

EMAC 6300, Fall 2015
Tues. 7-10 pm, ATEC 2.918
Instructor: Dr. Olivia Banner

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Office hours.: T 5:30-7 & by appt.

Introduction to Theories of Emerging Media and Communication

LEARNING OBJECTIVES FOR EMAC GRADUATE COURSES:

1. Understanding critical theories in emerging media and communication studies.
2. Demonstrate advanced perspectives on the issues raised by emerging media practices.
3. Perform original research in the digital realm that demonstrates your artistic, technical, and/or research skills.
4. Engage in the professional world that encompasses emerging media technologies and communications.

DESCRIPTION OF 6300:

This course will introduce you to theories of emerging media and communication. In the first part of the course, we will consider the history of media and communication technologies, as well as the major theoretical approaches developed to explain the relationship among existing social, political, and economic structures and the development and use of media and communication technologies. In the second part, we will examine contemporary emerging media (especially, but not only, the Internet) in light of these theories, and what effect they are having in selected sites (knowledge production and information ownership; community formation; aesthetics and culture; surveillance; social justice efforts; labor; and modes of socializing). In all instances, our study will be illuminated through the examples provided by case studies. In practical terms, this course is intended to provide you with a firm grasp of how professionals both in the academy and outside it conceptualize media, technology, and communication; to give you deeper insights that might help you advance your own thinking and/or practice; and to expand your knowledge of how media and communication technologies are being integrated into various industries, social formations, and institutions today.

COURSE REQUIREMENTS:

Participation (20%): Since this is a small seminar, your participation is vital. I will not be marking off an official account of that participation each class meeting, but I realize you will want some sort of accounting, so by the fifth week in the semester I will indicate if your participation grade needs improvement. I will also, on rare occasions, give feedback on

over-participants. On the reading schedule below, there are days that include an exercise. Your answers to that exercise will be considered part of your participation grade.

Twitter (5%): Everyone is required to tweet about something related to the course reading, once a week. Some weeks we'll discuss these in class; some weeks we won't. Nevertheless, this will factor into your final grade. You are welcome to use a pseudonym. Please use the hashtag #EMAC6300.

MediaWiki (25%): You'll work in two groups and rotate creating wiki entries for the reading and editing those entries. Wiki entries should be completed by Monday at midnight; editing should be completed by midnight Friday. The URL of our wiki is oliviabanner.net/EMAC6300Fall2015.

Case studies (10%): Each student will give one case study. I will model a case study for you next week. Please see the accompanying instructions for case studies and grading for more details.

Midterm (15%): The midterm will be a take-home essay. You are allowed to use your notes, your reading, and so forth, but if you quote from any sources, including the Internet, you **MUST** include a citation. Please refer to the University's policies on academic integrity (included below).

Final research paper (25%): Your final paper will explore a topic of your choosing, analyzed via the course readings and other secondary sources that you select in consultation with me. We will discuss this in more detail later in the course; there will be due dates for the paper's annotated bibliography, proposal, and a rough draft after the midterm.

Required texts:

Draho and Brathwaite, *Information Feudalism: Who Owns the Knowledge Economy?*

Eubanks, *Digital Dead End: Fighting for Social Justice in the Information Age*

Levy, *Collective Intelligence*

MacKinnon, *Consent of the Networked*

Slack and Vise, *Technology + Culture: A Primer* (1st ed.)

Stokes, *How to Do Media and Cultural Studies*

All of the required books are in the UTDallas bookstore. All readings below labeled with (E) are available through UTD e-reserves. Our course materials can be found here:

<http://utdallas.docutek.com/eres/coursepage.aspx?cid=1901>; I'll share the password in class.

Week 1, 8/25: Introductions

- Look at MediaWiki as a group
- Establish Twitter accounts
- Accessing resources: search tools; the UTD library
- Information overload tools: Evernote; Zotero

Week 2, 9/1: Technological Determinism, Cultural Determinism

- Slack and Vise, *Technology + Culture: A Primer*
- Stokes, *How to Do Media and Cultural Studies*, chaps. 1 & 2

Exercise: Everyone should be prepared to discuss one technology or media in light of the theories described in this book. Do not use an example the book already covered.

Group A: Wiki entries (by 8.31) – on Slack and Vise, not Stokes

Group B: Wiki edits (by 9.4)

Week 3, 9/8: Technical structures, political structures, cultural structures

- Abelsen, Ledeen, and Lewis, *Blown to Bits*, chaps. 1, 3, 4, Appendix,
http://www.bitsbook.com/wp-content/uploads/2008/12/B2B_3.pdf
- Townes, “Spread of TCP/IP” (E)
- Mazzucato, *The Entrepreneurial State*, “The State behind the iPhone,” 87-112 (E)
- Barbook and Cameron, “The Californian Ideology,”
<http://www.imaginaryfutures.net/2007/04/17/the-californian-ideology-2/>

Case Study

Group B: Wiki entries (by 9.7)

Group A: Wiki edits (9.11)

Week 4, 9/15: Publics

- Habermas, “The Public Sphere: Encyclopedia Article” (E)
- Fraser, “Rethinking the Public Sphere” (E)
- Michael Warner, “Publics and Counterpublics,”
<http://knowledgepublic.pbworks.com/f/warnerPubCounterP.pdf>
- Barlow, “A Declaration of Cyberspace,”
<https://projects.eff.org/~barlow/Declaration-Final.html>

Exercise: Find a recent example where someone uses the term “public sphere.” What do they mean by it?

Case Study (Twitter, It Gets Better)

Group A: Wiki entries

Group B: Wiki edits

Week 5, 9/22: Knowledge, Power, Operating Systems

- Levy, *Collective Intelligence*, Introduction, Ch. 1, 3, 7, 12-15, Epilogue
- Coleman, *Coding Freedom*, “Introduction” (E)

Case Study

Group B: Wiki entries

Group A: Wiki edits

midterm handed out

Week 6, 9/29: Networks

- Castells, “Why Networks Matter,”
<http://www.demos.co.uk/files/File/networklogic17castells.pdf>
- Papacharassi, *A Networked Self*, chaps. 2, 5, 6, <http://bit.ly/1mNPkQB>
- boyd, “White Flight in Networked Publics,”
<http://www.danah.org/papers/2009/WhiteFlightDraft3.pdf>

midterm due: no Wiki editing

Week 7, 10/6: Identity

- AAUW, “Why So Few? Women in STEM,” Executive Summary,
<http://www.aauw.org/research/why-so-few/>
- Miller, “Technology’s Man Problem,”
www.nytimes.com/2014/04/06/technology/technologys-man-problem.html
- Bryant, “Girls of Color + CODING = Radical Act,”
<https://www.youtube.com/watch?v=4bSmduGw90g>
- Marwick, “The Myths of Entrepreneurship,” from *Status Update*
- Oudshoorn, Romes, Stienstra, “Configuring the User as Everybody,”
<http://ethicsandtechnology.eu/wp-content/uploads/2012/10/30.pdf>
- Sindeloke, “Of Dogs and Lizards: A Parable of Privilege,”
<https://sindeloke.wordpress.com/2010/01/13/37/>

- “Male Programmer Privilege Checklist,”
http://geekfeminism.wikia.com/wiki/Male_Programmer_Privilege_Checklist

Case Studies

Group A: Wiki entries

Group B: Wiki edits

Week 8, 10/13: Audiences, Commodities, Participants?

- Rosen, “The People Formerly Known as the Audience,”
http://www.huffingtonpost.com/jay-rosen/the-people-formerly-known_1_b_24113.html
- Jenkins, “Quentin Tarantino’s Star Wars?” (E)
- Fuchs, “Social Media as Ideology: The Limits of the Participatory Public Thesis” (E)
- Andrejevic, “Social Networks as Exploitation,” in Papacharissi, *A Networked Self*,
<http://bit.ly/1mNPkQB>
- Stokes, *How to Do Things*, ch. 3

Group B: Wiki entries

Group A: Wiki edits

Week 9, 10/20: Digital Inequality

- Eubanks, *Digital Dead End: Fighting for Social Justice in the Information Age*

Case Study

Group A: Wiki entries

Group B: Wiki edits

Proposal for final paper due via email by midnight 10/18

Week 10, 10/27: Aesthetics and Tactical Media

- Bolter and Grusin, *Remediation*, “Introduction,” chaps. 1-3 (E)
- Dery, “Culture Jamming: Hacking, Slashing, and Sniping in the Empire of Signs,”
http://markdery.com/?page_id=154
- Raley, from *Tactical Media* (E)

Exercise: Visit the following two sites.

- FORCE, “Pink Loves Consent,”
http://pinklovesconsent.com/pink/pink.victoriassecret.com/about_pink_nation.html
- FORCE, “Playboy’s Top Ten Party Commandments,”
<http://partywithplayboy.com/>

Case Studies

Group B: Wiki entries

Group A: Wiki edits

Week 11, 11/3 (Election Day): Intellectual Property, Ownership

- Drahos and Brathwaite, *Information Feudalism: Who Owns the Knowledge Economy?*, chaps. 1-3, 5, 6, 11-14
- “TPP’s Copyright Trap,” <https://www.eff.org/deeplinks/2015/07/tpp-copyright-trap-our-last-stand-against-undemocratic-international-agreements>
- Watch *RIP: A Remix Manifesto*, <https://vimeo.com/ondemand/rip>

Case Study

Group A: Wiki entries

Group B: Wiki edits

Annotated bibliography for final paper due

Week 12, 11/10: Labor

- Marwick, *Status Update*
- Selections from *Digital Labor* (E)

Group B: Wiki entries

Group A: Wiki edits

Week 13, 11/17: Governance

- MacKinnon, *Consent of the Networked*

Group A: Wiki entries

Group B: Wiki edits

3 pages of final paper due for in-class peer review

11/24: Thanksgiving week: NO CLASS

Week 14, 12/1: Surveillance, Control, Algorithmic Bias

- Foucault, excerpts, *Discipline and Punish* (E)
- Gilliom and Monahan, *SuperVision*
- Boucher, "Want to Be on Top? The Threat of Invisibility on Facebook,"
http://pages.uoregon.edu/koopman/courses_readings/colt607/Bucher%20You%20Want%20to%20be%20on%20Top.pdf

Exercise: For the week prior to class install Ghostery and MaskMe on your browser. What did they tell you? Make sure they are still installed for our class meeting.

Case Study

Group B: Wiki entries

Group A: Wiki edits

Week 15, 12/8: Presentations of final paper

****FINAL PAPER DUE 12/14****

POLICIES AND MISCELLANEOUS

ACADEMIC INTEGRITY:

Scholastic Dishonesty: Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, submitting for credit any work or materials that are attributable in whole or in part to another person, taking an examination for another person, or any act designed to give unfair advantage to a student or the attempt to commit such acts. *Plagiarism*, especially from the web, from portions of papers for other classes, and from any other source, is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details).

DISABILITY:

It is the policy and practice of The University of Texas at Dallas to make reasonable accommodations for students with properly documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required. If you are eligible to receive an accommodation and would like to request it for a course, please discuss it with an OSA staff member and allow at least one week's advanced notice. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact the Office of Student AccessAbility for a confidential discussion. The primary functions of the Office of Student AccessAbility are to provide: 1) academic accommodations for students with a documented permanent physical, mental or sensory disability 2) non-academic accommodations 3) resource and referral information and advocacy support as necessary and appropriate. OSA is located in the Student Services Building, suite 3.200. They can be reached by phone at (972) 883-2098, or by email at disabilityservice@utdallas.edu.

TECHNOLOGY USE IN CLASS

You may bring your laptop and phone to class – in fact, please do, because we will need them for some exercises. However, you may ONLY use them to access the class readings, posts, or material you've saved for the day's exercise; you may not use them to IM, post to a SNS, or do anything else involving communicating with someone outside the classroom. NO CELL PHONE USE ALLOWED IN CLASS. We'll take a break halfway through class; please save your texting and calling until then.

GRADING AND MARKING OF YOUR WORK:

I use the following signs and abbreviations, which are commonly used by all editors:

^	Insert a word, letter, or phrase
↶	Delete
≡	Capitalize
/	Change to lower case
⊙	Insert period
^,	Insert comma
∨	Insert an apostrophe
⋈	Insert quotation marks
⌘	Insert space
⌘	Close up space
↻	Transpose letters or words
¶	Start a new paragraph
SP	Check spelling
⌞	Move right
⌟	Move left

Abbreviations:

Awk.	Awkward (doesn't make sense, in other words)
Syn.	Syntax (there's a problem with syntax that I can't work out)
Coll.	Colloquial (too informal – not appropriate for M.A. work)
Unnec.	Unnecessary (delete it)
Sent. Frag.	Sentence fragment (a sentence requires a subject and a verb, otherwise it's a fragment)
Trans.?	Transition (you're missing a transitional word, phrase, or sentence)
Sp.	Incorrect spelling

Common mechanical errors:

Commas. Please review the Purdue Online Writing Lab style guides if I indicate you aren't using commas properly.

Quoting: If I indicate you're not framing, citing, embedding, or elaborating quotations correctly, please review the Purdue Online Writing Lab guide to quotations.

Common style errors:

Informal language: While slightly less formal language is fine for the blog, it is not okay in any written material you hand it to me (or throughout your M.A. career). A research paper requires that you match the formal tone of our readings. Expunge your papers of informal words, phrasings, or style quirks, unless the particular assignment allows for it, or unless your chosen topic allows for a rhetorical instantiation of a less formal tone.

TIPS FOR SUCCEEDING IN THIS CLASS (AND ALL 6000-LEVEL COURSES)

GETTING HELP:

I'm here to help lead you through this new material. Reach out to me at any point, regarding any concerns. Do not be embarrassed if you don't understand something; ask questions. I'm available for appointments outside of the stated office hours above, and for graduate students I'm willing to arrange to meet or talk by phone or Skype on weekends.

READING:

Do the reading, and, if you can, print it out. We are all concerned about the cost of education, and I realize that course materials increase your burden. That is one reason anything that is not in book form has been posted online, to relieve you of having to pay printing and copyright costs. There are two huge drawbacks to this system: the first concerns the loss of income for authors, which we'll be discussing in the second half of the class; the

second is that reading using electronic devices may decrease how much of the information you retain and engage with, since those devices are so often networked into tempting distractions. My advice is that, if you can do so, you print out the reading materials and read them on paper, using the old school methods of a pen to underline and to take marginal notes. If you can't, try your best to download the material and then unplug from the network. All of us are undergoing rapid changes to our attention spans due to our exposure to flickering screens, and at the very least following these suggestions will give you some practice in attempting deep reading.

ASSIGNMENT GUIDELINES AND GRADING RUBRICS:

CASE STUDIES:

NOTE: YOU MUST CLEAR YOUR TOPIC WITH ME AT LEAST ONE WEEK PRIOR TO YOUR PRESENTATION DATE.

The purpose of a case study is to 1) demonstrate an advanced perspective on digital culture; 2) develop ideas for class discussion and the final paper; 3) gain experience leading a class discussion.

In general terms, the case study is a way of taking a “case” and using it to illuminate the topic at hand. The phrase itself derives from medical contexts, where physicians present a “case study” of a patient’s symptoms, diagnosis, treatment, and outcome to either illustrate conventional ways medicine approaches patients or to suggest new approaches. In other words, your case study might be an example that demonstrates current understandings of surveillance to be correct; however, it might potentially be an example that demonstrates our understandings are undercooked, and gives you the opportunity to ask new questions or suggest new understandings.

Format:

- 1) Describe your example. Explain what it is; where it is used; who uses it. Be precise about these groups of people.
- 2) Give any relevant history to your example. History means both immediate history (if it was developed in the 1990s, then how it has changed since then) and longer-range historical dynamics (if it was developed in the 1990s, what pre-Internet practices sufficed to perform its functions?)
- 3) Social and cultural context: What social dynamics or cultural trends enable your example’s formation? Is it fostered because of any particular economic logic; laws; policies; political climate; or public debates?

- 4) What issues from our readings or discussions do you want the class to “get” after hearing/seeing your case study?

The Details:

- Please use a Powerpoint or other slide presentation format, *excluding Prezi*. Email me your presentation before class.
- Your presentation should be 7-8 minutes. I will time the presentation.
- We will not be using the Ignite format, but you should follow one guideline used in Ignite presentations: please use minimal text and images on each slide. The ideal amount of each is one image with 1-3 phrases.

Grading Criteria for the Case Study:

The case study is worth 10% of your course grade.

	Quality of Ideas	Quality of Slides	Quality of Presentation
Excellent (A)	Connections between readings and case study are clear and insightful; presenter demonstrates a thorough understanding of the issues involved	Images and text on slide are minimal; visuals are clearly and logically organized	Presentation is dynamic and well-organized.
Good (A-)	Connections are clear; presenter demonstrates understanding of some of the issues involved	Images and text support presenter's claims; visuals are clearly and logically organized	Presentation is engaging and generally well-organized.
Satisfactory (B/B+)	Connections are made; presenter demonstrates understanding one issue	Images and text relate to presenter's claims; visuals are confusing	Presentation is interesting.
Poor (C to B-)	Connections are hard to discern; presenter demonstrates little understanding of any issue	Images and text are confusing; sloppy slides	Presentation is somewhat lackluster.
Unsatisfactory (C- or lower)	Connections may not be present at all	Images and text detract from presentation	Presentation is boring/confusing/unorganized.

The following will detract from your grade:

- Evidence of a lack of preparation for the presentation, including time management.
- **Failing to clear your topic with me the week before it is due**