

# INTRO TO DIGITAL TECH & EMERGING MEDIA

## Course Information

Course Schedule: Tue & Fri  
R01 10-11:15

R02 11:30-12:45

Location: FMH 232

## Instructor Contact

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

Twitter: @klangable

Phone: 215 882 09 89

Office: FMH Room 438

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		DUE FRI
Module 1 Tue 1/18 Fri 1/21	<b>Introduction: what's the problem?</b> Twenge (2017) <u>Have Smartphones Destroyed a Generation?</u>	Introduction Video
Module 2 Tue 1/25 Fri 1/28	<b>From 1984 to 2022</b> Marx (2021) <u>Reconnected</u>	Pettman preface, Introduction & chapter 1
Module 3 Tue 2/1 Fri 2/4	<b>Social Media</b> Alter (2017) <u>How technology gets us hooked</u> Seymour (2019) <u>The Machine Always Wins</u>	Black Mirror (S0103) The Entire History of You
Module 4 Tue 2/8 Fri 2/11	<b>Algorithms of inequality</b> Polack (2021) <u>False Positivism</u>	Pettman chapter 2 & 3
Module 5 Tue 2/15 Fri 2/18	<b>Authenticity</b> Bishop (2021) <u>The Safety Dance</u>	Black Mirror (S03E01) Nosedive
Module 6 Tue 2/22 Fri 2/25	<b>Digital Divides</b> <b>THIS TUESDAY FOLLOWS MONDAY SCHEDULE</b>  Perrin (2021) <u>Mobile Technology and Home Broadband 2021</u> Deyton (2020) <u>Black and rural students left behind as U.S. schools go online</u>	Pettman Chapter 4 & Conclusion  <b>THIS NEEDS TO BE FIXED</b>
Module 7 Tue 3/1 Fri 3/4	<b>Artificial Intelligence</b> Popowich (2020) <u>Lawful Neutral</u> O'Gieblyn (2021) <u>A dog's inner life: what a robot pet taught me about consciousness</u>	Black Mirror (S02E01) Be Right Back
Module 8 Tue 3/8 Fri 3/11	<b>Misinformation &amp; Conspiracy</b> LaFrance (2020) The Prophecies of Q (pdf on BB)  <b>FRIDAY MIDTERM</b>	Lingel chapter 1 <b>Extended deadline to 3/13</b>

MATERIAL		DUE FRI
Module 9 Tue 3/15 Fri 3/18	<b>SPRING BREAK</b>	
Module 10 Tue 3/22 Fri 3/25	<b>Privacy</b> Gilliard & Golumbia (2021) <u>Luxury Surveillance</u>	Black Mirror (s04e02) Arkangel
Module 11 Tue 3/29 Fri 4/1	<b>Surveillance</b> Zimmer (2020) <u>Oversights</u>	Lingel chapter 2&3
Module 12 Tue 4/5 Fri 4/8	<b>Digital Labor</b> Kneese (2021) <u>Home Spun</u>	Black Mirror (s01e02) 15 Million Merits
Module 13 Tue 4/12 Fri 4/15	<b>Our Robots &amp; Ourselves</b> Pendergrast (2020) <u>Disassembly Required</u>  <b>EASTER</b>	Lingel Chapter 4 DEADLINE??
Module 14 Tue 4/19 Fri 4/22	<b>Cryptocurrency, Blockchain, NFTs</b> Osterwell (2021) <u>Money for Nothing</u>	Black Mirror (s03e06) Hated in the Nation
Module 15 Tue 4/26 Fri 4/29	<b>Web3.0</b> Austin (2021) <u>Paid in Full</u> Kawash (2022) <u>Money-Go-Round</u>	Lingel Chapter 5
Module 16 Tue 5/3	<b>Summing Up</b>	



**Graded Exercises**

Intro Video	19
Perusall	50
Weekly Media	75
Book Discussion	84
BM assignment	72
Midterm	100
Final Paper	100

**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

## 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?

## Perusall

This class will use Perusall for the essays listed in the syllabus (not the books). I have a love/hate relationship with a lot of technology and Perusall is no different. It is awesome to see what other people are thinking/marking when they read (it also really helps me as an instructor) but it also makes the whole thing about the number of comments. Knowing this I want you to make at least 4 comments on each reading. Asking/answering questions is a bonus! This will be even more important if you (or we) have to stay home for any reason (looking at you Covid) so that I can see that you are active in class. While there is no ‘active participation’ grade in the course think of Perusall as

Dr Mathias Klang

active participation. **Readings should be done before end of day Monday** so I have some time to look at the comments before class on Tuesday. Perusall should also help you being prepared for class - see section above.

## Video Assignment

Create a short (2-3 minute) video introduction of themselves and upload it to the course Google Drive space. Remember these videos will be available to the whole class. The uploaded video file name should be your surname. The video should address the following things (in any order): (1) Something about you. (2) What Internet thing do you like & dislike. (3) Either demonstrate a talent you have, or tell us about your favorite thing.

## Weekly Media

We will be covering a new and highly exciting topic every week. Which means we get to look at a lot of exciting stuff. When you have checked out the materials I want you to find something interesting and relevant to the discussion at hand. Each week you will find an engaging news item relevant to the module and post your findings to **a shared google doc. Your post should contain (o) Your Name, (1) Title and author information (2) link to source (3) a short summary of the information, and (4) why you think it is interesting and relevant.**

**This will be due by end of day Thursday** and I may even ask you to present your findings in class on Friday.

## Book Discussion

This semester we will be reading Jessa Lingel's The Gentrification of the Internet and Dominic Pettman's Infinite Distraction. I highly recommend you read them in paper format. From experience I can tell you that pdfs and ebooks are convenient but you remember less and are harder to work with. The schedule shows which chapters should for which dates. On the Fridays when we discuss the books you are to have submitted your 250-350 word analysis (can be longer) via BB before class (**due Thursday Midnight**). Once we are in class you should be prepared to discuss the main points in the text. I will ask one of you to give a **short** recap of the main points but the focus should be on your analysis of the text in relation to the theories we are discussing in the course. At its most basic be prepared to have a discussion on (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?



## BM Assignment

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

On the Fridays when we discuss the episodes you are to have submitted your 250-350 word analysis (can be longer) via BB before class (**due Thursday Midnight**).

Even here I will ask someone to give a short recap of the episode but the purpose is to discuss

the social impact of technology presented in the episode.



## Midterm

What can I say. It's a midterm. Some short questions, some long questions. It's me testing to see if you have read, understood and analyzed the materials thus far. I don't like timed exams and I don't like the pressure these cause, therefore this will be a take home exam which you should complete on

**Tuesday 3/15.** This means we will not be meeting in class on that day. Once you have read this syllabi send me a haiku or limerick & post a picture of your shoes on Slack (without comment).

## 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, 1500 words in length, not including footnotes or bibliography.**

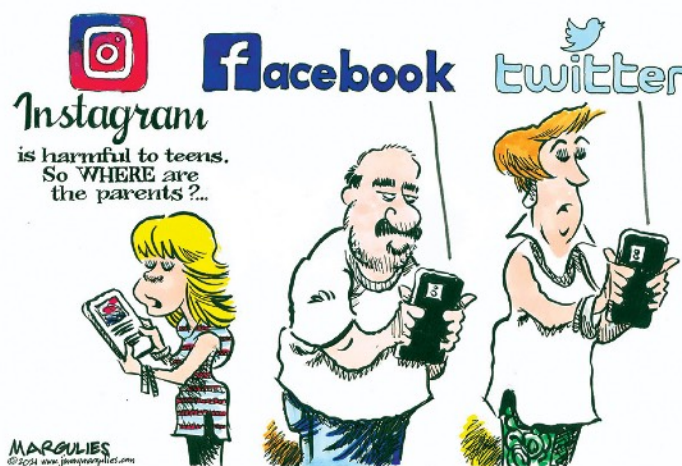
### *Guidelines for essay grading*

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



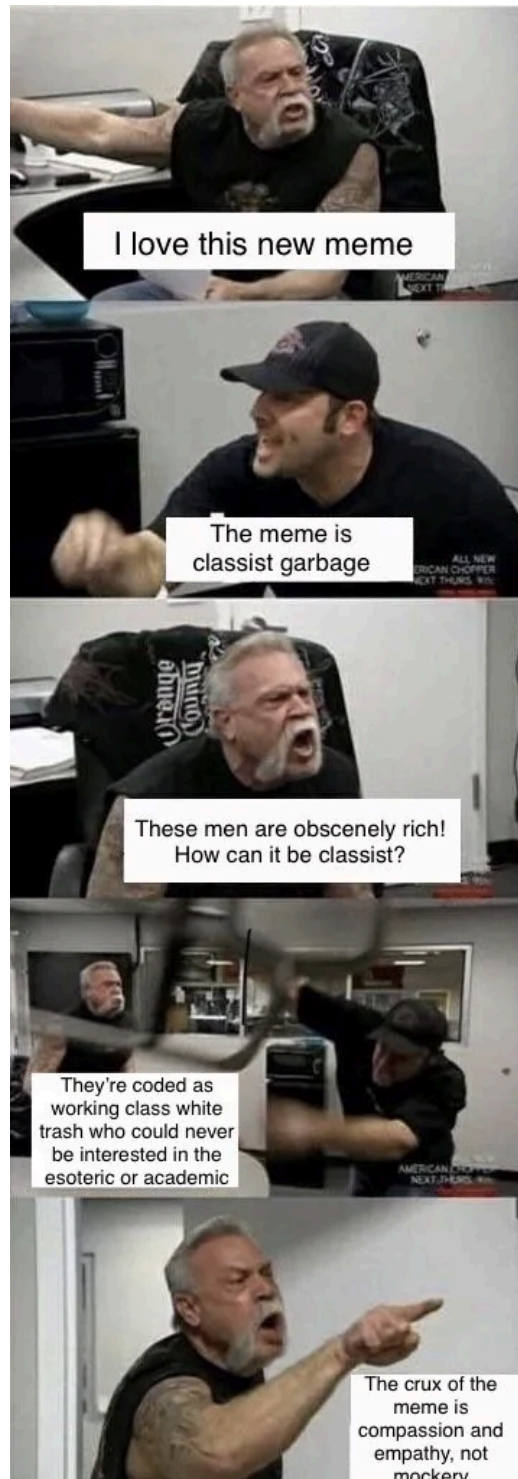
the author.

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.

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

*This page is only here for this meme...*



# 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.



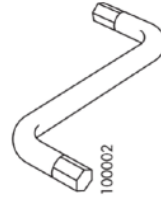
In this classroom you have the right to determine your own identity. You have the right to be called by whatever name you wish, and that name to be pronounced correctly. You

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

This is a tough one. Given the realities of this new normal it is important for us all that we stay safe. So here it is: If you feel unwell do not come to class. **If you are away from class you MUST contact me as before class.** If you reach out and we communicate then this will not be an absence.

Attendance means more than going to class. It requires speaking up in class and



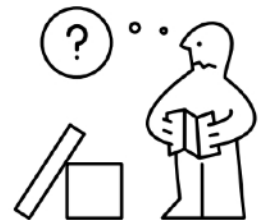
group discussions.

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.

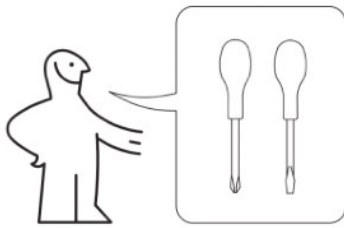
Please be on time for class and remain for the whole class period. If you are more than 10 minutes late, or if you leave more than 5 minutes early, you will be counted as absent for that class.



## 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.





## 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

This class uses Slack. Its is the quickest way to get a response (often from other students) feel free to abuse it. Naturally you can email me, for more about communicating with faculty check out <http://klangable.com/blog/teaching/annoy-the-faculty/>

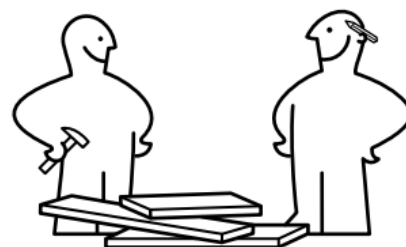
## DIGITAL DEVICES

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.**