

DIGITAL

TECHNOLOGY AND EMERGING MEDIA

Course information

Monday & Thursday
10:00-11:15

Room TBA

Instructor

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Advice on [emailing professors](#)

About

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

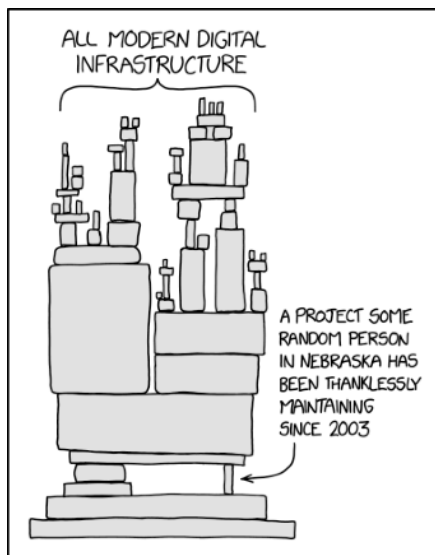
The course will allow students to:

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.



Date	Topic & readings
8/28	Introduction Bogost College Students Have Already Changed Forever
9/3, 9/4	Module 1 New Media Castells Chapter 1 The Internet Galaxy: Lessons from the History of the Internet
9/8, 9/11	Module 2 Infrastructure & Clouds Ingrid Burrington Networks of New York Starosielski, N. (2015). "Introduction: Against Flow" in The Undersea Network. Duke University, pp 1-21.
9/15, 9/18	Module 3 Digital Divides <u>Understanding and Overcoming the Bronx Digital Divide, Report July 2025</u> <u>Depending on where you live, the internet AT&T offers you may be faster or slower.</u>
9/22, 9/25	Module 4 Political Economy & Labor Wray (2024) Content moderator: the 21st century hazardous job Tricontinental The rate of exploitation Bishop (2022) <u>Influencer Creep</u>
9/29, 10/2	Module 5 Property & Licensing Perzanowski, A., Schultz, J. (2017). Chapter 8 "Internet of Things you Don't Own," Creative Commons for Educators and Librarians Chapters 2 & 3
10/6, 10/9	Group Analysis Presentations
10/16	Module 6 Media & Wellbeing Bajaj (2024) <u>Everyone is on their phones</u> Seymour (2019) <u>The machine always wins: what drives our addiction to social media</u>
10/20	Midterm

Date	Topic & readings
10/23, 10/27, 10/30	Module 7 Surveillance & Privacy Regan Privacy and the common good: revisited Zuboff- Secrets of Surveillance Capitalism
11/3	Module 8 Environment Frankel, T. (2016). <u>Cobalt Mining has High Human Cost</u> WaPo <u>We did the math on AI's energy footprint. Here's the story you haven't heard.</u> (2025)
11/6, 11/10	Module 9 Media Effects Twenge - Has the Smartphone Destroyed a Generation? Odgers <u>The Great Rewiring</u>
11/13	Module 10 Resistance Technology Lilja (2022) The Definition of Resistance
11/17, 11/20	Module 11 Algorithms, Automation & AI Tarnoff (2023) <u>Weizenbaum's nightmares</u> Fagone (2021) <u>The Jessica Simulation</u>
11/24 & 12/1	3-minute Idea Pitch
12/4	Module 12 Global Digital Politics Harari (2024) The Silicon Curtain
12/8	Conclusion

Graded Exercises		Grade Scale
Presentation	25	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
Midterm	50	
Idea pitch	25	
Final Paper	100	
TOTAL	200	

Presentations & rubric

This assignment is a group project where you will work with your peers to present an in-depth analysis of a topic we have covered in class. Your group must present the problem or a specific element of the problem in depth. This means going beyond what we've covered in lectures and providing additional research, examples, or analysis. You will work in groups of 3 students, and the assignment is worth 25 points.

Time Limit: Your presentation should be 7-10 minutes long.

Content: Your presentation must demonstrate a thorough and accurate understanding of your chosen topic. You should address all key components of the problem and provide supporting evidence.

Visual Aids: You are required to use a visual aid to support your presentation. This can be a slide deck (e.g., Google Slides or PowerPoint), a poster, or another relevant visual tool. Your visuals should be clear, professional, and free of errors.

Delivery: Every member of the group must speak and contribute to the presentation. You should speak clearly, maintain appropriate volume, and make eye contact with the audience.

Collaboration: Work together as a team to divide the research, create the visual aids, and practice your delivery

Here is the rubric that will determine your grade for this assignment.

Category	5 Excellent	4 Proficient	3 Developing	2 Needs improvement	1 Unacceptable
Content	Demonstrates a comprehensive understanding of the topic and includes thorough, accurate information. All key questions are addressed.	Demonstrates a good understanding of the topic. Most information is accurate and relevant. Most key questions are addressed.	Shows some understanding of the topic, but with some inaccuracies or missing information. A few key questions are not addressed.	Lacks a clear understanding of the topic. Information is inaccurate or irrelevant, and many key questions are not addressed.	Shows little to no understanding of the topic.
Organization	Logically structured with a clear introduction, body, and conclusion. Ideas flow smoothly and are easy to follow.	Has a clear structure, but the flow between sections could be smoother.	Somewhat disorganized, and the audience may have difficulty following the main points.	Difficult to follow and lacks a clear structure.	The presentation is completely disorganized and impossible to follow.
Delivery & Speaking	The speaker speaks clearly and at an appropriate pace, using excellent volume and tone. The speaker makes consistent eye contact and uses effective body language.	The speaker speaks clearly with good volume, but the pace may be a little fast or slow. The speaker makes some eye contact and uses appropriate body language.	The speaker's voice is sometimes difficult to hear, or the pace is inconsistent. The speaker makes minimal eye contact and may display distracting body language.	The speaker is difficult to understand due to low volume, mumbling, or a very fast pace. There is little to no eye contact, and body language is distracting.	The speaker is inaudible, unintelligible, and makes no effort to engage the audience.
Visual Aids	Visual aids (slides, posters, etc.) are professional, creative, and enhance the presentation. They are easy to read and free of errors.	Visual aids are well-designed and support the presentation. They are mostly easy to read with few errors.	Visual aids are present but may be cluttered, difficult to read, or contain errors. They provide minimal support for the presentation.	Visual aids are poorly designed, unreadable, or not used at all. They detract from the presentation.	Visual aids are missing or completely irrelevant to the presentation.
Time Management	The presentation is within the time limit, and all parts are well-paced.	The presentation is within the time limit.	The presentation is either too short or goes slightly over the time limit.	The presentation is significantly too short or too long.	The presentation is significantly too short or long, and content feels rushed or incomplete.

3-minute idea pitch

This assignment is designed to help you quickly and effectively communicate a new idea that you will develop for your final paper. You will have three minutes to present a compelling case for a new concept, product, or solution. This is an individual 3-minute pitch where the goal is to clearly and persuasively present a problem and your proposed conclusion/solution. This assignment is worth 25 points.

A great pitch follows a clear and logical flow. While you have the freedom to be creative, we recommend you structure your pitch like this:

- 1. The Hook (30-45 seconds):** Start with an engaging introduction. This is your chance to grab the audience's attention by highlighting a relatable problem, a surprising fact, or a compelling story.
- 2. The Problem (1 minute):** Clearly define the research question. Explain why it is important and who is affected by it.
- 3. The Solution (30 seconds):** Introduce your idea, hypothesis, or conclusion. Explain what it is and why you think it's important.
- 4. The How (45-60 seconds):** Conclude your pitch by telling the audience what happens next. What materials you are looking for, where you will find them, and alternative strategies if this fails.

	5 - Excellent	4 - Proficient	3 - Developing	2 - Needs Improvement	1 - Unacceptable
Research Question & Problem	The research question is exceptionally clear and well-defined. The problem is compellingly presented with a strong sense of its importance and impact.	The research question is clear. The problem is well-defined, and its importance is explained.	The research question is somewhat vague or difficult to identify. The problem is not fully or clearly articulated.	The research question is unclear or missing. The problem is poorly defined and its significance is not evident.	The research question and problem are completely absent.
Proposed Solution & Hypothesis	The hypothesis or conclusion is highly compelling and logically connected to the problem. It is presented with a clear rationale.	The hypothesis or conclusion is clear and directly addresses the problem. It is presented with a solid rationale.	The hypothesis or conclusion is somewhat vague or only weakly connected to the problem. The rationale is unclear.	The hypothesis or conclusion is difficult to understand or is not directly relevant to the problem.	No solution or hypothesis is proposed.
Methodology & Plan	The plan for finding materials and addressing potential challenges is specific, well-researched, and highly logical.	The plan is clear and demonstrates a solid approach to research. The presenter mentions a few specific sources or strategies.	The plan is a bit generic or lacks specific details on how the research will be conducted.	The plan is vague and shows a lack of preparation for the research process.	No plan or methodology is presented.
Delivery & Time Management	The presenter is confident and speaks with excellent clarity and pace, maintaining consistent eye contact. The pitch is exactly 3 minutes long.	The presenter is confident and speaks clearly. The pitch is within the 3-minute time limit.	The presenter is sometimes difficult to hear or speaks too quickly. The pitch is either slightly too long or too short.	The presenter speaks too quickly or too quietly, and there is minimal eye contact. The pitch is significantly over or under the time limit.	The presentation is completely unpolished and fails to adhere to the time limit.
Clarity & Conciseness	The pitch is exceptionally clear, with every word adding value to the message. No jargon is used.	The pitch is clear and concise, with minimal use of unnecessary words. Jargon is mostly avoided.	The pitch contains some filler words or information, making it slightly less concise. Some jargon may be used.	The pitch is rambling and difficult to follow. Jargon is used frequently and without explanation.	The pitch is impossible to understand due to poor structure, lack of conciseness, and excessive jargon.

Final essay

This final essay is your opportunity to expand on the idea you presented in your 3-minute pitch. You will transform your concise pitch into a comprehensive 2000-word academic paper, providing in-depth research, analysis, and a well-supported argument. Your essay should include at least 4 academic citations in correct APA or MLA formatting. Here is a **suggested** structure:

1. **Introduction (approx. 200-250 words):** Expand on your pitch's "hook" and "problem." Introduce your topic and provide the necessary background context. Clearly state your thesis, which should be the core argument or hypothesis you introduced in your pitch.

2. **Literature Review / Problem Analysis (approx. 600-700 words):** This is where you will delve into the problem you identified. Discuss existing research, solutions, and scholarly conversations related to your topic. This section should establish your expertise and justify why your proposed solution is necessary.

3. **Proposed Solution / Argument (approx. 700-800 words):** This is the heart of your paper. Expand on your pitch's "solution" by providing a detailed explanation of your idea, hypothesis, or conclusion. Use evidence, examples, and logical reasoning to support your claims and convince the reader of its validity.

4. **Methodology / Implementation & Limitations (approx. 300-400 words):** As you outlined in the "how" section of your pitch, detail the specific steps you would take to execute your idea or research. Discuss the resources you would need, potential challenges, and alternative strategies. This section should also acknowledge the limitations of your proposed solution or research.

5. **Conclusion (approx. 150-200 words):** Summarize your main points and restate your thesis in a new way. Discuss the broader implications of your work and suggest next steps for future research.



Final essay rubric

Introduction & Thesis	Excellent (13-15)	Proficient (10-12)	Developing (7-9)	Needs work (4-6)	Unacceptable (1-3)
	The intro is highly engaging and provides essential context. The thesis is a clear, arguable statement that guides the entire paper.	The intro provides adequate context. The thesis is present and mostly clear, but could be more focused.	The intro is present but lacks sufficient context or an engaging hook. The thesis is vague or difficult to identify.	The intro is weak and the thesis is missing or unclear.	No identifiable intro or thesis.
Literature Review & Analysis	Excellent (22-25)	Proficient (18-21)	Developing (14-17)	Needs work (10-13)	Unacceptable (1-9)
	The proposed analysis or argument is original, logical, and supported by compelling evidence and reasoning. It directly addresses the problem in a insightful way	The argument is well-reasoned and supported by evidence. It provides a solid explanation of the proposed solution.	The argument is present but may have gaps in logic or insufficient evidence. The connection between the evidence and the solution is weak	The argument is vague, unconvincing, or lacks supporting evidence.	The argument is illogical or completely missing.
Methodology	Excellent (13-15)	Proficient (10-12)	Developing (7-9)	Needs work (4-6)	Unacceptable (1-3)
	The methodology is detailed and highly practical. The limitations are thoughtfully discussed and demonstrate a deep understanding of the topic's complexities.	The methodology is clear, and the limitations are adequately discussed.	The methodology is vague and the limitations are only briefly mentioned or not discussed at all.	The methodology is missing or unrealistic, and limitations are not addressed.	No methodology or discussion of limitations.
Conclusion	Excellent (9-10)	Proficient (7-8)	Developing (5-6)	Needs work 3-4	Unacceptable 1-2
	The conclusion is a powerful summary that restates the thesis	The conclusion summarizes the main points and restates the thesis.	The conclusion is weak, repetitive, or introduces new information.	Incomplete conclusion	No conclusion
Mechanics	Excellent (9-10)	Proficient (7-8)	Developing (5-6)	Needs work 3-4	Unacceptable 1-2
	The paper is free of spelling, grammar, and punctuation errors. All sources are cited correctly and consistently.	The paper has few errors. Citations are mostly correct with only minor inconsistencies.	The paper has multiple errors that distract from the content. Citations have frequent errors.	The paper contains numerous errors that make it difficult to read. Citations are inconsistent or incorrect.	The paper is illegible due to errors and citations are missing or completely incorrect.

SUBMITTING AN ESSAY LIKE



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.

Equal Educational Access for all students

The Office of Disability Services (ODS) helps to ensure equal educational access and opportunity for all members of our community. Members of the ODS staff work with each student individually in order to develop an effective and comprehensive accommodation plan in accordance with Section 504 of the Rehabilitation Act (1973) and Title III of the Americans with Disabilities Act (1990). Students seeking accommodations should complete the [online ODS application](#) and upload documentation, then email disabilityservices@fordham.edu to set up an intake appointment (in person or virtual). The number at Rose Hill is 718-817-0655 and for Lincoln Center it is 212-636-6282.

Chosen name policy

Some members of the Fordham community are known by a name that is different from their legal name. Students who wish to be identified by a chosen name can contact their CMS professor via email and request their chosen name and pronoun be used.

Annoying faculty & other advice

I keep a bunch of resources aimed at helping students navigate the more obscure details of academia. Check out [Annoy the faculty](#), which has surprisingly good advice on how to email your professor. Matt Might has [a great page on college](#), and the Reddit thread on [College Classroom Norms](#) has some gems. I have an unfinished page of [Classroom reflections](#) and [teaching & writing](#) resources, which may help combat insomnia...

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; you should feel free to share them as they become relevant to our class. No student in this class is expected or believed to speak for all group members.

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 for that name to be pronounced correctly. You have the right to be referred to by whatever pronouns you wish. You can 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/>



AI Tools

You may use AI programs, e.g., ChatGPT, to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. *Beware that use may also stifle your own independent thinking and creativity.*

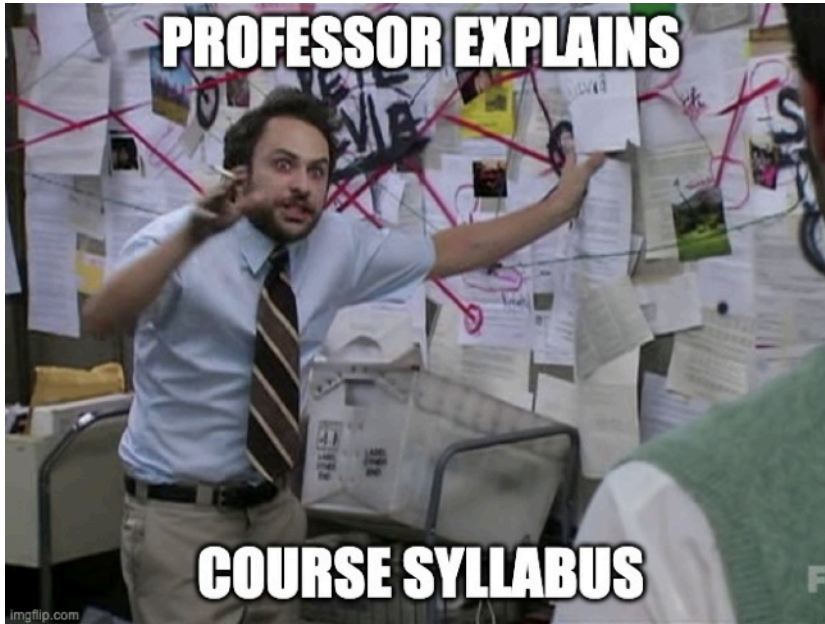
You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). Hi! If you have read this far, you rock! Email me your favorite recipe.

Effort

While it may seem odd to include it in a syllabus, your effort is a required component of this course. The federal definition of 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.

Writing Center

Writing is a painful but rewarding process. For help and tips, see <http://klangable.com/blog/teaching/writing-resources/> If you struggle with the writing required in this course, please use the Writing Center. For more information about their services, see www.fordham.edu/academics/programs_at_fordham/english/writing_center



Academic Coaching

Students who struggle with time management and/or organization are invited to one-on-one academic coaching sessions (typically once a week for 45 minutes). Please contact disabilityservices@fordham.edu for more information.

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.**