

# INTRO TO DIGITAL TECH & EMERGING MEDIA

## Course Information

Course Schedule: Mon & Thu  
10-11:15 pm

Location: FMH 301

## Instructor Contact

E-mail: [mklang@fordham.edu](mailto:mklang@fordham.edu)

Twitter: @klangable

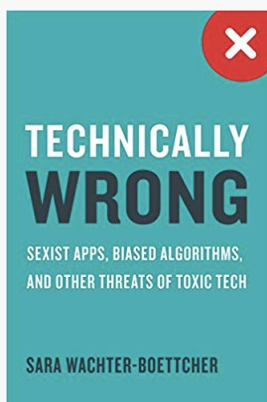
Phone: 718-817-4870

Office: Faculty Memorial Hall,  
Room 438

Office Hours: MR 12:30-2pm,  
email for appointment.

How to email your professor

[http://klangable.com/blog/?page\\_id=4746](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 Thu 8/29	<b>Introduction, Access, &amp; Media History</b> Greenfield: <u>A Sociology of the Smartphone</u> Longreads Twenge: Have Smartphones Destroyed a Generation?	
Week 2 Mon 9/2 <b>CLOSED</b> Wed 9/4 as Monday Thu 9/5	<b>History &amp; Infrastructure</b> Stallman: The GNU Project Wachter-Boettcher Chapter 1	<b>Video due 9/5</b>
Week 3 Mon 9/9 Thu 9/12	<b>Reality &amp; Hyperreality, Control</b> Lessig: What things regulate Winner: Do artifacts have politics	Black Mirror (S02E01) Be Right Back
Week 4 Mon 9/16 Thu 9/19	<b>Algorithms &amp; Access</b> Wachter-Boettcher Chapter 2 & 7	Black Mirror (S03E05) Men Against Fire
Week 5 Mon 9/23 Thu 9/26	<b>Identity &amp; Authenticity</b> Marwick: Online Identity Wachter-Boettcher Chapter 3, 4	Black Mirror (S05E01) Striking Vipers
Week 6 Mon 9/30 Thu 10/3	<b>Participatory Culture</b> Delwiche & Henderson: What is participatory culture Khamis et al Social Media Influencers	Black Mirror Nosedive (S0301)
Week 7 Mon 10/7 Thu 10/10	<b>Selfies, Oversharing &amp; Sharing</b> Tiiidenberg: How do we selfie*	Black Mirror Smithereens (S0502)
Week 8 Mon 10/14 <b>CLOSED</b> Thu 10/17	<b>AstroTurfing &amp; Trolls</b> Farkas & Neumayer: Disguised Propaganda	Black Mirror (S03E03) Shut Up & Dance

MATERIAL		TO DO
Week 9 Mon 10/21 Thu 10/24	<b>Politics in the Digital Age</b> Ott: The age of Twitter	Black Mirror (s02e03) The Waldo Moment
Week 10 Mon 10/28 Thu 10/31	<b>Surveillance and Privacy</b> Purdy: Surveillance Knowledge and Inequality Wachter-Boettcher Chapter 6	Black Mirror (s04e02) Arkangel
Week 11 Mon 11/4 Thu 11/7	<b>Online Activism</b> Milan: From social movements to cloud protesting  Mapping Injustice <a href="https://mappinginjustice.org/">https://mappinginjustice.org/</a>	Black Mirror (s03e06) Hated in the Nation
Week 12 Mon 11/11 Thu 11/14	<b>Digital Labor</b> Digital labour platforms and the future of work Chap 1, 2 Wachter-Boettcher Chapter 9	Black Mirror (s01e02) 15 Million Merits
Week 13 Mon 11/18 Thu 11/21	<b>Future Property</b> Perzanowski & Schultz End of Ownership Chapter 8  <b>Thu 11/21 Online Work TBA</b>	Black Mirror (s02e04) White Christmas
Week 14 Mon 11/25 Thu 11/28	<b>Mon 11/25 WRITING DAY SUBMIT ONLINE</b>	<b>Abstract/Plan</b>
Week 15 Mon 12/2 Thu 12/5	<b>Manufactured Outrage</b> Klang & Madison Vigilantism or Outrage Wachter-Boettcher Chapter 8  <b>Summing Up</b>	Black Mirror (SE0202) White Bear

## 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.

Interesting read: Alice Thwaite [“Black Mirror” isn’t just predicting the future—it’s causing it.](#) Quartz  
January 2, 2019

“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.



**Graded Exercises**

Intro Video Assignment	5% of grade
Selfie Exercise	5% of grade
Discussant Article	15% of grade
Discussant Episode	15% of grade
Digital Participation	25% of grade
Final Paper	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 60–69, 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.**

## Project Plan

This is the first part of the final project of the course. The purpose of this plan is to explain the basic content, plan, and direction of your final paper. It should include

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.

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 that 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 one of your roles (student, work, child), 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 this part of your identity.

Selfie #3: The third image should be of an object that represents you. This can be an object you

always carry, a place, or an animal - as long as it is individual to you. People who know you should ideally identify you when they see the image. 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

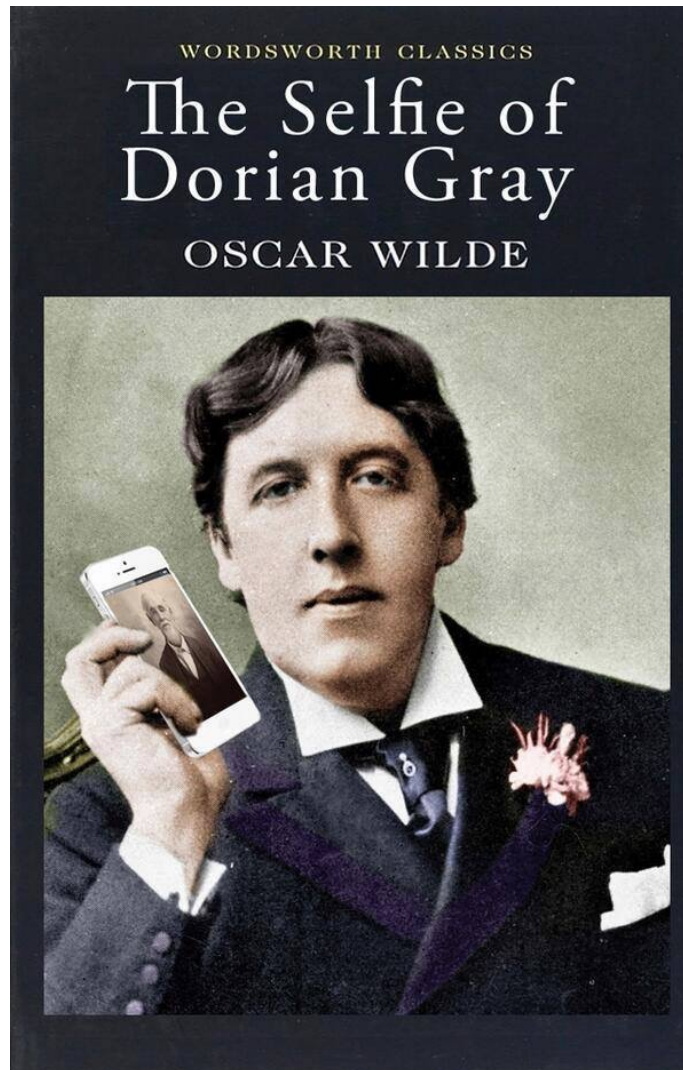
Examine your selfies for your performance of identity (Race-ethnicity, Socio-economic status, Sexuality, and Gender). Consider these identity characteristics independently and as they intersect.

Write about what can be seen and inferred from the images.

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](http://klangable.com/uploads/teaching/Selfie_Assignment.pdf)



## Discussant Article

Everyone is expected to read the materials in order to come prepared for class. It is my hope that everyone will actively participate in the class discussions and bring their perspective to better help us discuss the nature and impact of technology.

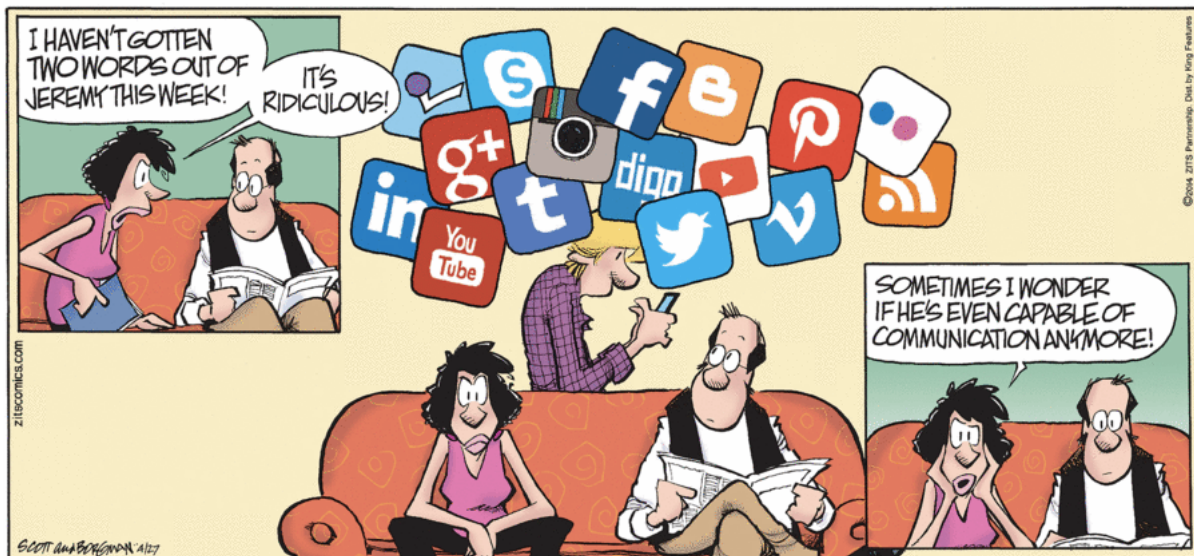
This course also has an element of digital participation (see above) for the readings.

In addition to this each of you will be given one article to summarize and be specially prepared to discuss in class. This role does not remove others need to read but will be prepared with questions

## Discussant Episode

The Black Mirror episodes are part of the course material and therefore should be treated as seriously as the readings. After watching each episode it is important to question what elements of technology are being presented and how they fit into the wider scope of the course discussion.

Each the course participants will be given one episode that they must give a short summary of. The idea **is not to explain what happens in the episode** but to focus on the technology, the people, and how it may help illuminate the discussion of



(about the readings) to pose to the class.

In preparation of this task each of you will be assigned a reading and will submit (via BB) a short summary (400-500 words) of the reading attempting to analyze the strengths and weaknesses of the authors perspective, and how the reading fits into the wider class discussion we are having during the entirety of the course.

digital technology and emerging media we are having in this course.

Each discussant will submit a 400-500 word analysis of the episode (via BB) and be prepared to ask questions and discuss the episode further in class.



# 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.**

**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.

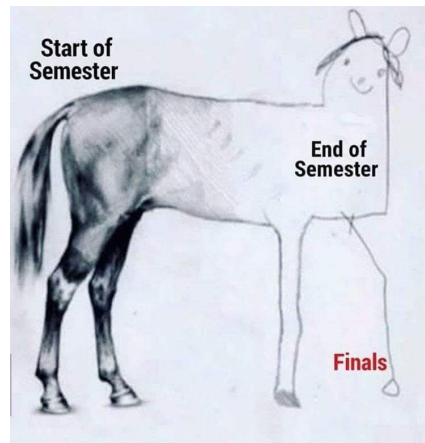
**80 – 89 %:** This is good solid work that completes all of the requirements of the assignment. The work is successful in terms of content, but requires some improvement in organization, argumentation and style.

**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.



# KURSPLÅN

## INCLUSIVITY

Inclusivity: Every student in this classroom, regardless of personal history or identity categories, is a valued member of this group. Your experiences are valuable and important, and you should feel free to share them as they become relevant to our class. No student in this class is ever expected or believed to speak for all members of a group.

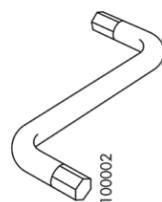


In this classroom you have the right to determine your own identity. You have the right to be called by whatever name you wish, and that name to be pronounced correctly. You have the

right to be referred to by whatever pronouns you wish. You have the right to adjust those things at any point in your education. If you find that there are aspects of course instruction, subject matter, or classroom environment that result in barriers to your inclusion, please contact me privately without fear of reprisal. For more see <http://klangable.com/blog/teaching/inclusivity-policy/>

## ATTENDING CLASS

Attendance 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.

Please be on time for class and remain for the whole class period. If you are more than 10 minutes late, or if you leave more than 5 minutes early, you will be counted as absent for that class.

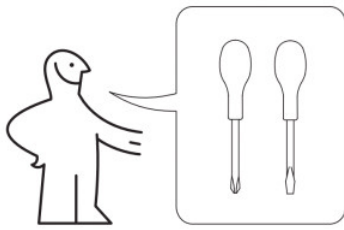
## SCHEDULING

Changes to the syllabus may be made at the instructor's 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.

Once you have read this syllabus to completion please email me a picture of a cute puppy.





## GRADING

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

## WRITING AID

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

## 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](http://www.fordham.edu/academics/programs_at_fordham_/english/writing_center)

## CONTACTING ME

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 is a holiday or weekend.

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

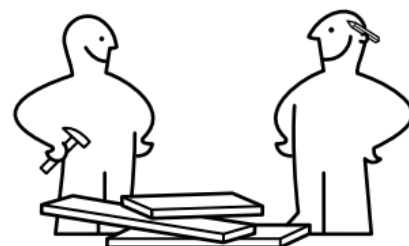
## DIGITAL DEVICES

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.

## 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.



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



## 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](mailto:disabilityservices@fordham.edu) for more information.

## ACCOMADATIONS

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](mailto: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.

## COUNSELING & 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/](http://www.fordham.edu/campus_resources/student_services/counseling_and_psych/)

## STUDENT WELL-BEING

Any student who faces difficulty affording groceries or accessing sufficient food to eat everyday, or who lacks a stable place to live is urged to contact your class dean for support. I also urge you to contact me, or our dept chair, about these or other hardships you may be going through.

Your well-being is of primary importance to us. if you are facing challenges related to your physical or mental health, or obstacles like food or housing insecurity, **please do not hesitate to reach out. We can help.**