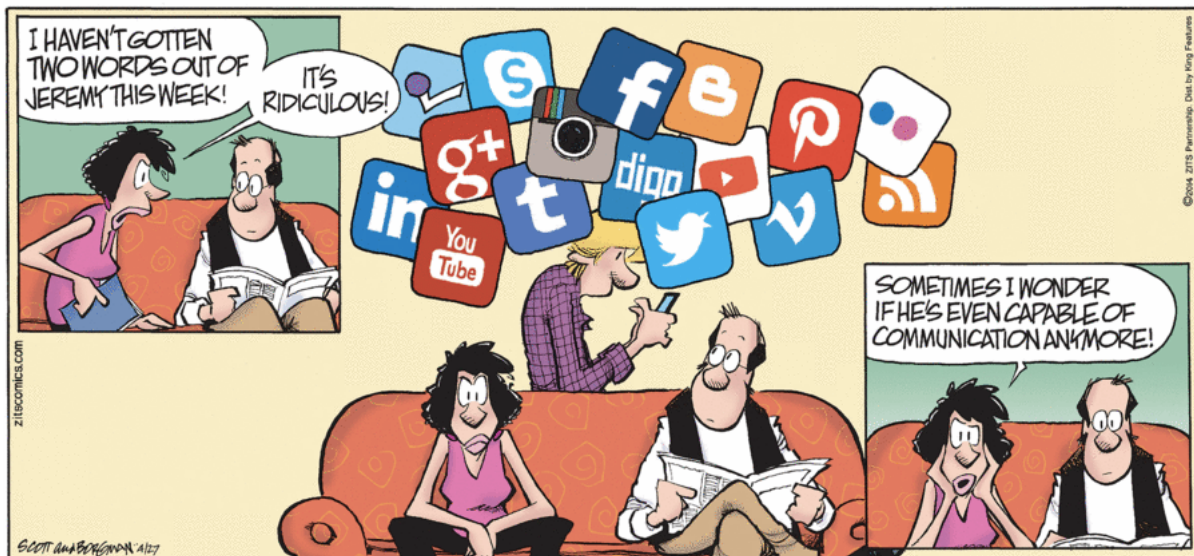


This course is held entirely online. The instructor is Dr Mathias Klang who can be reached via email mklang@fordham.edu, cell phone (215) 882 0989, Twitter & Instagram @klangable, and his website www.klangable.com. The class Zoom link is <https://fordham.zoom.us/j/8897318580>

DTEM 1401

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,

“You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete.”

Buckminster Fuller

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.

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.

Popular culture is a great source of examining attitudes towards technology since they are often not bound by many of the realities of everyday life. This is most often in science fiction but even shows without a focus on technology reveal a great deal about how technology works in life.

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



| Date | Topic & Readings | Due |
|------------------------|---|--|
| Fri 8/28 | Introduction | |
| Tue 9/1 Fri 9/4 | Greenfield: <u>A Sociology of the Smartphone</u> Longreads Twenge: <u>Have Smartphones Destroyed a Generation?</u> | Nosedive (S0301) |
| Tue 9/8 Fri 9/11 | Manovich: <u>New Media: A User's Guide</u> Bernstein: <u>Alienated, Alone, & Angry: What the Digital Revolution Really Did To Us.</u> | The American Meme (available on Netflix) |
| Tue 9/15 Fri 9/18 | History & Infrastructure Stallman: The GNU Project Cohen: Internet History | <u>Digits: Connecting to the Future</u> (Schnall, 2016) |
| Tue 9/22 Fri 9/25 | Reality & Hyperreality, Control Lessig: What things regulate Winner: Do artifacts have politics | Black Mirror (S02E01) Be Right Back |
| Tue 9/29 Fri 10/2 | Selfies Tiidenberg: How do we selfie* <u>Selfies are just the contemporary version of the art masters' self-portraits</u> Nikunen Once a refugee selfie activism | Selfie Assignment 9/28 |
| Tue 10/6 Fri 10/9 | Digital Labor Digital labour platforms and the future of work Chap 1, 2 | Black Mirror (s01e02) 15 Million Merits |
| Tue 10/13 Fri 10/16 | Identity Kang & Wei: Let me be at my funniest McInroy & Craig: Online fandom | Black Mirror (S05E01) Striking Vipers |
| Tue 10/20 Fri 10/23 | Surveillance and Privacy Woods - Asking more of Siri and Alexa Bernal - Internet Privacy Background Privacy Rights Clearinghouse - <u>Smartphone Privacy</u> | Privacy Audit (10/23) Black Mirror (s04e02) Arkangel |
| Tue 10/27 Fri 10/30 | Online Politics Ott: The age of Twitter Hannan - Trolling ourselves to death | Black Mirror (s02e03) The Waldo Moment |
| Tue 11/3 Fri 11/6 | Election Day NO CLASS Algorithms of Control | Black Mirror (S03E05) Men Against Fire |
| Tue 11/10 Fri 11/13 | Online Activism Milan - Enter the WhatsApp Madison & Klang - The Case for Digital Activism | Black Mirror (s03e06) Hated in the Nation |
| Tue 11/17 Fri 11/20 | Trolls Massanari: #Gamergate Hannan Trolling ourselves to death | Black Mirror (S03E03) Shut Up & Dance |
| Tue 11/24 Fri 11/27 | Perzanowski & Schultz End of Ownership Chapter 8 Thanksgiving NO CLASS | Black Mirror (s02e04) White Christmas |
| Tue 12/1 Fri 12/4 | Manufactured Outrage Klang & Madison: Vigilantism or Outrage Al-Rawi & Rahman: <u>Manufacturing rage</u> | Black Mirror (SE0202) White Bear |
| Tue 12/8 | Closing | |

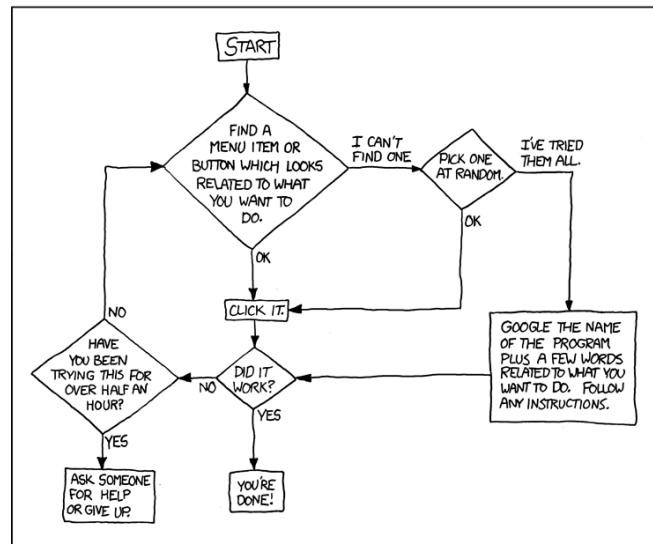
How this course works...

This class is scheduled twice a week on Tuesdays and Fridays. In order to be able to cover the material I have decided that we will have an in person discussion on Tuesdays and work asynchronously on Fridays. Therefore, to prepare for our Tuesdays we will need to read the texts via the Perusall platform. The point of Perusall is that you should mark, comment, and question what you read. All these will be visible to the rest of the class (and to me) and you are encouraged to reply and comment back.

One drawback with Perusall is that once the instructor makes a comment everyone else nods in agreement and any discussion stops. This means I will be participating but trying my best not to control or stifle the discussion. As I am passionate about this topic it is very, very difficult for me – so we shall see how that whole thing works.

When we meet on Tuesday you should be prepared to discuss the reading. I may call on any of you to give me your read on what the author has said. Here is a good short guide to critical reading to give you an idea of what you should be thinking about when you read <https://pcur.princeton.edu/2017/04/in-between-the-lines-a-guide-to-reading-critically/>

DEAR VARIOUS PARENTS, GRANDPARENTS, CO-WORKERS, AND OTHER "NOT COMPUTER PEOPLE."
WE DON'T MAGICALLY KNOW HOW TO DO EVERYTHING IN EVERY PROGRAM. WHEN WE HELP YOU, WE'RE USUALLY JUST DOING THIS:



PLEASE PRINT THIS FLOWCHART OUT AND TAPE IT NEAR YOUR SCREEN. CONGRATULATIONS; YOU'RE NOW THE LOCAL COMPUTER EXPERT!

Assignments

Recurring Assignments

Perusalll (Due Mondays) = 20% total grade.
Read [about Perusalll grading here.](#)

Weekly Exercise (Due Sundays) = 20% total grade

Single Assignments

Video (Due 9/1) = 5% total grade

Privacy Audit (Due 10/20) = 15% total grade

Selfie (Due 9/28) = 15% total grade

Final Paper (Due 12/10) = 25% total grade

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.

Introduction video

Due 9/1

In order to build a better sense of community the participants will create a short (2-3 minute) video introduction of themselves and upload it to the course Google Drive space (which I will create and invite you to). Remember these videos will be available to the whole class, but only to the class. The uploaded video file name should be your surname. The video should address the following things (in any order):

- Introduction of yourself and your favorite object (other than your phone)
- A book, movie or show involving technology that you like. What did you like about it?

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

Privacy Audit

Due 10/23, length minimum 750 words.

Imagine that someone has accessed your smartphone and can actively log in and access all information on the device ([check out this software](#)).

- If they were a thief, what information could they access about you?
- If they were a blackmailer, what information could they access about you?
- What information could they access about your friends, family, or professional contacts?

As you do this exercise, be sure to look at all apps (on a phone or tablet), online accounts accessible via a web browser, address books, and ways that any of this information could be cross referenced or combined. For example, what information could be accessed about people you "know" via social media accounts?

Perusall commenting

Due Weekly (Latest Midnight Monday)

Perusall is an e-reader platform that allows students and faculty to annotate the assigned readings and engage the reading material in a style akin to social media posting. Students can write full comments, "like" comments, use hashtags, link URLs to their comments and even use emoticons.

READ: [How Perusall Works](#) & [how Perusall scoring works](#)

Weekly Individual exercises

Due Weekly (Latest Midnight Sunday)

Each week will have its own asynchronous work assignment. These will be made available at the beginning of the week and will consist of materials to watch/listen to and a question to be answered. You should use all the resources at your disposal to explore the assignment. Each assignment should be 400-500 words. Only 10 of these assignments need be submitted.

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

Due 9/28. 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 should be an image of an object that can be an object you place, or an animal - individual to you. you should ideally they see the image. face should NOT be

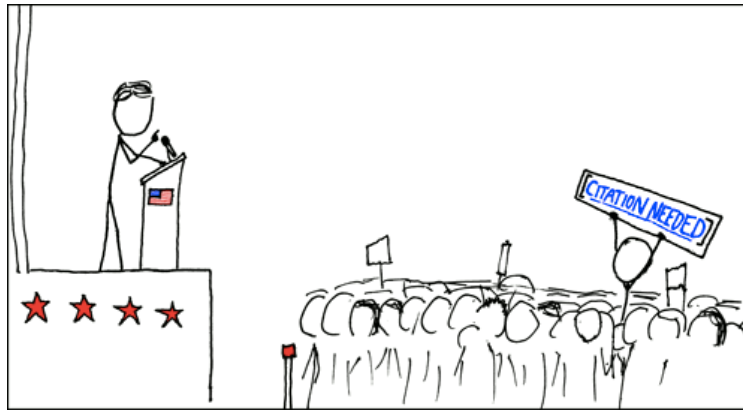


image should be of represents you. This always carry, a as long as it is People who know identify you when Again, your own present in the image.

SELFIE SUBMISSION

Name each file with the selfie number (ex

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

your surname and KlangSelfie2) Submit

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

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

Final Short Paper

Due 12/10

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.

More information <http://klangable.com/uploads/teaching/FinalPaper.pdf> and thoughts on grading <http://klangable.com/blog/teaching/grading/>



Important Information You Should Read

Zoom

Synchronous class sessions will be held LIVE AND ONLINE via our Zoom Classroom. Students are expected to make a reasonable effort to attend these online courses (**with video and audio on**), but the uncertainty of the situation means there will be flexibility offered to students in terms of attendance (see attendance policy).

I am also very sensitive to the fact that students have multiple reasons you may not want to use your webcam, not the least of which is privacy. I cannot in good conscience teach about the impacts of

technology and yet "demand" you all use your webcams... YET, it is to all our enormous benefit to try to bond in a course dealing with super current issues. Black screens are truly a challenge and make the online environment even more disconnected. I ask you to please consider using your webcam for this course. It is so hard to get to know you -- and for you to know each other -- if we can't see each other's faces. If this is a hardship, please reach out and discuss it with me so I understand your situation and we can find a good workaround.

**Any sufficiently advanced
technology is
indistinguishable from
magic**

Arthur C. Clarke

What are lectures (even online) for?

They are not about facts – even if they contain them. They are highly inefficient as transfers of information compared with reading a book. A lecture is about changing students ways of seeing things, about pushing students to think harder, helping them to take intellectual risks, and showing them how you (the lecturer) learnt to do that. It's a conversation not a performance even if one side is more talkative than the other. This is why eye contact is important. The lecturer needs to see when the students are lost, glaze over, or when they have that "aha-experience". For this the lecturer needs to 'feel' the room. It's the imperceptible difference between instructing and inspiring.

Effort

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 Module for a semester hour." According to this metric, a student should assume at least six hours of out-of-class work per Module for each 3-credit course.

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/>

Attendance

Paradoxically, attendance is more difficult online. There are many things that can go wrong and prevent us from being in front of the camera (see Zoom policy) or even online. It's also easy for the instructor to not notice when something is amiss online. Therefore the attendance policy of this course is "Talk to me". If you cannot attend (or fail to attend) contact me as early as possible. There is work to be done and I want you to complete this course successfully. If you are experiencing difficulties with this course, I can help if you reach out to me. The worst thing you can do in college (and especially online) is to go dark and isolate yourself so please reach out.

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.

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

Contacting Me

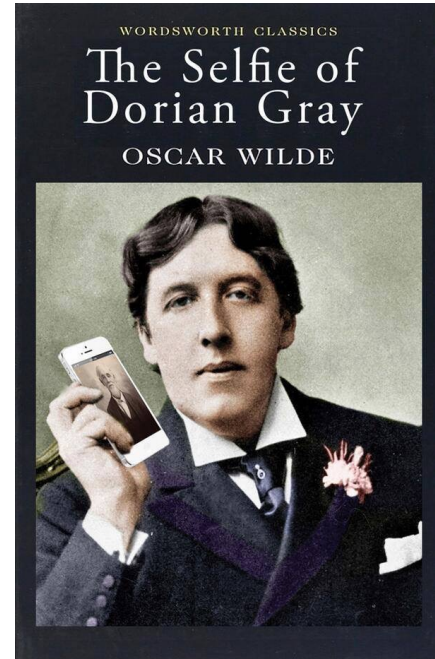
Email is the best way to reach me for work related questions. Feel free email me anytime. Most often I reply within 24 hours, unless it is a holiday or weekend.

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

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.

**It has become appallingly
obvious that our
technology has exceeded
our humanity**

Albert Einstein

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

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.

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.

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/

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 department 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.**