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**ASCJ 200**

**Discover, Deconstruct, Design:**

**Navigating Media and News in the Digital Age**

**Who When/Where**

Professors Spring 2018

Sandy Tolan, School of Journalism ANN L105a

Alison Trope, School of Communication T/Th 11am-12:20pm

Digital Media Instructor/Director: Labs/Sections: Tues/Thurs

Courtney Miller times vary (see Schedule of Classes)

Lab Instructors:

Justin Edwards

Nick Morr

Leslie Andrew Ridings

Christina Webb

**Office Hours and Contact Information**

Sandy Tolan (atolan@usc.edu); T/Th 1:30-2:30 + by appointment; ASC 332D

Alison Trope (trope@usc.edu), T/Th 12:30-1:30pm + by appointment; ANN 310A; skype: tropekemper

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Leslie Andrew Ridings (l.a.ridings@gmail.com) by appointment

Christina Webb (mail@christinawebb.com) by appointment

**Course Overview:**

This interdisciplinary cross-school course is designed to engage students as discriminating media and news *consumers* and *contributors* at a time when the digital revolution is spawning an unprecedented daily flood of content. This media environment is evolving rapidly, creating a new set of powerful players. The influence these players possess and implications of their reach are often poorly understood and unquestioned. The mark of a well-educated person in the 21st century is the ability to *critically navigate* this contested and integrated terrain: to understand, employ, enjoy and help build and shape the media landscape we now inhabit. Only by understanding our own roles as consumers and producers of media can we begin to make sense of the environment around us. The health of our democracy depends on enlightened and engaged citizens who can critically analyze the range of information and content disseminated from an equally wide range of sources and platforms. The course will examine new avenues of civic participation and the critical importance of ethical standards in communicating messages. ***Students will learn how to apply their critical-thinking and analytic skills to a range of media and news production and consumption****.* ***The critical thinking skills developed in this course will be applicable to many fields of study, from science to the arts.***

**Course Objective:**

The course is designed at the intersection of theory and practice. Students will

* **develop** critical thinking and analytic skills for evaluating the barrage of media, information, and news content we face in this digital age, from advertising, film and television images to news and opinion.
* **discern and distinguish** different types of media and news (e.g. opinion/commentary, news reports, documentary, entertainment, satire, expository/informative) as well as the different media formats and platforms in which they circulate
* **learn** how to become full and active participants in the new digital culture, traveling beyond the role of passive consumers to emerge as highly-engaged critics, thoughtful citizens and co-producers of information.
* **produce** and manipulate media using various software in the Adobe Creative Cloud while taking into consideration the construction of argument, potential implicit bias, and the value in sharing and distribution

**Course Requirements and Attendance:**

Students are required to do all of the reading, attend all classes (including labs), complete all assignments, and participate fully in class discussion. Attendance is mandatory and will be taken each class meeting. Simply showing up to class does not guarantee a perfect attendance/participation score. Other factors, including promptness and level of attention during class lecture and guest speaker visits, will impact your grade. You are allowed two total absences (including lectures and labs) without explanation, after which there is a deduction off the final grade for each unexcused absence. If circumstances prevent you from attending class, the instructors should be informed by email ASAP. Participation grades will start at 85—the threshold—and then move up or down based on the factors above.

*Note-taking should be done by hand unless otherwise instructed or announced. Use of laptops and other devices will not be permitted during lecture, when we will discuss readings and course content, unless you have a documented disability or make arrangements with the professors. These devices will be required components of your lab sessions, when you will be learning to produce your own content.*

**Course Readings**:

All course readings can be found on Blackboard, as **PDFs** or online links. The Blackboard site will also include a list of **useful links and resources** used throughout the term. We will regularly incorporate topics and developments that come up in the popular press and current events to allow for “in the moment” analysis. Some of these also will be available via the Twitter hashtag **#ascj200**.

**Lab Sessions:**

Weekly lab sessions are an **essential** and **mandatory** part of this course. Labs are designed to work in conjunction with lecture content and to train you in general design principles and the Adobe Creative Cloud software so that you are equipped to maintain your WordPress site and complete your digital DIY assignments. Additional help is available at the Digital Lounge helpdesk, located in ANN 301. Hours of operation and software tutorials can be found on their website: **www.AnnenbergDL.org**.

**Required Equipment for Labs and Assignments:**

In accordance with the Annenberg mandatory laptop policy, you will need a laptop that is capable of running the latest Adobe CC software and should have at least the following:

* MAC: multicore Intel processor with 64-bit support, MacOS X 10, at least 8GB RAM (16 recommended)
* Windows: multicore processor with 64-bit support, at least Windows 7 with 64-bit service pack. 8GB of RAM (16GB recommended)
* 8GB of available hard-disk space for software installation

You will also need a smartphone with the following specifications to complete your DIY assignments:

* Apple: iPhone 5 or higher, must be running iOS 8.1 or later
* Android: Needs to have 1080p for video, must be running Android 4.4
* Storage: 16GB minimum, 32GB recommended

Additionally, you will need at least 10GB of dedicated media storage for this course. An external hard drive is highly recommended. For more information, please visit <http://www.annenbergdl.org/adobe/>

Please bring a **mouse** and **headphones/earbuds** to all lab sessions.

*If for any reason you do not have the required equipment or have problems with your equipment during the course of the semester, please get in touch with the instructors ASAP. Accommodations can be made to support you.*

**Assignments and Grading:**

All assignment prompts will be distributed via Blackboard. Assignments must be completed and handed in on time to avoid a grade reduction. All assignments are **due by 11am on Tuesdays** (except for the final project). If you are unable to turn in an assignment due to illness or a personal emergency, you must provide written documentation that will allow you to be excused, or discuss your situation with us in a timely manner.

***Do NOT wait until the end of the semester to sort things out if you are having problems (health or otherwise). Remember: this is YOUR responsibility.***

You are responsible for the material covered in class and in the reading. You will be evaluated on the following:

1. the level of your engagement with the class materials (as demonstrated in your written work, projects, and class participation)
2. your capacity to articulate and explain your ideas and analysis in well-written blog posts and digital media projects
3. your ability to analyze and apply the theories and methodologies of the class
4. your ability to demonstrate intentional design choices and execution of your projects

All of your work will be graded on two primary evaluative scales:

1. how well it demonstrates an understanding of the theories and methodologies of the class
2. how well it articulates and structures its argument (in written and digital media formats)

**The final course grade will be based on the following distribution**:

Participation, including lecture AND lab 10%

WordPress site (see below) 10%

Including posting and clear categorization of all assignments + list of (hyperlinked)

followers/trusted sources

DIY Assignments (3 total, 15% each, see below) 45%

Blog Posts (3 total, 5% each, see below) 15%

Final Advocacy Project 20%

Assignments will be detailed in specific prompts distributed throughout the course of the semester. You must complete ALL of these assignments in order to pass the class.

***Late assignments will be marked down 5 points per day.***

***Failure to complete ONE OR MORE course assignments will result in an F in the class.***

**WordPress Site**

Students will create blogs (via WordPress.com) at the beginning of the semester that will:

* Serve as a clearly **organized and categorized** **repository for your assignments** throughout the semester. General categories/menu items should include: “About,” ‘Blog Posts,” “DIY Projects,” “Advocacy,” “Following.” ALL posts should be categorized.
* Offer a place for you to create a **public and digital identity** tied to your chosen topic.
* Demonstrate **intentional design choices** (decisions re: colors, fonts, layout, etc. should be cohesive and align with your topic and the identity you are trying to convey to your public/audience).
* Include an **aggregated list (at least 10 total sources) of who you follow**. At least 5 should be trusted news sources (news outlets or journalists). The other 5 may be other types of individuals (influencers/tastemakers, public intellectuals/commentators, comedians, artists, activists, etc.) or organizations (nonprofits, brands, etc.) that shape your ideas, values, interests. The list will reveal where you get information and ideas, how you curate it, and how it influences you.

**DIY Assignments and Final Project**

You will have three (3) DIY assignments and a DIY element in your final advocacy project. All DIY projects will offer arguments supported by evidence and analysis. All DIY projects will be accompanied by brief written analysis (250-300 words) that explains design choices and ties to course readings/lectures.

1. Photo manipulation using Photoshop
2. Infographic using Illustrator
3. “Man on the Street”/Vox Pop using Audition
4. Video (remix or PSA) rough-cut and final cut using Premiere Pro for **Final Project**

***Because you will receive hands-on training during your lab sessions, attendance is crucial.***

**Blog Posts**

There will be three (3) written blog assignments (approximately 500 words each):

1. A media/technology blackout and analysis
2. SMELL test analysis
3. Analysis of a single day’s media/technology surveillance based on media use

Best practices for blogging will be covered in class, but in general keep the following in mind:

* Use a catchy headline and post title (i.e. not “Blog Assignment”)
* Use a clear opening statement that sets up your position, indicating how you plan to frame your commentary or analysis
* Offer appropriate set-up or context so a reader outside of our class can understand what you are writing about
* Use evidence (analysis of text, direct quotes, photos, etc.) to support your conclusions
* Use succinct, clear, and straightforward prose
* Include compelling images/video to help keep your reader engaged or to illustrate/substantiate the points you are making. Any media you reference should be embedded in your post.
* Include hyperlinks where appropriate to reference other sites and sources
* Proofread for spelling and grammar

A blog in this class is **not** a diary entry or an opinionated rant. It can be casual and somewhat informal (in your own voice, first person), but should adhere to the above criteria.

**Course Grading Policy:**

Grades will be assigned as follows:

A outstanding, thoughtful and insightful work and analysis, showing an ability to think beyond the basic course material.

 A grade of A+ (97-100) *may* be given to *individual* assignments in *rare* instances where expectations are exceeded.

A-/B+ above average work, demonstrating effort and keen understanding of

conceptual ideas

B/B- average work, needs improvement on ideas, execution, and argument

C+/C shows little effort, lacks clarity and/or argument

C- fulfilling the bare minimum and showing little understanding of the

material

D no understanding of the material and/or does not meet bare minimum

criteria

F failure to meet minimum criteria

Each assignment will be worth 100 points and will be converted to a percentage score depending upon the weight assigned to each. Your percentage scores on the assignments will be totaled and translated to a letter grade per the scale shown below:

 A+ = 97-100 (only applicable to individual assignments, NOT course grade)

A = 96-94 C = 76-74

A- = 93-90 C- = 73-70

B+ = 89-87 D+ = 69-67

B = 86-84 D = 66-64

B- = 83-80 D- = 63-60

C+ = 79-77 F = 59-00

If you have concerns regarding a grade on a given assignment, you must wait 24 hours (‘cooling off’ period) before appealing it in writing, stating the reasons why you feel the grade is inaccurate. All concerns should be addressed within 10 days of receiving the graded assignment. After that, no appeals will be accepted for review and the grade will be considered final.

**Statement 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 Section 11, Behavior Violating University Standards https://scampus.usc.edu/1100-behavior- violating-university-standards-and-appropriate-sanctions/. 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/>.

The Annenberg School for Communication and Journalismmaintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found plagiarizing, fabricating, cheating on examinations, and/or purchasing papers or other assignments faces sanctions ranging from an ‘F’ on the assignment to dismissal from the Annenberg School. All academic integrity violations will be reported to USC’s office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as Annenberg school administrators. In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

***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

*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

*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

*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

*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

*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

*The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations. 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

*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

*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

*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

###### Tentative Weekly Schedule (open to revision)

*Reading/assignments are all due on the specified day/week.*

**PART 1: DECODING**

*This section of the class will examine and equip students with the basics of media and news analysis. We will discuss narrative form and modes of storytelling, genres and news neighborhoods, point of view and tone.*

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| **Topics/Daily Activities** | **Readings**  | **Lab instruction/Assignments/****Due Dates** |
| ***Week 1: Introduction: Media & News in our Everyday Lives*** *How do we consume media and news? How do we play roles as producers of media and news content? How are media and news content central to and integrated into our daily lives and habits, constructing our identities and understandings of the world? Why do people sometimes take “media sabbaticals,” choose not to use communication technologies, and avoid news?* | ***1/9:*** Course introduction ***1/11:***Sherry Turkle, “The Flight from Conversation”Daniel Gross, “[This is your brain on silence](http://nautil.us/issue/38/noise/this-is-your-brain-on-silence-rp)” (7/17/16, Nautilus)Jean Twenge, “[Have Smartphones Destroyed a Generation?](https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/)”Malcolm Harris, “[Are Smartphones Destroying a Generation](http://nymag.com/selectall/2017/08/jean-m-twenges-igen-review.html)?” | **Lab**: *Intro to WordPress* **Assignments:**ASSIGNED: Create a **WordPress.com site** for the semester.ASSIGNED: **Blog #1 Media Blackout**  |
| ***Week 2: Fundamentals of Literacy and Why It Matters****What are the categories of media and news and the basic tools of media and news analysis? Focusing on patterns in form, structure, visual conventions, and point of view, students will learn how to decipher and deconstruct media and news content and consider the range of meanings (intended, negotiated and oppositional) embedded in them and the ways we respond to them.*  | ***1/16:***Greg M. Smith, excerpts from *What Media Classes Really Want to Discuss* danah boyd, “[Did Media Literacy Backfire?](https://points.datasociety.net/did-media-literacy-backfire-7418c084d88d#.9q5n9nidu)” (Medium, 1/5/17) and response from Renee Hobbs, “[Did Media Literacy Backfire?](https://mediaedlab.com/2017/01/09/did-media-literacy-backfire/)”danah boyd, “Literacy: Are Today’s Youth Digital Natives?”***1/18:*** John McManus, “The SMELL Test”“On Skepticism, News Literacy, and Transparency: An Interview with Dan Gillmor” (Henry Jenkins blog)Review: Howard Rheingold et al “[A Guide To Crap Detection Resources](https://docs.google.com/document/d/163G79vq-mFWjIqMb9AzYGbr5Y8YMGcpbSzJRutO8tpw/edit#heading=h.9phfzx6u1vv3)” | **Lab**: *Basic skills assessment. Introduce Adobe Creative Cloud and Photoshop.***Assignments:****DUE by 11am 1/16**WordPress URL + categories ASSIGNED: **DIY #1 Photo Manipulation** |
| ***Week 3: Bias, B.S. + Fakery in News & Media****How are meanings and bias constructed in the way media and news are produced and consumed? Is “fair and balanced” a false construct? We will discuss the ideological power of media, the construction of alternative facts, and the evolving of separate ‘realities’ based on ideological differences.* | ***1/23:***D.M.McLeod & James Hertog, “Social Control, Social Change and the Mass Media’s Role in the Regulation of Protest Groups”Claire Wardle, “[Six Types of Misinformation Circulated This Election Season](https://www.cjr.org/tow_center/6_types_election_fake_news.php)” (CJR)danah boyd, “[Why is America Self-Segregating](https://points.datasociety.net/why-america-is-self-segregating-d881a39273ab)?” (Medium)Take a test here: [Project Implicit](https://implicit.harvard.edu/implicit/)***1/25:****[Fake News, Propaganda and Influence Operations](https://reutersinstitute.politics.ox.ac.uk/risj-review/fake-news-propaganda-and-influence-operations-guide-journalism-new-and-more-chaotic)**[This Analysis Show How Viral Fake Election News Stories Outperformed Real News on Facebook](https://www.buzzfeed.com/craigsilverman/viral-fake-election-news-outperformed-real-news-on-facebook?utm_term=.hkrGMwe77" \l ".qyN6K8OVV)**[How Fake News Goes Viral: A Case Study](https://www.nytimes.com/2016/11/20/business/media/how-fake-news-spreads.html?smid=tw-share&_r=0)*[*Evaluating Sources in a Post-Truth World: Ideas for Teaching and Learning About Fake News*](https://www.nytimes.com/2017/01/19/learning/lesson-plans/evaluating-sources-in-a-post-truth-world-ideas-for-teaching-and-learning-about-fake-news.html?mabReward=CTM&recp=2&action=click&pgtype=Homepage&region=CColumn&module=Recommendation&src=rechp) | **Lab:** *Photoshop***Assignments:****DUE by 11am 1/23**Blog #1 Media BlackoutASSIGNED:**Blog #2: SMELL Test** |

**PART 2: POLITICS**

*This section of the class will examine the politics of media and news, stemming from the premise that media, news and digital content are never neutral or objective. We will explore issues of power, bias, authenticity, appropriation, contested opinions as well as the politics and ethics of representation and identity (e.g. gender, race, sexuality and class).*

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| ***Week 4: The Power (and danger) of Stories & Images:*** *We will explore why certain stories and images have power, how they become iconic, why they spread or go viral, and how they can create eco-chambers and filter bubbles.* | ***1/30:***Robert Harriman and John Louis Lucaites, “The Borders of the Genre: Migrant Mother and Times Square Kiss”Kenny Irby, “Seeing Is Not Believing: Photojournalism in the 21st Century”Erin Blakemore, “[How Sojourner Truth Used Photography to Help End Slavery](http://www.smithsonianmag.com/smart-news/how-sojourner-truth-used-photography-help-end-slavery-180959952/?no-ist)” (Smithsonian, 7/28/16)***2/1:****[Donald Trump and the Rise of Tribal Epistemology](https://www.vox.com/policy-and-politics/2017/3/22/14762030/donald-trump-tribal-epistemology)**[How the Internet is Losing Its Grip on the Truth](https://www.nytimes.com/2016/11/03/technology/how-the-internet-is-loosening-our-grip-on-the-truth.html)*[*Why Facts Don’t Change Our Minds*](https://www.nytimes.com/2016/11/03/technology/how-the-internet-is-loosening-our-grip-on-the-truth.html) | **Lab:** *Photoshop* **Assignments:****DUE by 11am 1/30:** Blog #2 SMELL test |
| ***Week 5: Media Types, Hybrids and Transmedia****What are the different categories of media and news (e.g. film and television genres, advertising, commentary, propaganda, publicity, citizen journalism, raw information, satire, and transmedia storytelling)? How do the lines between these categories overlap? How are they different? Are these distinctions important?* | ***2/6:***Greg M. Smith, “Genre Shmenre”Paul Mihaildis, “Young Citizens and Perceptions of Social Media Use—Integrated Information Landscapes”Clarie Wardle, “[Fake News, It’s Complicated](https://firstdraftnews.com/fake-news-complicated/)”***2/8:***Jeffrey Jones, “Fake News vs. Real News: The Case of *The Daily Show* and CNN”Farhad Manjoo, “Truthiness Everywhere” View: SNL opening monologues; Dave Chapelle and Aziz Ansari; post-election SNL skit with Chapelle and Chris Rock | **Lab**: *Design Basics* **Assignments:**WordPress check-in during lab section |
| ***Week 6: The Politics and Ethics of Representation and Participation****How do facets of our identity, including gender, race, class, and sexuality get constructed by and impact the way we interpret media, tell stories, and understand ourselves and others* | ***2/13:***Greg Smith, “Role Models and Stereotypes: An Introduction to the “Other”Eric Deggans, “How Untold Stories Can Reflect Diversity”Jeff Chang, “The Odds: On Cultural Equity”***2/15:***[Has the Trump Presidency Permanently Changed How the Media Cover the Presidency?](http://beta.latimes.com/entertainment/tv/la-ca-st-trump-media-critic-20170818-story.html)[This visa-holding, pop culture-loving Muslim college kid is who Trump’s travel ban is keeping out](http://beta.latimes.com/entertainment/music/la-et-ms-extreme-vetting-abdallah-20170131-story.html)[How HBO’s ‘Night Of’ Has Humanized](http://beta.latimes.com/entertainment/tv/la-ca-st-night-of-muslims-20160818-snap-story.html) [Muslim-American Families](http://beta.latimes.com/entertainment/tv/la-ca-st-night-of-muslims-20160818-snap-story.html)[Exploiting Fear of Muslims: The Far Right](http://beta.latimes.com/entertainment/la-et-hollywood-values-updates-how-hollywood-s-muslim-portrayals-1483650479-htmlstory.html) [Has Nothing on Liberal Hollywood](http://beta.latimes.com/entertainment/la-et-hollywood-values-updates-how-hollywood-s-muslim-portrayals-1483650479-htmlstory.html) | **Lab**: *Illustrator***Assignments:****DUE 2/13 by 11am** DIY #1: image manipulation ASSIGNEDDIY #2: Infographic  |

**PART 3: Top Down-Bottom Up**

*This section of the course will explore shifts in power and tensions between media producers and consumers. We will consider the gatekeepers and powerbrokers that define what media and news we see and how we see it, while also considering the role individuals have to produce and share content, thereby disrupting traditional structures of production and distribution. We will discuss industrial and institutional structures of production and distribution as well as their impact on privacy. We will explore our participation and engagement in media and news production, authorship, and ownership and consider the positive and negative implications of this participation on our identities, relationships, and public discourse.*

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| ***Week 7: Media, News & Tech Industry Gatekeepers*** *What economic imperatives play a role in the production and distribution of media and news? This week will offer a broad overview of industries and conglomerates and their infrastructures as a way to understand the impact they have on what we have access to and how content comes to us.* | ***2/20***Philip Napoli, “Media Economics and the Study of Media Industries”Joe Turow, “[A Guide to the Digital Advertising Industry That’s Watching Your Every Click](http://www.theatlantic.com/technology/archive/2012/02/a-guide-to-the-digital-advertising-industry-thats-watching-your-every-click/252667/)” (*The Atlantic*)Trevor Timm, “[What Media Companies Don’t Want You to Know About Ad Blockers](http://www.cjr.org/opinion/ad_blockers_malware_new_york_times.php)” (CJR)Jon Christian, “[Bribes for Blogs: How Brands Secretly Buy Their Way Into Forbes, FastCompany and HuffPost Stories](https://theoutline.com/post/2563/how-brands-secretly-buy-their-way-into-forbes-fast-company-and-huffpost-stories)” (The Outline)***2/22***Clay Shirky, “Truth Without Scarcity, Ethics Without Force” [Gabe Kahn, Transparency is the New Objectivity](http://mediashift.org/2017/09/transparency-new-objectivity/) Ken Doctor, “[Newsonomics: Our Peggy Lee moment: Is that all there is to reader revenue?](http://www.niemanlab.org/2017/09/newsonomics-our-peggy-lee-moment-is-that-all-there-is-to-reader-revenue/?utm_source=Pew+Research+Center&utm_campaign=2138bdb1d4-EMAIL_CAMPAIGN_2017_09_27&utm_medium=email&utm_term=0_3e953b9b70-2138bdb1d4-399350061)” (Neiman Lab) Jonathan Mahler, “[CNN Had a Problem. Donald Trump Fixed It](https://www.nytimes.com/2017/04/04/magazine/cnn-had-a-problem-donald-trump-solved-it.html).” (New York Times Magazine) | **Lab**: *Illustrator* |
| ***Week 8: Changing Roles of Citizens and Consumers in a Participatory Culture****How have citizens and consumers become producers? How do they play a role in defining what we see and the information we have access to? What do we produce and how does our participation challenge traditional business structures and the production and availability of content? How is the public interest being served by our media and news outlets?* | ***2/27:***Howard Rheingold, “Participation Power”Alex Needham, “[Richard Prince v. Suicide Girls in Instagram Price War](http://www.theguardian.com/artanddesign/2015/may/27/suicide-girls-richard-prince-copying-instagram)”***3/1:***Dan Gilmor, “Entrepreneurs Can Save Journalism and You Could Be One of Them”Allissa Richardson, “Bearing Witness While Black: Theorizing African-American Journalism After Ferguson” | **Lab**: *Illustrator* |
| **Week 9: Media & Technology Platforms—How We See it, Communicate It, Live It**How does the changing landscape of digital distribution impact the way we see and partake in media and news? How are our participation and actions as consumers and producers monitored? Are we performing free labor? We will explore topics including platforms and interfaces, mobility and portability, disposability and wearable technologies. | ***3/6:***Tarleton Gillespie, “The Politics of Platforms”Kayla Epstein**, “**[Thanks to Harvey, Snapchat’s map feature went from being kind of creepy to really useful](https://www.washingtonpost.com/news/the-intersect/wp/2017/09/01/thanks-to-harvey-snapchats-map-went-from-being-really-creepy-to-really-useful/?utm_term=.7da52580c7af)**” (**WaPo)Zeynep Tufekci, “[What Happens To #ferguson Affects Ferguson: Net neutrality, Algorithmic Filtering and Ferguson](https://medium.com/message/ferguson-is-also-a-net-neutrality-issue-6d2f3db51eb0)” (Medium)“[Google Maps is Racist Because the Internet is Racist](https://www.wired.com/2015/05/google-maps-racist/)” (Wired)***3/8:***Katy Waldman, “[Facebook’s Unethical Experiment](http://www.slate.com/articles/health_and_science/science/2014/06/facebook_unethical_experiment_it_made_news_feeds_happier_or_sadder_to_manipulate.html)” (Slate)Melody Kramer, “[Do Facebook and Google Have Control of Their Algorithms Anymore](https://www.poynter.org/news/do-facebook-and-google-have-control-their-algorithms-anymore-sobering-assessment-and-warning)” (Poynter) | **Lab**: *Audio Recording/ Audition* **Assignments:****DUE 3/6 by 11am**DIY #2: Infographic ASSIGNEDDIY#3: Audio Vox Pop |
| **Spring Recess** | **Spring Recess** | **Spring Recess** |
| **Week 10: Press Freedom, Whistleblowers and the Public Interest***What guarantees press freedom? What threatens it? How do citizens and whistleblowers play a role in defining what we see and the information we have access to? How do they interact with government entities? What is potentially at stake in a reporter or storyteller’s desire to uncover and share information? How is the public interest being served by our media and news outlets?* | ***3/20:***Adrien Chen, “[The Fake News Fallacy](https://www.newyorker.com/magazine/2017/09/04/the-fake-news-fallacy)” (New Yorker)Alice Marwick, “[Are There Limits to Online Free Speech](https://points.datasociety.net/are-there-limits-to-online-free-speech-14dbb7069aec)” (Data & Society)Tim Wu, “[Is the First Amendment Obsolete?](https://knightcolumbia.org/content/tim-wu-first-amendment-obsolete)” (Knight First Amendment Institute, September 2017)***3/22:***[David Cole, “Why Free Speech Is Not Enough](http://www.nybooks.com/articles/2017/03/23/why-free-speech-is-not-enough/),” (The New York Review of Books)View: *Citizenfour* (2014) | **Lab**: *Audition* **Assignments**:ASSIGNED: Blog #3: Surveillance & Data Mining |
| **Week 11: New Modes & Ethics of Storytelling***Have new media and news platforms, from digital to social, changed storytelling? What are our responsibilities and ethical obligations as media creators and storytellers? What is the role of fair use in digital storytelling and participatory culture?* | ***3/27:*** Carrie James, “Property: The Wikipedian’s Dilemma”Patricia Aufderheide, “Copyright and Fair Use in Remix: From Alarmism to Action”Joe Mullin, “[Appeals Court Strikes a Blow for Fair Use in Long-Awaited Copyright Ruling](http://arstechnica.com/tech-policy/2015/09/eff-scores-a-win-in-long-running-dancing-baby-copyright-case/)” (ArsTechnica)Parker Higgins, “[Copyright Vampires Attempt to Suck the Lifeblood Out of Fair Use Video](https://www.eff.org/deeplinks/2013/01/copyright-vampires-attempt-suck-lifeblood-out-fair-use-video)” (EFF, 1/10/13)***3/29:***Tom Huang, “Storytelling in the Digital Age”Neil Shea, “[How to Tell Powerful Stories on Instagram](http://niemanstoryboard.org/stories/how-to-tell-powerful-narratives-on-instagram/)”“[Twitter Fiction: 21 Authors Try Their Hand at 140 Character Novels](https://www.theguardian.com/books/2012/oct/12/twitter-fiction-140-character-novels)” (The Guardian, 10/12/12)Diana Bruk, “[Donald Trump Describing Classic Literature Is Exactly What You Need Right Now](http://www.esquire.com/entertainment/books/news/a49817/trump-book-report/)” (Esquire) | **Lab**: *Audition***Assignments**: **DUE 3/27 by 11am**Blog #3: Surveillance & Data Mining |
| **Week 12: Advocacy and Making Change***What is civic media, and what are the avenues for civic engagement and possibilities for social change in the digital age? What tools can we use (old and new) to encourage change and create impact?*  | ***4/3:***Sangita Shrestova & Henry Jenkins, “[From Voice to Influence: An Introduction](https://ypp.dmlcentral.net/sites/default/files/publications/From%20Voice%20to%20Influence%3A%20An%20Introduction%20%7C%20Journal%20of%20Digital%20and%20Media%20Literacy.pdf)”Joseph Kahne, Ellen Middaugh, Danielle Allen, “Youth, New Media and the Rise of Participatory Politics”***4/5:***“[The Counted](http://www.theguardian.com/us-news/ng-interactive/2015/jun/01/the-counted-police-killings-us-database)” (The Guardian, 2015)Malcolm Gladwell, “Small Change: Why the Revolution Will Not Be Tweeted”Jenni Monet, select stories from Standing Rock reporting | **Lab:** *Video Production + Premiere Pro* **Assignments:** **DUE 4/3 by 11am**DIY #3: Audio Vox Pop  |
| **Week 13: DIY, Appropriation & Remix***What does it mean to “do it yourself”? What are the tools and strategies at our disposal? What are the motives and goals behind this work? Who sees it, and can it have impact?* | ***4/10:***Byron Russell, “Appropriation is Activism” Elisa Kreisinger, “Remixing the Remix” Henry Jenkins interview with DC Vito and Emily Long, “[Break the Election: How To Learn Media Literacy By Remixing Political Advertisements](http://henryjenkins.org/blog/2016/08/break-the-election-how-to-learn-media-literacy-by-remixing-political-advertisements-part-one.html)”Limor Shifman, from *Memes in Digital Culture****4/12:***Jonathan Taplin, *Move Fast and Break Things,* Chapter 8 | **Lab:** *Premiere Pro***Assignments**ASSIGNED:Final Project/video |
| **Week 14: Sharing as Participation***What do we share? With whom? And why? Can we maintain any semblance of privacy? We will explore the intentions and values tied to sharing, identity making, self-branding in the digital age, taking stock of our roles as digital citizens. We will also discuss our constant monitoring, how the content we view is curated and potentially limited, and whether we are performing free labor for media industries.*  | ***4/17:***Carrie James, “Privacy: Tagged, Found out on Facebook”Theresa Senft, Nancy Baym, “What Does the Selfie Say? Investigating a Global Phenomenon”***4/19:***John Herman, “[Inside Facebook’s Political-Media Machine](https://www.nytimes.com/2016/08/28/magazine/inside-facebooks-totally-insane-unintentionally-gigantic-hyperpartisan-political-media-machine.html?_r=0),” (The New York Times Magazine)Lee Rainie and Mary Madden, “[Americans’ Privacy Strategies Post-Snowden](http://www.pewinternet.org/2015/03/16/americans-privacy-strategies-post-snowden/)” (Pew)Tim Libert & Victor Pickard, “[Think You’re Reading the News for Free? New Research Shows You’re Likely Paying with Your Privacy](https://theconversation.com/think-youre-reading-the-news-for-free-new-research-shows-youre-likely-paying-with-your-privacy-49694)” (The Conversation) | **Lab:** *Premiere Pro* |
| **Week 15: Putting Knowledge to Work**How do we apply what we’ve learned to our daily lives, habits and work? | ***4/24:***Howard Rheingold, “How (Using) the Web (Mindfully) Can Make You Smarter”***4/26:***course wrap up | **Lab:** *Premiere Pro/Showcase***Assignments:****DUE in lab**: video rough cut to show/discuss |
| **Final exam period** | Create an advocacy project that integrates a video in the context of an article on a chosen social/political problem. This project will explore, critically analyze, and construct an argument that advocates for a particular view or action. Final projects will be published with embedded video on WordPress. | **Final project due by or before 5/7, 11am****Final showcase 5/8, 11am-1pm (required attendance)** |