

**COMM 340 The Cultures of New Media**  
**Units: 4**  
**Spring 2018—M/W—Time: 10:00 - 11:50 a.m.**

**Location: ASC 228**

**Instructor: Christy Hagen**

**Office:** ASC G6 (PhD offices are in the basement below the West Lobby, which is the small lobby that has no TVs).

**Office Hours:** By appointment. Can be in person Monday / Wednesday or virtual office hours on other days.

**Contact Info:**

Email: [chagen@usc.edu](mailto:chagen@usc.edu)

Email Policy: Email is the easiest and fastest way to contact me. If your email is received during standard business hours (Monday through Friday, 9am-5pm), I will usually respond within 48hrs. If your email is received after standard business hours, please allow additional time for a response.

**Course Description**

This course examines the cultural implications of computer-mediated communication and related media, specifically social media technologies and new media innovations. We will explore theories of digital media and how they relate to current research and debates about social media, virtual communities, mediated realities, and artificial intelligence. The course is an exploration of the ways in which various forms of new media shapes, guides, intersects, influences, and bounds today's culture in a variety of contexts from organizations to social and political movements.

**Learning Objectives**

By the end of the semester students in this course will be able to:

- (1) Explain ways in which new media intersects their personal cultural practices.
- (2) Describe and critique theories and research applicable to the study of new media and apply these theories to a variety of cultural contexts.
- (3) Prepare ethnographic field notes and preliminary analysis based on observation of a culture that incorporates digital technologies.
- (4) Produce and present a case study analysis of the use and implications of digital media

**Required Readings and Supplementary Materials**

The course reader, Simon Lindgren, *Digital Media & Society*, is available at the USC bookstore. All other material will be posted to Blackboard or provided in class.

**IMPORTANT:**

**For each unit of in-class contact time, the university expects two hours of out of class student work per week over a semester.** This includes time students spend on homework, readings, writing, and other academic activities

**Description and Assessment of Assignments & Grading**

**Assignments**

**Weekly Reading Reflections:** Assigned readings are meant to introduce and explain concepts that should build understanding and spark curiosity. To assess your understanding and to facilitate class discussion, by 6pm on Tuesday each week, students will post a one-to-two paragraph reflection on that week's readings. An excellent post will (1) relate the readings to your personal experience or to a current cultural debate, (2) raise a question for

class discussion, (3) provide an argument. Students are encouraged to read and comment on other student posts prior to class on Wednesday.

**Papers:** Three papers are required in this class. The first paper will focus on your personal use of digital media. The second paper will consist of a write-up of ethnographic field notes and preliminary analysis focused on digital media practices. The third and final paper will be a case study analysis of the use of digital media which incorporates primary and secondary research. Assignment prompts and rubrics will be provided on Blackboard well in advance of assignment due dates. Papers will be due in class on the dates indicated in the course schedule. Papers will be submitted on Blackboard utilizing the “Turnitin” function. An additional paper copy must be turned in at the beginning of class on the due date.

**Final Presentation:** Each student will present their final case study to the class. Students are encouraged to be creative in helping the class understand what was learned in the case study. While these can be Powerpoint presentations, they may also take the form of a speech, rap, video, website, or other means of conveying what was learned. The last two class sessions will be dedicated to presentations.

**Participation:** Active participation is crucial to your learning and to others enrolled in the class. Active participation includes contributing to discussion by engaging with your classmates, posing questions that are relevant to the readings, lectures, and comments by others, listening when others are presenting (including the instructor, classmates, and guests). Related to active participation is technology use in class. The use of computers and other technology in class should be strictly related to course participation. (See section on technology in the classroom). As a component of active participation, attendance is required. In some cases, absences due to illness, religious observance, or university-sanctioned activities (i.e., sports, band, academic competition, etc.) may be excused on the condition that written documentation is provided at least 48 hours prior to missing class (or in the case of illness, a note from a health care professional afterwards). Students are permitted **one unexcused absence** during the semester. Each additional unexcused absence will result in the reduction of 20 points from your participation grade.

## Grading

Each assignment has individual guidelines and grading criteria. These will be available on Blackboard in advance of assignment deadlines. Your final grade will be based on the following distribution of points:

Assignment	Points	% of Grade
Weekly reading reflections and Course Questionnaire	120 (10 points each)	15%
Participation	120	15%
Paper #1	160	20%
Paper #2	160	20%
Final Presentation	80	10%
Final Paper	160	20%
<b>TOTAL</b>	800	100%

## Grading Scale

Course final grades will be determined using the following scale.

Percentages will be calculated by taking the total points earned in the course and dividing by total possible points.

A:	92.5 – 100	C+:	77.5 – 79.4	D-:	59.5 – 62.4
A-:	89.5 – 92.4	C:	72.5 – 77.4	F:	Under 59.5
B+:	87.5 – 89.4	C-:	69.5 – 72.4		
B:	82.5 – 87.4	D+:	67.5 – 69.4		
B-:	79.5 – 82.4	D:	62.5 – 67.4		

## Assignment Rubrics, Grading Timeline, and Late Policies

As appropriate, rubrics will be provided on Blackboard as assignments are given. Grades and/or feedback will be provided to students within one week of assignments being turned in. Late assignments will be reduced by one letter grade (e.g. A- to B-, B+ to C+) for each day they are not turned in past the deadline.

## Use of Technology in the Classroom

You should bring a laptop to class for in-class activities however I would encourage you to limit technology use to only what is required for these activities and to consider taking notes by hand. To better understand the reasons for this policy, consider the following: (1) a study called “Why you should take notes by hand – not on a laptop” (<http://www.vox.com/2014/6/4/5776804/note-taking-by-hand-versus-laptop>); (2) a New Yorker piece called “The Case for Banning Laptops in the Classroom” (<http://www.newyorker.com/online/blogs/elements/2014/06/the-case-for-banning-laptops-in-the-classroom.html>); (3) the studies of the late Stanford University Professor (and USC Annenberg School graduate) Cliff Nass that show the dangers of multitasking (<http://www.npr.org/2013/05/10/182861382/the-myth-of-multitasking>). It is your decision whether to use your laptop for notetaking, but be aware of your own ability to ignore e-mails, IMs, social network sites, online shopping, etc. Using technology for other-than-class activities will count against your participation grade in the class. Cell phones must always be turned off or on silent (unless prior approval is granted). You are welcome to use your cell phone or laptop or other technology during class breaks.

## Course Schedule

Where the Readings refer to “DMS,” that is referencing Simon Lindgren, *Digital Media & Society*. In addition to the course reader, articles will be posted on Blackboard as noted by (BB).

*NOTE: Course schedule/content is subject to change at Instructor discretion. Readings will be added as the semester progresses. **Blackboard will reflect the most up-to-date reading assignments.***

	Topics	Readings	Deliverable
<b>Week 1</b>	<b>Introductions</b>		
Jan 8	Introduction	Welcome to the semester! Course and syllabus review <a href="#">Approaches to Culture</a> (in class activity)	1 question, 1 like, 1 dislike
Jan 10	Defining New Media	DMS, Chapter 1, pp. 3-26 Lev Manovich (2001), “ <a href="#">New Media from Borges to HTML</a> ”	Course Questionnaire
<b>Week 2</b>	<b>Theories of New Media</b>		
<b>Jan 15</b>	<b>NO CLASS / Martin Luther King, Jr. Day</b>		
Jan 17	Social Media	DMS, Chapter 2, pp. 27-44 Janet Vertesi (2010), “ <a href="#">Tweeting Spacecraft</a> ” Bakshy, Messing, Adamic (2015), “Exposure to ideologically diverse news and opinion on Facebook” (BB) Sheldon, Bryant (2016), “Instagram: Motives for its use and relationship to narcissism and contextual age” (BB)	Weekly reflection (Tuesday 6pm)
<b>Week 3</b>	<b>Theories of New Media</b>		
Jan 22	Cyber Debates	DMS, Chapter 3, pp. 45-66 <a href="#">Turkle, “Connected, but alone?” TED talk</a> <a href="#">Shirky, “How social media can make history” TED talk</a>	
Jan 24	Interaction and Identity	DMS, Chapter 4, pp. 67-84 DeAndrea, Shaw, Levine (2010), “Online Language: The Role of Culture in Self Expression and Self Construal on Facebook” (BB) Meyrowitz, “No Sense of Place” (select pages) (BB)	Weekly reflection (Tuesday 6pm)

<b>Week 4 Theories of New Media</b>			
Jan 29	Communities and Networks	DMS, Chapter 5, pp. 85-105 Kane, Labianca, & Borgatti (2012). "What's different about social media networks? A framework and research agenda." (BB) Wenger & Snyder (2000), "Communities of Practice: The Organizational Frontier" (BB) Banks (2011), " <a href="#">A brief summary of Actor-Network Theory</a> "	
Jan 31	Digital Visuality and Visibility	DMS, Chapter 6, pp. 109-126 Leonardi (2014) "Social media, knowledge sharing, and innovation: Toward a theory of communication visibility" (BB)	Weekly reflection (Tuesday 6pm)
<b>Week 5 Topics</b>			
Feb 5	Organizations	Leonardi, Huysman, & Steinfield (2013). "Enterprise social media: Definition, history, and prospects for the study of social technologies in organizations" (BB) Ellison, Gibbs, & Weber (2015). "The use of enterprise social network sites for knowledge sharing in distributed organizations: The role of organizational affordances" (BB) Fulk & Yuan (2013). "Location, Motivation, and Social Capitalization via Enterprise Social Networking" (BB)	
Feb 7	Marketing and Public Relations	Kozinets et al. (2010). "Networked Narratives: Understanding Word-of-Mouth Marketing in Online Communities" (BB) McAlexander, Schouten, & Koenig (2002). "Building brand community" (BB) Lovejoy & Saxton (2012). " <a href="#">Information, Community, and Action: How Nonprofit Organizations Use Social Media</a> "	Paper 1 Due (Personal Reflection)
<b>Week 6 Topics and Tools</b>			
Feb 12	Digital Social Research	DMS, Chapter 13, pp. 229-242 Zook et al., " <a href="#">Ten simple rules for responsible big data research</a> "	
Feb 14	Guest Lecture - Brooklyne Gipson	Additional readings TBD	Weekly reflection (Tuesday 6pm)
<b>Week 7 Topics and Tools</b>			
<b>Feb 19 NO CLASS / Presidents Day</b>			
Feb 21	The Research Process	DMS, Chapter 14, pp. 243-256	Weekly reflection (Tuesday 6pm)
<b>Week 8 Topics and Tools</b>			
Feb 26	Digital Ethnography	DMS, Chapter 15, pp. 257-270 Postill (2015). " <a href="#">Six ways of doing digital ethnography</a> " Murthy (2008). "Digital ethnography: An examination of the use of new technologies for social research" (BB)	
Feb 28	Digital Ethnography	Gehl (2014). "Power/freedom on the dark web: A digital ethnography of the Dark Web Social Network" (BB) Chretien, Tuck, Simon, Singh, & Kind. (2015). " <a href="#">A digital ethnography of medical students who use Twitter for professional development</a> " Golub (2010). "Being in the World (of Warcraft): Raiding, Realism, and Knowledge Production in a Massively Multiplayer	Weekly reflection (Tuesday 6pm)

		Online Game” (BB)	
<b>Week 9</b>	<b>Topics and Tools</b>		
Mar 5	Feeling Digital	DMS, Chapter 7, pp. 127-144 Kramer, Guillory, & Hancock (2014). “Experimental evidence of massive-scale emotional contagion through social networks.” (BB) De Choudhury, Counts, & Gamon. (2012). “ <a href="#">Not all moods are created equal! Exploring human emotional states in social media</a> ” Utz, Muscanell, & Khalid (2015). “ <a href="#">Snapchat elicits more jealousy than Facebook: a comparison of Snapchat and Facebook use</a> ”	
Mar 7	Digital Citizenship	DMS, Chapter 8, pp. 145-162	Paper 2 due (Field notes and analysis)
<b>**** SPRING BREAK ****</b>			
<b>Week 10</b>	<b>Topics and Tools</b>		
Mar 19	Digital Citizenship	Rasmussen (2014). “ <a href="#">Internet and the Political Public Sphere</a> ” (BB) Stray (2012). “ <a href="#">Are we stuck in filter bubbles</a> ” Benkler et al. (2017) “ <a href="#">Study: Breitbart-led right-wing media ecosystem altered broader media agenda</a> ”	
Mar 21	Mapping and Mining Digital Society	DMS, Chapter 16, pp. 271-286 Hockman & Manovich (2013), “ <a href="#">Zooming into an Instagram City: Reading the local through social media</a> ”	Weekly reflection (Tuesday 6pm)
<b>Week 11</b>	<b>Topics and Tools</b>		
Mar 26	Digital Power and Exploitation	DMS, Chapter 9, pp. 163-180 Rey (2012). “Alienation, exploitation, and social media” (BB)	Final paper topic due
Mar 28	Digital Activism	DMS, Chapter 10, pp. 181-194 Additional readings on BB	Weekly reflection (Tuesday 6pm)
<b>Week 12</b>	<b>Topics and Tools</b>		
April 2	Final Project Workshop	No Readings – Come to class with outline and bibliography for final paper	
April 4	Software, Algorithms and Data	DMS, Chapter 12, pp. 211-226 Ananny (2015) “Toward an Ethics of Algorithms: Convening, Observation, Probability, and Timeliness” (BB) Ananny & Crawford (2016) “Seeing without knowing: Limitations of the transparency ideal and its application to algorithmic accountability” (BB)	Weekly reflection (Tuesday 6pm)
<b>Week 13</b>	<b>Topic: Realities</b>		
Apr 9	Mobile Culture	DMS, Chapter 11, pp. 195-210 Additional readings on BB	
Apr 11	Augmented Reality	Peysakhovich & Rand (2017) “In-group favoritism caused by Pokémon Go and the use of machine learning for principled investigation of potential moderators” (BB) Haugstvedt & Krogstie (2012), “Mobile Augmented Reality for Cultural Heritage: A Technology Acceptance Study” (BB) “ <a href="#">New research suggests location-based games influence our perception of culture</a> ” Selected articles from <a href="#">Mashable.com</a> , <a href="#">CNET</a> , <a href="#">Tech Crunch</a>	Weekly reflection (Tuesday 6pm)

Week 14	Topics and Tools		
Apr 16	Virtual Reality	Steuer (1992). "Defining virtual reality: Dimensions determining telepresence" (BB) Cassell et al. (2000) " <a href="#">Shared Reality: Physical Collaboration with a Virtual Peer</a> " de la Pena et al. (2010) " <a href="#">Immersive Journalism: Immersive Virtual Reality for the First-Person Experience of News</a> " Selected articles from <a href="#">Mashable.com</a> , <a href="#">CNET</a> , <a href="#">Tech Crunch</a>	
Apr 18	Artificial Intelligence	Readings TBD	Weekly reflection (Tuesday 6pm)
Week 15	Culminating Activity		
Apr 23	Presentations		
Apr 25	Presentations		
<b>FINAL May 7, 10am – Final Paper Due</b>			

## Additional Information on Academic Conduct and Support Systems

### Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

### Support Systems:

*Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. [engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

*National Suicide Prevention Lifeline – 1 (800) 273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

*Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. [engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [sarc.usc.edu](http://sarc.usc.edu)

*Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. [equity.usc.edu](http://equity.usc.edu)

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. [studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

*The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations. [dsp.usc.edu](http://dsp.usc.edu)

*Student Support and Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

*Diversity at USC*

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [diversity.usc.edu](http://diversity.usc.edu)

*USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

*USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.*

Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu)

**Complete this section and return it by the end of the second day of class for my records. Thank you.**

Please print clearly and legibly:

Your name: \_\_\_\_\_

E-mail address: \_\_\_\_\_

How often do you check e-mail (circle one):      Daily      Once in two days      Weekly      Infrequently

What is your major? \_\_\_\_\_

What is your class standing? (circle one)      Freshman      Sophomore      Junior      Senior      Senior+

Have you ever taken a class related to technology and/or new media?      Yes      No

    If yes, which one? \_\_\_\_\_

Why are you taking this course? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you have a learning disability that has been reported to the *The Office of Disability Services and Programs* on campus?  
    Yes      No

Are you an ESL student?      Yes      No

Do you have an athletic, debate, or other schedule that may add to your absences? Please specify.

Yes      No      Specify: \_\_\_\_\_

Is there any other information/concerns that you would like to share? \_\_\_\_\_

\_\_\_\_\_

I certify that I have read and agreed to the terms specified in the attached syllabus:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date