

COMMUNICATION & TECHNOLOGY

COMM 309 - FALL 2016

Monday & Wednesday, 3:30pm – 4:50pm

ASC 204

INSTRUCTOR

Professor Henry Jenkins [hjenkins@usc.edu]

TEACHING ASSISTANTS

James Lee [lee526@usc.edu]

Deborah Neffa Creech [neffacre@usc.edu]

OFFICE HOURS

Office hours with Professor Jenkins are by appointment; contact Jocelyn Kelvin [jkelvin@usc.edu]

Office hours with your TA can be scheduled on a per-need basis via each TA's respective email as well.

CLASS OVERVIEW

This class is intended as an introduction to issues of media, technology, culture, and communication, as read through the lens of contemporary debates concerning the Web and digital culture more generally. Each class session will explore a central question that has emerged from popular and academic responses to the ways our society has dealt with the introduction of the Internet, with readings drawn from a range of sources, including journalistic and scholarly writings, major policy statements, and white papers.

We will start with a focus on your own experiences as part of a generation that has grown up in a world where digital media use—and opportunities to participate in networked communication—have been widespread. We will explore what impact these experiences have had on your styles of learning, your sense of privacy, and your social interactions with your peers.

From there, we will broaden our consideration to think about the process of media change, drawing examples from both the history of the Internet and the history of earlier communications technologies (including the printing press, the telephone, photography, the phonograph, film, and television). In this unit, we will consider what factors shape the embrace or rejection of new technologies, whether change is even across segments of society and/or across different parts of the world, and whether new media has encouraged greater interests in forms of cultural and civic participation.

In the third section of the class, we will sharpen our focus to deal with specific sites of media change, especially those concerning the intersection between old and new media. This includes advertising, cultural production and distribution, news, and political debate. Here, we will consider two core concepts—"Web 2.0" and "piracy"—both of which represent points of conflict between the interests of media companies and their publics.

COURSE DESIGN & LEARNING OUTCOMES

The design of this course has been very much shaped by its content. Research suggests some fundamental shifts in the way knowledge is produced in the digital era, having to do with the access of participants to small-and-large-scale networks that involve collective collaboration and debate. As a consequence, this course progresses from students seeking to identify their own strengths as learners and participants within a digital culture towards students making contributions to a larger collective intelligence process.

For the first half of the course, then, you will be graded individually; while, during the second part, you will function as part of knowledge communities (small-scale teams) that will be graded collectively, based on their effectiveness at responding to more complex challenges. For the first part of the course, you will be expected to do each of the readings and be ready to share what you understood from them. For the second part, more reading is assigned each day than could be done by an individual student, with the expectations that the teams will divide the labor appropriately to insure that each group has mastered the material. The teams will be able to rehearse their collaborative skills through discussion group activities across the term, each of which are designed to apply the course concepts to specific aspects of contemporary digital culture.

PARTICIPATION

Because this class is structured around inquiry and dialogue, students will be expected to attend class sessions and respond to questions from the instructor. We will be keeping records of who volunteers and how well you respond to the questions you are asked. This course is as much about teaching new ways of thinking as it is about conveying specific bits of content, so you need to be able to sharpen your ability to contribute to some of the central debates impacting contemporary culture.

READINGS

Students should purchase the following books online, in the format of your choice: danah boyd, *It's Complicated: The Social Life of Networked Teens* (New Haven, CT: Yale University Press, 2014).

All other course materials can be found on Blackboard. Many of these materials were originally published in digital formats, some of which take advantages of the specific affordances of the web, so students are strongly encouraged to read them online and be selective about what materials they print out in order to be environmentally conscious.

LAPTOP POLICY

We will be arriving collectively on a policy about whether or not to allow laptop use within the classroom. We will discuss pro and con arguments in discussion section on the first week of class and then vote on whether or not to allow them on Monday, August 29.

ASSIGNMENTS & GRADING

All assignments are due to your TA at the beginning of your discussion section. Your TA will explain the format and method for turning in your assignments in the first week's discussion section. All assignments should include a list of citations (see Academic Integrity Policy below). You will receive graded feedback on your papers and graded

scores on your exams. Students will automatically lose one point for each day the paper is late, unless arrangements have been made prior to the due date with your TA.

Fifty percent (50%) of the class grade will be based on individual performance (through the midterm exam) and fifty percent (50%) will be based on collective performance (after the midterm exam). Your final semester grade will be an average of the two letter grades derived from both columns below.

Semester Breakdown

First Half (9 Weeks) - Individual

1. Participation in online forum (7 points + 3 additional)
2. Participation in class (10 points)
3. Attendance + participation in discussion section (7 points + 3 additional)
4. Autobiographical essay (5 points)
5. Reporting on Wikipedia (10 points)
6. Midterm Exam (20 points)

TOTAL POSSIBLE: 65 points

Second Half (6 Weeks) - Teams

7. Collective Problem Solving (5 points per week for 4 weeks, 20 points total)
8. Collective Participation (10 points)
9. Final Exam (30 points)
10. Individual Reflection (5 points)

TOTAL POSSIBLE: 65 points

A+: 58 points or more	B-: 40-44 points
A: 55-57 points	C: 35-39 points
A-: 50-54 points	D: 30-34 points
B+: 48-49 points	F: Under 30 points
B: 45-47 points	

First Half: Individual Performance

In the individual performance section, you may choose from a range of different mechanisms for acquiring points, thus demonstrating your mastery over the course materials. This formula allows you to play to your strengths as a learner and to focus your energy in ways that allow you to best demonstrate what you know.

1. Participation in Online Forum (Up to 10 points)

Every week, you will be expected to use Blackboard's Forum to share a core question or thought that emerges from the assigned readings. These questions can be a paragraph or so and informal, but they are intended to help the instructors better understand how the students are relating to the class materials and content. You will get a check if you make a substantive comment that poses questions about the core premise of the readings, uses outside examples to expand our understanding of the core concept, or otherwise shows creative and critical engagement with the course content. In rare cases, you may receive a plus if your work goes well beyond what is typical for the class on a given assignment. You will not receive any points if the work turned in is perfunctory. You will be expected to post *seven times prior to the midterm exam*, so most students will receive 7 points on this assignment, but you may receive up to 10 points in cases of exceptional performance. Posts should be made by 9pm on Thursdays before your discussion session.

2. Participation in Class (Up to 10 points)

Our regular meeting sessions will be a mixture of lecture, screening, and discussion. You are expected to attend and be prepared to participate, and the instructor will be calling periodically on each student throughout the term. You will receive points based on your ability to meaningfully contribute, whether voluntarily or when called upon.

3. Attendance and Participation in Discussion Sessions (Up to 10 points)

The discussion session is a central element in the class, and attendance is mandatory. Regular attendance at all sessions will gain students 7 points; students may acquire up to 3 additional points if they actively participate in the discussions. Students lose one point for each class session they miss.

4. Autobiographical Essay (Up to 5 points)

The opening sessions of the class explore the debates around the issue of how new media technologies and practices have shaped the current generation of students, with some writers speaking of “digital natives” who have become very adept at navigating the online world and others dismissing the “dumbest generation” for its lack of familiarity with more traditional kinds of print literacy. You should respond to one of the essays we’ve read or videos we’ve watched in class that stakes out a position on this issue. You will draft a short (5-page) essay exploring your own relationship to new communication technologies and practices. There are many valid ways of approaching this assignment. You might describe a particular program you use regularly and how it impacts your day-to-day activities. Or you might trace your evolving relations to computers. Or you might describe a specific activity that is important to you and talk about the range of technologies you deploy in the pursuit of these interests. No matter the specific approach, the paper is going to be evaluated based on the ways you deploy your personal experience to construct an argument about the nature of new communication technologies and practices and their impact on everyday life. The more specific you can be at pointing to uses of these technologies, the better. You do not need to make sweeping arguments about “Today’s society” or “Throughout human history” but you do need to argue how particular technologies and practices have impacted specific aspects of your own experience. For some sample essays that achieve our goals for this assignment, see:

Henry Jenkins, "Love Online," *MIT Technology Review*, October 4, 2002,

<http://www.technologyreview.com/web/12979/>

Hillary Kolos, "Bouncing Off the Walls: Playing with Teen Identity,"

Confessions of an Aca-Fan, May 27, 2009,

http://henryjenkins.org/2009/05/bouncing_off_the_walls_playing.html

Flourish Klink, "The Radical Idea That Children Are People," *Confessions of an Aca-Fan*, June 10, 2009,

http://henryjenkins.org/2009/06/the_radical_idea_that_children.html

Due in Discussion Section: September 9

5. Reporting on Wikipedia (Up to 10 points)

Identify a Wikipedia entry that has undergone substantial revision. Review the process by

which the entry was written and the debates which have surrounded its revision. Write a 5-page essay discussing what you learned about the process by which Wikipedia entries are produced and vetted. How does the discussion and debate around the entry draw on the core principles of the Wikipedia community? Again, this paper is intended to combine research and analysis. You will be evaluated based on the amount of research performed, on the quality of the analysis you offer, on how you build off concepts from the readings and the lectures to help frame your analysis (including, ideally, direct references to specific readings), and on how well you demonstrate your understanding of the nature of the new communications environment.

Due in Discussion Section: October 7

6. Midterm Exam (Up to 20 points)

The exam will be open note, but not open laptop. It may include a mix of identification terms and essay questions. The terms and essay questions will be selected from a list circulated in advance. The Midterm Exam will cover material from the first two units.

Revisions & Extra Credit

You will be allowed to revise ONE of the two essays to be considered for a higher grade. The paper must be turned in *no later than two weeks* after the original paper was returned. The grade will only be raised if the revisions substantively address one or more of the criteria for the paper's evaluation. Students who simply correct cosmetic or grammatical errors identified by the grader will not receive a higher score.

Second Half: Collective Performance

Following the midterm, students will be divided into teams organized around their discussion session. Students will be consulted about who they would like to work with on this project, but the power to assign teams ultimately rests with the TA for each section. The teams will be assessed based on their collective performance on the assignments. The class is designed so most, if not all, of the synchronous work of the teams is done within regular course meeting times, minimizing the need for outside meetings. Teams are encouraged to experiment with tools such as Google Drive, Skype, and social media in order to coordinate their efforts beyond the regular sessions.

1. Collective Problem Solving (Up to 5 points per week, for a total of 20 points)

Each week, teams will be asked to use the discussion section time to work through problem sets as a group, pooling your knowledge from the class and beyond in order to answer complex questions which you would not be able to address as individuals. The TA will function as a coach, helping the team build strategies for dividing up the problem and developing a coherent response in the hour devoted to the discussion session. Student teams can acquire up to 5 points each week, based on the thoroughness, originality, clarity, and accuracy of their responses to the problems. We will work through four problem sets together in the discussion section before students are asked to coordinate and collaborate in responding to the exam. You are expected to attend and participate actively in these sessions; you will not receive any point earned by the group in an activity on which you did not directly contribute. In most cases, this will mean you need

to attend the discussion section that week, though arrangements can be made with team members to contribute remotely for athletes and others who need to travel. Teams will receive the problems during the Wednesday lecture section and are encouraged to spend a **limited** amount of time outside of class developing a strategy and doing some preliminary research in order to be ready for the discussion section. But PLEASE do not spend hours and hours on these problems before you get to class. Your final responses are due by 7 p.m. Friday night.

2. Collective Participation (Up to 10 points)

Each team will gather a collective score based on their regular attendance and participation in the lecture and discussion sections. While the instructors called on individual students by name throughout the first part of the term, we will now be calling on teams. Each team should determine its own name and develop strategies for delegating responsibilities for answering questions. Teams can acquire up to 10 points based on their participation and class attendance.

3. Exam (Up to 30 Points)

Student groups will be given three questions at the beginning of lecture on Monday, November 28, and will be responsible for completing them by the end of lecture on Wednesday, November 30. It is expected that groups will use the Monday lecture slot to start planning (and possibly writing) their answers and the Wednesday lecture slot to finalize their answers. Groups are allowed (indeed encouraged) to work on the exams between the two lectures. The questions on the exam will resemble the questions groups will have previously worked on except that they will require that answers synthesize material from throughout the second half of the semester (though you are welcome to include material from the first half of the semester and/or outside sources). A collective score (up to 30 points) will be given to each team, based on the thoroughness, originality, clarity, and accuracy of their responses. (Note: students are allowed to *consult* with members from groups other than their own while working on the exam, but they must acknowledge all consultation, and groups must write original answers with cited sources. More specifics on permissible and impermissible collaboration will be provided with the exam). Each member of the team will also be asked to turn in a report describing what they and their other teammates contributed to the process.

4. Reflection Paper: Students will gain 5 points if they write a short paper (1-2 pages) discussing how their team approached the challenge of preparing for the exam.

Due by December 2

ATTENDANCE POLICY

Attendance at all lectures and discussion sections is expected and has been built into the grading of the class. In lecture, we will not take attendance per se, but if you are called upon and are not able to answer because you missed class, you will not receive points for that session. Flexibility for dealing with emergencies is built into these mechanics since there are multiple ways to gain the number of points required to make an A in the class.

HONESTY/PLAGIARISM/ACADEMIC INTEGRITY POLICY

USC Statement on Academic Integrity: USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located at <http://scampus.usc.edu/university-governance>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The review process can be found at <http://www.usc.edu/student-affairs/SJACS>

Specific to This Class: For those assignments which require/allow collaboration, students are *required* to disclose all people who contributed to their process and identify all outside sources they drew upon in developing their answers. Failure to do so will be considered academic dishonesty.

ACADEMIC ACCOMMODATIONS/STATEMENT FOR STUDENTS WITH DISABILITIES

Any students requesting academic accommodations based on a disability are required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP when adequate documentation is filed. Please be sure the letter is delivered to the professor as early in the semester as possible. DSP is open Monday-Friday, 8:30am–5pm The office is located in the Student Union room 301 and the phone number is (213) 740-0776.

EMERGENCY PREPAREDNESS/COURSE CONTINUITY IN A CRISIS

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

SEMESTER SCHEDULE & READINGS

PART 1: LIVING AND LEARNING IN A NETWORKED CULTURE

Monday, August 22

Are You a Digital Native?

Mark Prensky, "Digital Natives, Digital Immigrants," *On the Horizon* 9(5) (2001),

<http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf>

Henry Jenkins, "Reconsidering Digital Immigrants," *Confessions of an Aca-Fan*, December 5, 2007,

http://henryjenkins.org/2007/12/reconsidering_digital_immigran.html

Wednesday, August 24

Is Google Making Us Stupid?

Nancy Baym, "Making New Media Make Sense," *Personal Connection in the Digital Age* (New York: Polity, 2010), pp. 22-49.

Nicholas Carr, "Is Google Making Us Stupid?" *The Atlantic*, August 2008,

<http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/6868/>

Clay Shirky, "Does the Internet Make You Smarter?" *The Wall Street Journal*, June 4, 2010,

<http://online.wsj.com/article/SB10001424052748704025304575284973472694334.html>.

Michael Sacasas, "Do Artifacts Have Ethics?" *The Frailest Thing*, November 29, 2014,

<http://thefrailestthing.com/2014/11/29/do-artifacts-have-ethics/>

Discussion Section

Course Mechanics; Autobiographical Essays; Laptop Policy

Clay Shirky, "Why I Just Asked My Students to Put Their Lap Tops Away," *Medium*, September 8, 2014, <https://medium.com/@cshirky/why-i-just-asked-my-students-to-put-their-laptops-away-7f5f7c50f368#.t1zke9x90>

David Kelly, "Why Technology Belongs in the Classroom," October 8, 2014,

<http://davidkelly.me/2014/10/technology-belongs-classroom/>

Monday, August 29

What Constitutes Communication?

James W. Carey, "A Cultural Approach to Communication," *Communication as Culture: Essays on Media and Society* (New York: Routledge, 1989), pp. 13-36.

Wednesday, August 31

What Changes When We Conduct our Social Lives Online?

danah boyd, "Introduction"; "Identity: Why Do Teens Seem Strange Online?"; and

“Bullying: Is Social Media Amplifying Meanness and Cruelty?” *It’s Complicated: The Social Lives of Networked Teens* (New Haven, CT: Yale University Press, 2014), pp. 1-28, 29-53, 128-152.

Discussion Section:

Would You Break Up Online?

Ilana Gershon, “Fifty Ways to Leave Your Lover,” *The Breakup 2.0: Disconnecting over New Media* (Ithaca, NY: Cornell University Press, 2010), pp. 16-49.

“Teen Voices: Dating in the Digital Age,” Pew Center for the Internet & American Life
<http://www.pewinternet.org/online-romance/>

Monday, September 5

NO CLASS: Labor Day

Wednesday, September 7

Do Youth Still Care About Privacy?

danah boyd, “Privacy: Why Do Youth Share So Publicly?” *It’s Complicated: The Social Lives of Networked Teens* (New Haven, CT: Yale University Press, 2014), pp. 54-76.

Jessa Lingel & Tarleton Gillespie, “One Name to Rule Them All: Facebook’s Identity Problem,” *The Atlantic*, October 2, 2014,
http://www.theatlantic.com/technology/archive/2014/10/one-name-to-rule-them-all-facebook-still-insists-on-a-single-identity/381039/?single_page=true

Do Not Track <https://donottrack-doc.com/en/>

Discussion Section

Facebook and Privacy

NOTE: Autobiographical Essay due.

Monday, September 12

What Roles Does Participation Play in Contemporary Culture?

Henry Jenkins, Mimi Ito, & danah boyd, Excerpt from *Participatory Culture in a Networked Age* (London: Polity, 2015).

Wednesday, September 14

How Has New Media Changed Cultural Production?

Guest Talk by TA James Lee

Dylan Horrocks (2003), “The Perfect Planet: Comics, Games & World Building,”
<http://www.hicksville.co.nz/Writing.htm>

Tom Spurgeon (2011) "CR Holiday Interview # 10 -- Dylan Horrocks," *The Comics Reporter*, January 10, 2011,
<http://www.comicsreporter.com/index.php/resources/interviews/30636/>
Dylan Horrocks (2015). *Sam Zabel And The Magic Pen* (1st ed). Seattle, Washington: Fantagraphics, <http://hicksvillecomics.com/magicpen/the-magic-pen/>

Discussion Section

YouTube's Many Communities

Monday, September 19

Should Schools Ban Wikipedia?

Henry Jenkins, "What Wikipedia Can Teach Us About the New Media Literacies," *Confessions of an Aca-Fan*, June 26, 2007, http://henryjenkins.org/2007/06/what_wikipedia_can_teach_us_ab.html; June 27, 2007, http://henryjenkins.org/2007/06/what_wikipedia_can_teach_us_ab_1.html
Andrew Lih, "Community at Work (The Piranha Effect)," *The Wikipedia Revolution* (New York: Hyperion, 2009), pp. 81-132.

Wednesday, September 21

What are the Limits of Collective Intelligence?

Will show and discuss in class: *Help Us Find Sunil Tripathi*,
<https://www.youtube.com/watch?v=qIRNs4fCSAw>

Discussion Section

Wikipedia Mechanics

PART 2: UNDERSTANDING MEDIA CHANGE

Monday, September 26

How Have Earlier Cultures Dealt with Media Change?

Lynn Spigel, "Television in the Family Circle," *Make Room for TV: Television and the Family Ideal in Postwar America* (Chicago: University of Chicago Press, 1992). pp. 36-72.

Wednesday, September 28

Is Media Change Revolutionary or Evolutionary?

Scott D. N. Cook, "Technological Revolutions and the Guttenberg Myth," in Mark Stefik (ed.), *Internet Dreams: Archetypes, Myths, and Metaphors* (Cambridge, MA: MIT Press, 1996), pp. 67-82.

Discussion Section

Advertising New Media

Monday, October 3

Why Does It Matter What We Call the “Web”?

Fred Turner, “The Shifting Politics of the Computational Metaphor,” *From Counterculture to Cyberculture: Stewart Brand, The Whole Earth Network, and the Rise of Digital Utopianism* (Chicago: University of Chicago Press, 2006), pp. 11-40.

Wednesday, October 5

How Does Science Fiction Imagine Media’s Futures?

Vernor Vinge, “Signs of the Singularity,” *IEEE Spectrum*, June 1, 2008,

<http://spectrum.ieee.org/biomedical/ethics/signs-of-the-singularity>

Bianca Bosker, “Memoto Camera Creator Imagines Life with Total Recall,” *Huffington Post*, November 13, 2012, http://www.huffingtonpost.com/2012/11/23/memoto-camera-martin-kallstrom_n_2178095.html

Watch outside class: “Geek Speaks: The Uses and Abuses of Science Fiction,”

<https://vimeo.com/81120151> (Recommended)

Screen In Class: *Black Mirror*: “In Memoria”

Discussion Section

Dissecting “In Memoria”

NOTE: Wikipedia Assignment due.

Monday, October 10

Are We Trapped in the Digital Divide?

Guest talk by Christina Dunbar-Hester

Virginia Eubanks, “Trapped in the Digital Divide: The Distributive Paradigm in Community Informatics.” *The Journal of Community Informatics* [Online], 3.2 (2007): n. pag. Web. August 4, 2016

Wednesday, October 12

Have There Been Twitter Revolutions?

Ethan Zuckerman, “The Cute Cat Theory Talk at eTech,” *My Heart’s in Accra*, March 8, 2008, <http://www.ethanzuckerman.com/blog/2008/03/08/the-cute-cat-theory-talk-at-etech/>

Malcolm Gladwell, “Small Change,” *The New Yorker*, October 4, 2010,

http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell

Evgeny Morozov, “Ted Talk: Is the Internet What Orwell Feared?,” July 2009,
https://www.ted.com/talks/evgeny_morozov_is_the_internet_what_orwell_feared?language=en

Discussion Section
Review for Midterm

Monday, October 17
Midterm Exam

PART 3: THE WORLD WE LIVE IN

Wednesday, October 19

How is Big Data Changing the Ways We Understand Ourselves?

Kate Crawford, “The Hidden Biases of Big Data,” *Harvard Business Review*, April 1, 2013, <http://blogs.hbr.org/2013/04/the-hidden-biases-in-big-data/>

Eli Pariser, “Introduction,” *The Filter Bubble* (New York: Penguin Press, 2012), pp. 1-20.

Discussion Session
Working Together in Teams

Monday, October 24

How Does Media Content Spread?

Henry Jenkins, Sam Ford, & Joshua Green, “Introduction: Why Media Spreads,” *Spreadable Media: Creating Value and Meaning in a Networked Culture* (New York: New York University Press, 2013), pp. 1-46.

Anusha Kedlar, “Hands Up! Don’t Shoot!”: Gesture, Choreography, and Protest in Ferguson,” *Feminist Wire*, October 6, 2014,
<http://www.thefeministwire.com/2014/10/protest-in-ferguson/>

Wednesday, October 26

What Roles have Media Played in American Politics?

Pew Center for the Internet & American Life, “The 2016 Presidential Campaign: A News Story That’s Hard to Miss,” <http://www.journalism.org/2016/02/04/the-2016-presidential-campaign-a-news-event-thats-hard-to-miss/>

Marissa Lang, “2016 Presidential Election Circus: Is Social Media the Cause?”
<http://www.govtech.com/social/2016-Presidential-Election-Circus-Is-Social-Media-the-Cause.html>

Discussion Section: Tracking Viral Success

Monday, October 31

What is Web 2.0?

Tim O'Reilly, "What Is Web 2.0?: Design Patterns and Business Models for the Next Generation of Software," *O'Reilly Media*, September 30, 2005,
<http://oreilly.com/web2/archive/what-is-web-20.html>

Jeff Howe, "The Rise of Crowdsourcing," *Wired*, June 2006,
<http://archive.wired.com/wired/archive/14.06/crowds.html>

Henry Jenkins, Sam Ford, and Joshua Green, "Where Web 2.0 Went Wrong,"
Spreadable Media: Creating Value and Meaning in a Networked Culture (New York: New York University Press, 2013), pp. 47-84.

Wednesday, November 2

How Can We Stay Healthy in the Digital Age?

Guest Talk by TA Deborah Neffa Creech

Melinda Beck, "Where Does It Hurt? Log On. The Doctor Is In." *The Wall Street Journal*, May 2014.

Kaveri Subrahmanyam & David Šmahel, "Internet Use and Well-Being: Physical and Psychological Effects," *Digital Youth: The Role of Media in Development*. (Springer Science & Business Media, 2010), pp. 123-142.

Discussion Section

Kickstarter

Monday, November 7

Are Pirates a Threat to Media Industries?

Nancy Baym, "The New Shape of Online Community: The Example of Swedish Independent Music Fandom," *First Monday*, May 16, 2007,
<http://firstmonday.org/ojs/index.php/fm/article/view/1978/1853>

William W. Fischer, "The Promise of New Technology," *Promises to Keep: Technology, Law and the Future of Entertainment* (San Francisco: Stanford University Press, 2004), pp. 11-37.

Cory Doctorow, "Music: The Internet's Original Sin," *Locus Online*, July 4, 2012,
<http://www.locusmag.com/Perspectives/2012/07/cory-doctorow-music-the-internets-original-sin/>

Carrie James, "Property," *Disconnected: Youth, New Media, and the Ethics Gap* (Cambridge, MA: MIT Press, 2014).

"Artist Revenue Streams" The Future of Music Coalition, <http://money.futureofmusic.org>
"What Is Online Piracy?" RIAA,
http://www.riaa.com/physicalpiracy.php?content_selector=What-is-Online-Piracy

Wednesday, November 9

Does News Have a Future?

Guest Talk by Mike Annany

Pariser, E. (2011). The user is the content. The filter bubble (pp. 47-76). New York, NY: Penguin Press.

Bell, E. (2016, June 21). Who owns the news consumer: Social media platforms or publishers? *Columbia Journalism Review*, http://www.cjr.org/tow_center/platforms_and_publishers_new_research_from_the_tow_center.php

Discussion Section

Reconsidering the Role of New Media in the Campaign

Monday, November 14

Has Networked Communication Changed the Ways We Tell Stories?

Henry Jenkins, "Transmedia Storytelling 101," *Confessions of an Aca-Fan*, March 22, 2007, http://henryjenkins.org/2007/03/transmedia_storytelling_101.html

Wednesday, November 16

How Does Branding Work in a Networked Culture?

Sarah Banet-Weiser, "Branding Consumer Citizens: Gender and the Emergence of Brand Culture," *Authentic TM: The Politics of Ambivalence in Brand Culture* (New York: New York University Press, 2012).

Michael Serazio, "The Ambient Governance of Advertainment," *Your Ad Here: The Cool Sell of Guerrilla Marketing* (New York: New York University Press, 2013).

Discussion Section

How to Map a Transmedia Story

Monday, November 21

Are New Kinds of Media Industries Emerging?

Guest Talk by David Craig

Cunningham, Craig, Silver, "YouTube, multichannel networks and the accelerated evolution of the new screen ecology," *Convergence: The International Journal of Research into New Media Technologies*, (Sage, 2016)

Ramon Lobato, "The cultural logic of digital intermediaries: YouTube multichannel networks," *Convergence: The International Journal of Research into New Media Technologies* (Sage, 2016)

Henry Jenkins, "Multichannel Networks and the New Screen Ecology: An Interview with Stuart Cunningham and David Craig," April 21-30

Part One: <http://henryjenkins.org/2016/04/multichannel-networks-and-the-new-screen-ecology-an-interview-with-stuart-cunningham-and-david-craig-part-one.html>

Part Two: <http://henryjenkins.org/2016/04/multichannel-networks-and-the-new-media-ecology-an-interview-with-stuart-cunningham-and-david-craig-part-two.html>

Part Three: <http://henryjenkins.org/2016/04/multichannel-networks-and-the-new-media-ecology-an-interview-with-stuart-cunningham-and-david-craig-part-three.html>

Wednesday, November 23

NO CLASS: Thanksgiving

Monday, November 28

Planning Strategy for the Exam

Wednesday, November 30

Completing the Exam

Reflection Paper due by Friday, December 2