

LB 332: Technology and Culture

Topic: New Media & Society

Course Syllabus



Course Information

M/W 10:20 AM - 12:10 PM
C 102 Holmes Hall

Dr. Megan K. Halpern
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E193 Holmes Hall

Office Hours: Tuesdays 10 AM - 12 PM or by appointment

Introduction and Overview

This course will focus on the way new media, like internet communication technologies and smart phone apps, interact with, shape, and are shaped by culture. We will focus on three broad topics within new media:

1. The economies of new media, like the sharing economy of Über and AirBnB
2. The policies and politics of new media, like the current debate over net neutrality and the use of twitter during the Arab Spring
3. The social and emotional dynamics of new media, like memes, social media, and games.

We will read, learn, and think about these themes while using some of the tools of new media. Instead of discussion posts, we will tweet. Instead of response papers, we will blog. The three papers you will write in this course will take the form of extended blog posts, complete with hyperlinks, images, and, of course, full bibliographies.

Course Objectives

The aim of the course is to help you to develop a sophisticated understanding of the tools, technologies, and structures of new media and to think critically about the social systems and technologies that permeate your daily lives.

By the end of this course, you will:

1. be able to describe new media as a set of technologies and relationships.
2. develop original arguments about aspects of new media and society, and support those arguments with examples and scholarly research.
3. analyze an example of new media or a current event in new media by exploring the power dynamics, roles, and actions of the people, institutions, and technologies involved.
4. examine the role new media play in your own lives and think critically about your own decisions surrounding new media technologies.

Course Requirements

There is no required textbook for this course. Instead, articles, chapters, podcasts, and videos required for class will be provided through D2L. *Students are expected to access to D2L from a computer or tablet, rather than a smartphone.*

By the end of the first week of classes, you will be required to sign up for accounts on the following social media sites:

- Twitter
- Tumblr
- Storify

If you have existing accounts, you are free to use them. If you would prefer not to use your existing accounts, you are free to make new ones, but you need to commit to checking these new accounts regularly. You will need to provide your username for each of these three accounts in the survey on D2L by the Friday, September 2.

Assignments

Tweets

You will need to follow the class twitter account, **@hps332001**. You will also need to tweet twice prior to each class. On Mondays, you will tweet one discussion question and one thoughtful reaction to the readings. On Wednesdays, you will tweet replies to one another, reconsiderations, and new questions about the readings based on what your classmates have tweeted and on in-class activities and discussions. All of your class-related tweets must include the hashtag #hps332. This is the only way I will know to give you credit for your tweets. I will often give specific prompts on Mondays for Wednesday tweets, and I will frequently ask you to use additional, topic-specific hashtags. These hashtags enable easy cataloging and recalling of tweets according to themes, and will be very important for in-class discussion. Twitter may also be used as a backchannel during certain in-class activities. When this occurs, the twitter feed will be projected during class.

You will receive one point per week of successful tweeting.

Tumblrs (almost weekly)

By Friday evening of each of the thematic weeks, you will write a short blog post on Tumblr. This post will be your chance to explore the topic of the week and to expand on your tweets or on class discussion. By Monday, you will be expected to comment on at least 3 of your fellow students' posts. You will receive one point per post, and that point may be docked if you fail to comment on others' posts.

Storify

We will attempt to Storify to draw resources together for your extended blog posts and for your final reflection. More detailed instructions will be provided in class.

Extended Blog Posts

These extended posts on your Tumblr are the equivalent of papers, and should include your research. For these posts, you will be expected to craft an argument that relates to topics presented in class. Each Storify (see above) will act as an outline and archive for the extended post. A detailed description and rubric will be provided for each of these posts.

Group Teaching

Beginning on the fourth week of class, you will be teaching the course materials on Mondays. During week 2, we will choose groups and topics, and each group will plan the class activities and lectures for their assigned week.

All groups must meet with me during office hours (or by appointment) at least one week prior to leading class. A rubric for leading class will be provided.

Participation

I take participation very seriously. In order to receive full credit for participation you must:

- Regularly contribute meaningfully to in class discussions
- Thoughtfully complete in class writing and group assignments
- Take an active role in group research, presentations, and responses
- Respond to posts in the discussion boards on D2L
- Be courteous to and respectful of your fellow students and the professor
- ***Meet with the professor at least once during office hours (or by appointment)****

****Meeting with me individually during the semester is mandatory, and while no points are specifically allocated for this, failure to do so will cause your grade to be lowered by a full grade point.***

Additional notes on participation and attendance

I will not take attendance in this course unless attendance becomes a problem. This means I will not need doctor's notes, etc. if you are absent. If I notice that you are not present, or that you've missed a significant number of classes, it will impact your participation grade. If I do not notice whether you are present or not, it likely means you are not participating fully in the course. We will complete short writing assignments during some classes, and those will be turned in as part of your participation grade. Your participation grade will be calculated based on your thoughtful contribution to discussion in class and online, respectful and active listening to the professor and your peers, and contribution to a positive learning environment for everyone. Frequently missing class without working to make up for lost time, failure to participate in group work or class discussions, and behaving disrespectfully toward your peers will lower your participation grade.

If you miss a class, it is up to you to find out what you've missed and to turn in any assignments that were due. Responsible students seeking opportunities for make-up work should 1) contact me via email prior to missing class, 2) seek information from the syllabus and from classmates and 3) after consulting the syllabus and speaking with classmates,

take time to see me during office hours (or make an appointment) to ask thoughtful questions about material presented in their absence.

Grading

You will be evaluated based on the assignments described above using the following structure. The assignments add up to a total of 100 points, and your grade will be determined based on your total points.

Assignment	Points	Criteria	Grading
Tweets	14	See description in syllabus	4.0 = 92 to 100
Tumblr	10	See description in syllabus	3.5 = 86 to 91
Storify	6	See description in syllabus	3.0 = 80 to 85
Extended Post 1	15	A rubric will be distributed	2.5 = 74 to 79
Extended Post 2	15	A rubric will be distributed	2.0 = 68 to 73
Extended Post 3	20	A rubric will be distributed	1.5 = 62 to 67
Leading Class	10	A rubric will be distributed	1.0 = 56 to 61
Participation	10	See description in syllabus	0 = less than 56
Total	100		

Schedule

1	Introduction and Overview	
	8/31	<p>In Class</p> <ul style="list-style-type: none"> Part 1 of Braun, J. (2016, May 23). "Media, Technology & Culture" open access audio lectures. Retrieved from http://culturedigitally.org/2016/05/media-technology-culture-open-source-audio-lectures/?fb_ref=Default.
2	What is New Media? Part I	
	9/7	<p>Homework</p> <ul style="list-style-type: none"> Parts 2 and 3 of Braun, J. (2016, May 23). "Media, Technology & Culture" open access audio lectures. Retrieved from http://culturedigitally.org/2016/05/media-technology-culture-open-source-audio-lectures/?fb_ref=Default Streeter, T. (2014, September 29). Internet [draft] [#digitalkeywords]. Retrieved from http://culturedigitally.org/2014/09/internet-draft-digitalkeywords/ <p>In class</p> <ul style="list-style-type: none"> Assign Presentation Groups
3	What is new Media? Part II	
	9/12	<p>Homework</p> <ul style="list-style-type: none"> Curran, J. (2012). Reinterpreting the Internet. In Curran, J., Fenton, N., and Freedman, D., Eds. <i>Misunderstanding the Internet</i>. New York: Routledge. Pp. 3-33. (Divided into 4 groups, each group reads one section) <p>Suggested Reading</p> <ul style="list-style-type: none"> Chapter 1 from Lister, M., Dovey, J., Giddings, S., Grant, I., & Kelly, K. (2009). <i>New Media: A Critical Introduction</i> (Second Edition). New York, NY: Routledge.
	9/14	<p>Homework</p> <ul style="list-style-type: none"> Tumblr Post: New Media and Me
4	Economies of New Media I: The Cost of Free	
	9/19	<p>Homework</p> <ul style="list-style-type: none"> Anderson, C. (2008, February 25). Free! Why \$0.00 Is the Future of Business. WIRED, 16(3). Retrieved from http://archive.wired.com/techbiz/it/magazine/16-03/ff_free?currentPage=all (skim) Zuckerman, E. (2014, August 14). The Internet's Original Sin. <i>The Atlantic</i>. Retrieved from http://www.theatlantic.com/technology/archive/2014/08/advertising-is-the-internets-original-sin/376041/ Stalder, F., & Mayer, C. (2009, February 10). The Second Index: Search Engines, Personalization and Surveillance. notes & nodes. http://felix.openflows.com/node/113 Vertesi, J. (2014, May 1). My Experiment Opting Out of Big Data Made Me Look Like a Criminal. <i>Time</i>. Retrieved from http://time.com/83200/privacy-internet-big-data-opt-out/ <p>Group 1 Lead</p>
9/21	<p>Homework</p> <ul style="list-style-type: none"> Tumblr Post 	

5	Economies of New Media II: From Venture Capital to the Sharing Economy	
	9/26	<p>Homework (we will choose from...)</p> <ul style="list-style-type: none"> ▪ Lessig, L. (2008). Two Economies: Commercial and Sharing. <i>Remix: Making Art and Commerce Thrive in the Hybrid Ecology</i>. New York, NY: Penguin. pp. 117-172. (though all of Part II would be appropriate: pp. 117-248). ▪ Marwick, A. E. (2013). Status Update: Celebrity, Publicity, and Branding in the Social Media Age. Yale University Press. pp. 21-72. ▪ Cagle, S. (2013, December 16). In This Silicon Valley Tech Culture and Class War, We're Fighting About the Wrong Things. WIRED. Retrieved from https://www.wired.com/2013/12/silicon-valley-class-war/ ▪ Henwood, D. (2015, January 27). What the Sharing Economy Takes. <i>The Nation</i>. Retrieved from https://www.thenation.com/article/what-sharing-economy-takes/ <p>Group 2 Lead</p>
	9/28	<p>In Class</p> <ul style="list-style-type: none"> ▪ Silicon Valley (NSFW) <p>Homework</p> <ul style="list-style-type: none"> ▪ Tumblr Post
6	Economies of New Media III: Net Neutrality	
	10/3	<p>Homework</p> <ul style="list-style-type: none"> ▪ Ganley, P., & Allgrove, B. (2006). Net neutrality: A user's guide. <i>Computer Law & Security Review</i>, 22(6), 454-463. http://doi.org/10.1016/j.clsr.2006.09.005 ▪ Teachout, Z., and Shaw, T. (2015, February 9). How the Little Guys Beat the Monopolists on Net Neutrality. <i>The Daily Beast</i>. http://www.thedailybeast.com/articles/2015/02/09/how-the-little-guys-beat-the-monopolists-on-net-neutrality.html ▪ Madrigal, A. and LaFrance, A. (2014, April 25) Net Neutrality: A Guide to (and History of) a Contested Idea. <i>The Atlantic</i>. http://theatlantic.com/1xMSxl8 ▪ Koepke, L. (2015, February 26). The FCC Did NOT Make the Internet a Public Utility. <i>Backchannel</i>. https://backchannel.com/the-historical-record-of-net-neutrality-747286cbde62#.v5t03to8o <p>Group 3 Lead</p>
	10/5	<p>Homework</p> <ul style="list-style-type: none"> ▪ Tumblr Post ▪ Storify 1 Due (Friday)
7	Review and Transition	
	10/10	<p>In Class</p> <ul style="list-style-type: none"> ▪ Review
	10/12	<p>Read</p> <ul style="list-style-type: none"> ▪ Gillespie, T. (2017). Governance of and by platforms. In J. Burgess, T. Poell, & A. Marwick (Eds.), <i>SAGE Handbook of Social Media</i>. Thousand Oaks, CA: Sage Publications. ▪ Extended Post 1 Due (Friday)

8	Politics and New Media I: Algorithms and Politics	
	10/17	<p>Homework</p> <ul style="list-style-type: none"> ▪ Gillespie, T. (2014, June 25). Algorithm [draft] [#digitalkeywords]. Retrieved from http://culturedigitally.org/2014/06/algorithm-draft-digitalkeyword/ ▪ Pariser, E. (2011). Beware online “filter bubbles.” TED2011. Retrieved from http://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles?language=en (about 10 minutes) ▪ Manjoo, F. (2015, May 7). Facebook Use Polarizing? Site Begs to Differ. The New York Times. Retrieved from http://www.nytimes.com/2015/05/08/technology/facebook-study-disputes-theory-of-political-polarization-among-users.html ▪ Gillespie, T. (2016, May 18). Algorithms, clickworkers, and the befuddled fury around Facebook Trends – Culture Digitally. Retrieved from http://culturedigitally.org/2016/05/facebook-trends/ <p>Group 4 Lead</p>
	10/19	<p>Homework</p> <ul style="list-style-type: none"> ▪ Tumblr Post
9	Politics and New Media II: Political Movements Online	
	10/24	<p>Homework</p> <ul style="list-style-type: none"> ▪ Lim, M. (2012). Clicks, Cabs, and Coffee Houses: Social Media and Oppositional Movements in Egypt, 2004–2011. <i>Journal of Communication</i>, 62(2), 231–248. http://doi.org/10.1111/j.1460-2466.2012.01628.x ▪ Gladwell, M. (2010, October 4). Small Change: Why the revolution will not be tweeted [Magazine]. Retrieved October 22, 2016, from http://www.newyorker.com/magazine/2010/10/04/small-change-malcolm-gladwell ▪ Obar, J. A., Zube, P., & Lampe, C. (2012). Advocacy 2.0: An Analysis of How Advocacy Groups in the United States Perceive and Use Social Media as Tools for Facilitating Civic Engagement and Collective Action. <i>Journal of Information Policy</i>, 2, 1–25. https://doi.org/10.5325/jinfopoli.2.2012.0001 ▪ Shirky, C. (2011). The Political Power of Social Media: Technology, the Public Sphere, and Political Change. <i>Foreign Affairs</i>, 90(1), 28–41. <p>Group 5 Lead</p>
	10/26	<p>Homework</p> <ul style="list-style-type: none"> ▪ Tumblr Response
10	Politics and New Media III: Hacking and Leaking	
	10/31	<p>Homework</p> <ul style="list-style-type: none"> ▪ Coleman, G. (2012). Our Weirdness Is Free. Retrieved August 28, 2016, from https://www.canopycanopycanopy.com/contents/our_weirdness_is_free ▪ Zittrain, J., & Sauter, M. (n.d.). Everything You Need to Know About Wikileaks. Retrieved October 25, 2016, from https://www.technologyreview.com/s/421949/everything-you-need-to-know-about-wikileaks/ <p>Group 6 Lead</p>

	11/2	<p>In Class</p> <ul style="list-style-type: none"> John Oliver Interview with Snowden <p>Homework</p> <ul style="list-style-type: none"> Tumblr Post
11	Review and Transition	
	11/7	<p>In Class</p> <ul style="list-style-type: none"> Citizenfour <p>Homework</p> <ul style="list-style-type: none"> Storify 2 Due
	11/9	<p>In Class</p> <ul style="list-style-type: none"> Blog Post Discussion
12	Social Media and Culture	
	11/14	<p>Homework</p> <ul style="list-style-type: none"> Striphas, T. (2014, May 26). Culture [draft] [#digitalkeywords]. Retrieved from http://culturedigitally.org/2014/05/culture-draft-digitalkeywords/ Milner, R. (2015, October 27). Memeology Festival 01. Memes are Dead; Long Live Memetics. Retrieved from http://culturedigitally.org/2015/10/01-memes-are-dead-long-live-memetics-by-ryan-m-milner/ Nohan, K. (2015, November 12). Memeology Festival 06. Political Viral Memetics: Challenging Institutions of Power. Retrieved from http://culturedigitally.org/2015/11/memeology-festival-06-political-viral-memetics-challenging-institutions-of-power/ Banet-Weiser, S. (2015, January 21). Popular misogyny: a zeitgeist. Retrieved from http://culturedigitally.org/2015/01/popular-misogyny-a-zeitgeist/ <p>Group 7 Lead</p> <ul style="list-style-type: none"> Extended Post 2 Due
	11/16	<p>Homework</p> <ul style="list-style-type: none"> Tumblr Response
13	Social Media and Identity	
	11/21	<p>Homework</p> <ul style="list-style-type: none"> Kramer, A. D. I., Guillory, J. E., & Hancock, J. T. (2014). Experimental evidence of massive-scale emotional contagion through social networks. <i>Proceedings of the National Academy of Sciences</i>, 111(24), 8788–8790. https://doi.org/10.1073/pnas.1320040111 Marwick, A. E., & Boyd, D. (2010). I Tweet Honestly, I Tweet Passionately: Twitter Users, Context Collapse, and the Imagined Audience. <i>New Media & Society</i>. https://doi.org/10.1177/1461444810365313 Sharon, T., & Zandbergen, D. (2016). From data fetishism to quantifying selves: Self-tracking practices and the other values of data. <i>New Media & Society</i>, 1461444816636090. https://doi.org/10.1177/1461444816636090 Simmons, R. (2014, November 10). The Secret Language of Girls on Instagram. <i>Time</i>. Retrieved from http://time.com/3559340/instagram-tween-girls/#_jmp0_ <p>Group 8 Lead</p>
	11/23	<p>Homework</p> <ul style="list-style-type: none"> Tumblr Post

14	Virtual Reality	
	11/28	Guest Lecture: Dr. Brandt
	11/30	Homework ▪ Tumblr Response
15	Wrap Up, Reflection, and Evaluations	
	12/5	Review and Wrap Up
	12/7	Homework ▪ Final Reflection Tumblr Post
Final	Extended Post 3 Due Wednesday, Dec 14 2016 2:45pm	

Technology Policy

As a class, you have agreed that the use of laptops is a practical necessity. You have also agreed to use your laptops only to engage in course related activities. For example, you might open laptops to look at readings for class during discussions, but you have agreed not to keep them open when they are not necessary. You have also agreed that you will not surf or open unrelated sites so that you do not distract each other.

Academic Integrity

You are responsible for knowing and understanding the policies at MSU and in Lyman Briggs College, and for holding yourself to the standards of a university scholar. Ignorance of the rules is not an excuse for plagiarism or other forms of academic dishonesty. If you are unsure about how to proceed, please consult the university website on Academic Integrity (<https://msu.edu/unit/ombud/academic-integrity/>). If you are still unsure, make an appointment and discuss your situation with your professor before you turn in the assignment.

An account of the academic policies and the Honor Code for Lyman Briggs College can be found at (http://www.lymanbriggs.msu.edu/current_students/academics/AcademicPolicies.cfm).

Additionally, Students should familiarize themselves with the newly adopted Spartan Code of Honor. The Spartan Code of Honor was adopted by ASMSU on March 3, 2016, endorsed by Academic Governance on March 22, 2016, and recognized by the Provost, President, and Board of Trustees on April 15, 2016. The pledge reads as follows:

“As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.”

Accommodations for Persons with Disabilities

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc). Requests received after this date will be honored whenever possible.

Mandatory Reporting

As an faculty member, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. As a member of the university community, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals here: <http://counseling.msu.edu/>.