prior approval from the instructor, all digital devices (phones, tablets, laptops) must be silenced and put away. Students who disregard the policy will be asked to leave class and will be considered absent that day.

Emailing

Email is the best way to reach me for work related questions. Feel free email me anytime. Most often I reply within 24 hours, unless it's a holiday or weekend.

For more about communicating with faculty check out <http://klangable.com/blog/teaching/annoy-the-faculty/>

Grading

For more on my grading practices see <http://klangable.com/blog/teaching/grading/> Academic Honesty

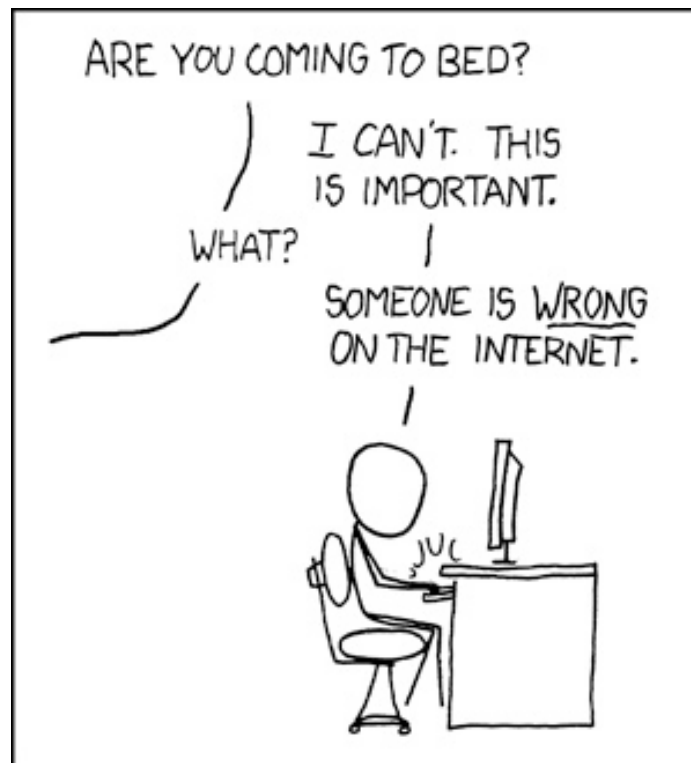
Academic Integrity/Plagiarism: The following is a university-wide policy and those violating it will be subject to failure of the course. If you have any question concerning the plagiarism policy or about documentation of sources in work you produce in this course, come talk to me.

University Statement on Academic Integrity

A University, by its nature, strives to foster and recognize originality of thought. Originality can

only be recognized, however, when people acknowledge the sources of ideas or works that are not their own. Therefore, students must maintain the highest standards with regards to honesty, effort and performance. As a Jesuit, Catholic University, Fordham is committed to ensuring that all members of the academic community strive not only for excellence in scholarship but also for integrity of character.

In the pursuit of knowledge and personal development, it is imperative that students present their own ideas and insights for evaluation, critique and eventual reformulation. As part of this process, each student must acknowledge the intellectual contribution of others.... Violations of academic integrity include, but are not limited to, plagiarism, cheating on exams, falsification, unapproved collaboration, and destruction of library materials. For further details, consult the Standards of Academic Integrity on the University website."



Citations

All coursework shall be original and created by the student. Plagiarism is not tolerated. Students are required to adhere to the University Policies on Academic Standards, Cheating, and Plagiarism

For more information about how to cite see <http://klangable.com/blog/teaching/honesty-plagiarism-citations/>

Accommodations

The Office of Disability Services at Fordham University helps to ensure equal educational access and opportunity for all members of our community. In the Jesuit tradition of *cura personalis*, members of the ODS staff work individually with each student to understand his or her strengths and limitations in order to develop their most effective and comprehensive accommodation plan. Fordham will offer reasonable and appropriate auxiliary aids and services to assist otherwise qualified persons in achieving access to its programs, services, and facilities once students meet with ODS for an initial intake meeting to develop an accommodation plan directly with the student in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. Students seeking accommodation(s) should the Rose Hill Office of Disability Services, (718) 817-0655 or email disabilityservices@fordham.edu.

If you believe that you have a disabling condition that may interfere with your ability to participate in the activities, coursework, or assessment of the object of this course, please visit the Office of Disability Services, email, or call them.

Schedule

Changes to the syllabus may be made at the instructors discretion and if circumstances require.

Participants will be notified of changes via Blackboard/university email. Participants are responsible for keeping up to date with these changes.

Inclusivity

All students are encouraged to speak up and participate during class. Therefore everyone in class should listen actively and respect the ideas, background, and beliefs of every member of this class. For more see <http://klangable.com/blog/teaching/inclusivity-policy/>

Writing aid

Writing is a painful, but rewarding, process. For help and tips see <http://klangable.com/blog/teaching/writing-resources/>

For a handy collection of resources to help students excel in college visit <http://klangable.com/blog/teaching/>

Writing Center

If you struggle with the writing required in this course, please make use of the Writing Center. For more information about their services see www.fordham.edu/academics/programs_at_fordham/english/writing_center/index.asp

Counseling

Counseling and Psychological Services: University life is full of challenges. Fordham offers support for anyone who feels like they need help dealing with the pressures of life as a student. CPS offers free individual and group counseling and psychotherapy in a safe and confidential setting. For more information about their services see www.fordham.edu/campus_resources/student_services/counseling_and_psych/index.asp