Emerging Media & Communication MMC9735

Instructor
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Course Meeting Times/Location
Wednesdays
Annenberg Hall 00005 5:30-8pm

Course Description
We will study the process by which a media/communication technology emerges within a particular community or social group or region. This means the technology itself could be "new" or "digital" but it also might just be new to that community or used differently than designers expected. One defining aspect of this process is the extent to which users of media technologies cocreate (or even override) the meaning of the technologies that designers or originators intended. Another defining aspect is the preexisting social dynamics that are not erased, but may be shaped, obscured, or made visible through emerging technologies. Examining various examples, we will develop our ability to analyze what kind of social forces are at play when people change how they use media technologies or when new media technologies come into use. We will develop our analysis of what changes and what stays the same and why. A second focus of the course is to examine rhetorics of "newness" and "disruption" as applied to media technologies, and investigate what kind of work these terms do in shaping our assumptions and expectations of media's role in society.

Course Goals
After completing this course, students will be able to:
- Explain and interrogate theories and practices of emerging media technologies
- Identify challenges and opportunities offered by changing technologies in a media landscape
- Build strategies for media research, especially on communities of practice and community practices.
- Develop an analysis of power as it works within and through media technology
- Create methods of exploring and presenting knowledge that go beyond, enhance and inform traditional scholarship
- Contribute to debates on media policy, media design, media strategy, and scholarly discourse on media technology from an empirically grounded and critical perspective.

Assigned Readings
There are two required books and a selection of articles. The books are: Gurrumuruwuy, Paul, Jennifer Deger, Enid Gurunulmiwuy, Warren Balpatji, Meredith Balanydjarrk, James Ganambarr, and Kayleen Djingadjingawuy. *Phone & Spear: A Yūṯa Anthropology*. Goldsmith Press, 2019; and Ames, Morgan G. *The Charisma Machine: The Life, Death, and Legacy of One Laptop per Child*. MIT Press, 2019.

I provide some articles, student session leaders will select others. All should be in Perusall.

Course Tools (please note: if you have a disability that means these tools won't work for you, let me know ASAP)
When class is remote, it will be conducted via Zoom. I will not record, for privacy reasons.

Much of the course (syllabus, assignments) will be on Canvas.
We will be using the online tool Perusall to collectively annotate readings – this can be accessed through a link on the course's Canvas page.
We will also be constructing reading collections in Zotero (or Mendeley, if you prefer), these are citation managing software, they can also integrate with your browser and with Microsoft Word (and some other word processors), and can also be used to store/organize PDFs remotely or on your computer.

Assignments (full details in Canvas)
Leading One Class Session
Responding to One Class Session
Midterm Reflection (see Canvas for details)   due March 13
Draft Analytic Annotated Bibliography   due March 27
Analytic Annotated Bibliography   due March 24
Final Presentation   due April 24
Analytic Annotated Bibliography w/mini-Literature Review   due April 29
Final Reflection   due May 1

Leading Class Session
Each of you will be responsible for leading one class session. In some cases there are topics assigned to particular dates. In some cases both the topic and date are open with a list of suggested topics you can choose from. With assigned topics I have assigned one reading and you choose one or two more texts -it can be scholarly work or another kind. You will come up with activities or discussions for the class session, and write a short debrief after the fact.

Responding to one class session
You will also be required to respond to a colleague's class session. You can access their debrief document. You are welcome to have a conversation with the session leader and write up your response afterwards, or you can frame it as a letter to them.

Annotated Analytic Bibliography
You will need to produce an short annotated bibliography which you then develop into a mini literature review on a topic of your choice related to the class themes. You will submit a reading list with brief summaries, then develop those into analytical annotations, and then you will convert that to a brief literature review.

Final Presentation
Make a 5 minute visual, primarily NON-text-based representation of the sources in your annotated bibliography: it can be a presentation, slide-show, video, animation, or in another visual/material form – A board game, an online game, a zine, a map, a deck of cards, a quilt, a diorama. If you have another idea, run it by me first, but creativity is encouraged!

On Grading and Deadlines
Grading is primarily in the form of complete/incomplete. The goal here is for students to listen to feedback and develop your own sense of what is working and how to improve. While I have my

ideas about which of the assignments are most important, you may have your own priorities, or one of them may spark something important for you, we can discuss how to weight these as the semester goes on. Engaged participation in class discussion and online discussion of the readings is expected, and should contribute to your understanding of the issues and to your ability to analyze and gain insight into new issues. The final grade is heavily informed by your own self-assessment of all the work (including participation) you did in the class, and by reflection exercises we will do throughout the class.

A few notes about grades: (informed by Jesse Stommel's work on 'ungrading'). Stommel writes "Research shows grades don't help learning and actually distract from other feedback/assessment. Alfie Kohn says: "when students from elementary school to college who are led to focus on grades are compared with those who aren't, the results support three robust conclusions: Grades tend to diminish students' interest in whatever they're learning [...]; Grades create a preference for the easiest possible task [...]; Grades tend to reduce the quality of students' thinking [...]."In *Education for Critical Consciousness,* Paulo Freire describes "an education of 'I wonder,' instead of merely 'I do.'" Grades frustrate those conversations. Learning is not linear, and meaningful learning resists being quantified…. Our assessment approaches should create space for learning not arbitrarily delimit it."

To that end, I am hoping to create a generative, generous, rigorous and reflexive process. Assigned deadlines for assignments allow you time to prepare, but also time to reflect, time for me to respond and sometimes for you to respond as well. Several assignments are cumulative, so you will need to get one out of the way before moving to the next. That said, I know these are uncertain times, and you will have many demands, expected and unexpected, over the semester. I will not penalize for late work, just know if it comes in off schedule that may impede my ability to give you meaningful and timely feedback or you might be out of the loop of others' feedback. With two exceptions you may consider deadlines as goals rather than hard cutoffs, just keep me in the loop so I can plan if I need to give feedback on something so you can move forward. The only deadlines which are firm are the days you lead discussion in class and the final presentation.

Course policies on plagiarism/the honor code, collegiality and academic freedom are outlined in detail in the page entitled "Course Policies" in Canvas. In the interest of keeping this syllabus brief, I will say here that I will work to make this class a safe and brave space –where we take our relationships to each other seriously, and where we honor the possibility of growth and also do the work to make sure we are not replicating oppressive dynamics. I am inviting you to co-construct this class with me, but none of us operate outside of white supremacy, cis/heteronormativity, patriarchy, class oppression, and settler colonialism: we all need to be mindful of our language and our interactions so as not to reinforce that. If something in a text concerns you, please raise it with me and we can decide how to move forward, and if you have any concerns about any other aspect of the class, feel free to reach out likewise.

On Disability and Accessibility
I am working to incorporate Universal Design for Learning principles into my classes, but it is an ongoing process! I welcome feedback on that more generally.. but in the meantime Any student who needs accommodation based on a disability, including access to technology or electronic

instructional materials required for the course: contact me privately to discuss your situation by the end of the second week of classes or as soon as possible. If you an, also contact Disability Resources and Services (DRS) at 215-204-1280 in 100 Ritter Annex to learn more about the resources available to you. I'm open to reasonable accommodations, with or without DRS' stamp of approval. There has to be some mutual understanding of "reasonable" that also accounts for my time and skillset as a teacher and evaluator.

Attendance and Your/Our Health
If you feel unwell or if you are under quarantine or in isolation because you have been exposed to the virus or tested positive for it, you should not come to campus or attend in-person classes or activities. Contact me ASAP to create a plan for participation and engagement in the course as soon as you can, and to make a plan to complete all assignments in a timely fashion, when illness delays their completion.

Student and Faculty Academic Rights and Responsibilities
Freedom to teach, and freedom to learn are inseparable facets of academic freedom. The University policy on Student and Faculty Academic Rights and Responsibilities (Policy #03. 70.02) can be accessed at policies.temple.edu

Course Schedule
Some topics are yet to be chosen by student session leaders, below are scheduled readings so far

Week 1 (1/17) Emerging Media in Everyday Life" Horst; "Locating Emerging Media" - Halegoua
Week 2 (1/24) Phone & Spear (BOOK) – Miyarrka Media
Week 3 (1/31) The Charisma Machine (BOOK) - Ames
Week 4 (2/7) topic: mobile phones Lopez + ??
Week 5 (2/14) topic TBC
Week 6 (2/21) topic TBC
Week 7 (2/28) Games – Paul. *The Toxic Meritocracy of Video Games*
Week 8 spring break
Week 9 (3/13) (midterm self-reflection due) Models of emergence: Nimrod, et al "Technology Domestication in Later Life.", Zalewska, Joanna. "'And It All Happened In Our Lifetime'
Week 10 (3/20) topic TBC
Week 11 (3/27) Bibliography draft due. topic TBC
Week 12 (4/3) topic TBC
Week 13 (4/10) Final Bib due Why does media tech emerge? Gaskins "Techno-Vernacular Creativity" and Swann, "'Anarchist Technologies"
Week 14 (4/17) Sterne challenging digital utopianism
Week 15 (4/24) student presentations due before class
4/29 Final bib & lit review due
5/1 Final self-reflection due