
Term Information

Effective Term Autumn 2014

General Information

Course Bulletin Listing/Subject Area Sociology
Fiscal Unit/Academic Org Sociology - D0777
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4607
Course Title Sociological Perspectives on New Media
Transcript Abbreviation Soc Pers New Media
Course Description This course examines how new media color our experiences of communication, culture, politics, and contemporary social life. Acknowledging that all media were at one point new media, this course begins by using "newness" as a frame through which to examine the practices, uses and meanings surrounding current media technologies.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.1101
Subsidy Level Baccalaureate Course
Intended Rank Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Question the idea of newness and link new media to their historical precedents.
- Students will learn theories and methodologies for studying old and new “new” media and the near past, and to the salient features of various new media.
- Students critically examine their own experiences of new and not-so-new media and how media facilitate social changes.
- Engage in the debate of technological determinism. Heightened understanding of how the social world impacts the shape (innovation) and daily use of new media technologies.
- By the end of this course, students should be able to link key terms and concepts to contemporary debates on technology and new media.
- By the end of this course, students should be able to write history of “new” media technology, paying attention to its cultural implications.

Content Topic List

- Technology
- Media
- New media
- Technology adoption
- Technological determinism

Attachments

- Curricular Map.xls: Curricular Map
(Other Supporting Documentation. Owner: Chamberlain, Lindsey Joyce)
- Concurrence Communication Soc Perspectives New Media.pdf: Concurrence
(Concurrence. Owner: Chamberlain, Lindsey Joyce)
- SOC 4607.docx: Syllabus
(Syllabus. Owner: Chamberlain, Lindsey Joyce)

Comments

- Please note that our curricular map only has learning outcomes listed for categories of courses, but we are in the process of updating this document. *(by Chamberlain, Lindsey Joyce on 01/16/2014 04:05 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Chamberlain, Lindsey Joyce	01/28/2014 09:36 AM	Submitted for Approval
Approved	Williams, Kristi L.	01/28/2014 09:46 AM	Unit Approval
Approved	Haddad, Deborah Moore	01/28/2014 10:45 AM	College Approval
Pending Approval	Vankeerbergen, Bernadette Chantal Nolen, Dawn Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole Hanlin, Deborah Kay	01/28/2014 10:45 AM	ASCCAO Approval

Sociology 4607
Sociological Perspectives on New Media
Fall 2013, M/W 4-5:15pm

Course Instructor

Sarah Murray
samurray2@wisc.edu

Office Hours: TBD

On the Web: We will use Carmen for readings, lecture slides and some assignments.

Course Description

The unparalleled rate at which digital and “new” media are emerging makes the study of digital culture highly exciting and intensely challenging. This course seeks to slow this pace down by turning a critical eye towards how new media color our experiences of communication, culture, politics, and contemporary social life. Acknowledging that all media were at one point new media (Gitelman 2008, Marvin 1988), this course begins by using “newness” as a frame through which to examine the practices, uses and meanings surrounding current media technologies. Weekly readings will address the aesthetics of interfaces, the politics of information, the history of computers and how the design of media and technology afford or restrict the social and cultural practices that emerge around them. By the end of this course, students should be able to question newness, understand what is termed new media and why, and relate basic theories of digital media to the devices, media and interfaces they encounter everyday.

Course Objectives

1. Question the idea of newness and link new media to their historical precedents.
2. Introduce students to theories and methodologies for studying old and new “new” media and the near past, and to the salient features of various new media (cloud computing, mobility, social networking sites, user-generated content, living with others in a “smart” world, etc.).
3. Help students critically examine their own experiences of new and not-so-new media and how media facilitate social changes.
4. Engage in the debate of technological determinism. Heightened understanding of how the social world impacts the shape (innovation) and daily use of new media technologies.

Learning Outcomes

By the end of this course, students should be able to:

1. Link key terms and concepts to contemporary debates on technology and new media.
2. Use a “new” media technology, while reflecting on the adoption process.
3. Write history of “new” media technology, paying attention to its cultural implications.

Course Evaluation

Participation:	15%
Role Reading:	15%
Mid-term Exam:	20%
New Media History Outline:	10%
New Media History Paper:	20%
Final Exam:	20%

Assignments

Assignment sheets and grading rubrics will be provided

Participation (15% - 10% Journal logs and 5% discussion)

Students are expected to attend class, contribute to discussions and to complete readings and assignments. More than two absences from class without due cause will negatively affect your participation grade. Additionally, 10% of the grade will come from short journal logs, which will be submitted 3 times throughout the semester. Students are asked to journal the adoption of a new media technology (e.g. something you haven't used before) by drawing on their experiences and class readings. The best 2 of 3 journal logs will be graded (see assignment sheet for further details).

Role Reading – (15%)

This assignment is designed to help develop students' critical reading and writing skills. Students will respond to weekly readings by posting to Carmen and their responses will be used as fuel class discussions. For each reading, there will be a SUMMARIZER (i.e. someone who summarizes the main points of the author's argument and formulates 3 questions to kick off discussion) a CRITIC (i.e. someone who critiques the author's argument), and an OBJECT FINDER (i.e. someone who brings in a link to a news article, video, or media object and explains how it relates to the assigned reading). Students will repeat this exercise, playing different roles, three times throughout the term.

Mid-Term Exam (20%)

Short essay questions concerning the first half of the course. In class: **TBD**

New Media History Project

Since this class is about the act of doing new media history, students will critically explore the history and development of a particular "new media". How did this technology come about? What are its antecedents? What are the critical features of its history that still play a crucial role in the current meanings, uses and expectations of this technology?

Outline paper (10%) – a short two-page summary that outlines the direction the final paper will take. It should contain a clearly defined thesis statement, a general argument and an annotated bibliography of the key sources you

plan to use for the final paper. **DUE: Wed. Oct. 2**

New Media History Paper (20%) – The final paper will provide a more complete history of the new media or technology the student has chosen. While the essay will be, by nature, a bit descriptive, it should not be entirely so. Leave room for analysis and critical insights into how this history has shaped the object and the uses and meanings that have come to be associated with it. The paper should be 8-pages in length, double-spaced and should make use of at least 3 readings from the syllabus and 3 additional sources. **DUE: Wed. Nov. 13**

Final Exam (20%)

A cumulative mix of short essays, definitions, and relational readings.

SECTION 1: WHAT'S "NEW" ABOUT NEW MEDIA?

Week 1: Introductions

W – Sep. 4 – Introducing the New

"Media We Do Not Yet Know How to Talk About"

Week 2: Understanding New Media

M – Sep. 9 – What is New Media

Peters, J.D. (2008) "The Oldness of New Media". B. Aubrey Fisher Memorial Lecture at the University of Utah (2008)

Marvin C. (1988) Introduction. *When Old Technologies Were New: Thinking About Electric Communication in the Late Nineteenth Century*. New York: Oxford University Press,

W – Sep. 11 – Doing Media History

Gitelman L. (2006) Introduction: Media as Historical Subjects. *Always Already New: Media, History And The Data Of Culture*. Cambridge, Mass.: MIT Press, 1-22.

Week 3: Technologies of the Self

M – Sep. 16 – Shutting off the Self

Turkle, Sherry. "Alone Together" and "Alive Enough" in *Alone Together* New York: Basic Books, 2011. pp. 1-20, 35-52.

W – Sep. 18 – Extending the Self

Rainie L. and Wellman B. (2012) "The New Social Operating System of Networked Individualism". In: *Networked: The New Social Operating System*. Cambridge: MIT Press, 3-21.

Week 4: Technology as Actor

M – Sep. 23 – Delegation

Latour B. (1988) Mixing Humans and Nonhumans Together - The Sociology of a Door-Closer. *Social Problems* 35(3): 298-310.

Slack, J.D. and Wise, G. (2005). "Agency" and "Articulation and Assemblage" in

Culture + Technology: A Primer, New York: Peter Lang Publishing, pp. 115-134

W – Sep. 25 - Everyday Technologies

Norman DA. (1988) The Psychopathology of Everyday Things. *The Design of Everyday Things*. New York: Doubleday, 1-33.

Winner L. (1986) The Whale And The Reactor: A Search For Limits In An Age Of High Technology. Chicago: University of Chicago Press, 19-39.

SECTION 2: THE MATERIALS OF NEW MEDIA

Week 5: Computers

M – Sep. 30 – Computer History

Friedman, T. (2005). “The Many Creators of the Personal Computer” in *Electric Dreams: Computers in American Culture*. New York: New York University Press. pp. 81 – 101.

Ceruzzi P. (1991) When Computers Were Human. *Annals of the History of Computing* 13(3): 237-244.

W – Oct. 2 – Remediation

Bolter, Jay David and Richard Grusin. “Introduction” and “The Remediated Self” *Remediation: Understanding New Media*. Cambridge: MIT Press, 2000, pp. 3-15 and 230-241

OUTLINE PAPERS DUE OCT. 2

Week 6: Interfaces

M – Oct. 7 – Interface Theory

Schaefer P. (2011) “Interface: History of a Concept, 1868-1888.” In: Park DW, Jankowski N and Jones S (eds) *The Long History of New Media: Technology, Historiography, and Contextualizing Newness*. New York: Peter Lang, 163-176.

W – Oct. 9 – Algorithmic Culture

Steiner, C. (2012) “The Bot Top 40” In *Automate This: How Algorithms Came to Rule Our World*. New York: Penguin: 75-111.

Week 7: Materiality

M – Oct. 14 - Micromateriality

Kirschenbaum MG. (2008) “Every Contact Leaves a Trace: Storage, Inscription and Computer Forensics. Excerpts from *Mechanisms: New Media and the Forensic Imagination*. Cambridge: MIT Press, 25-58, 69-71.

W – Oct. 16 – Let’s Get Physical

Henning, Michelle. “New Lamps for Old: Photography, Obsolescence and Social Change. *Residual Media*. C. Acland (ed.) Minneapolis: University of Minnesota Press, 2007, pp. 48-65.

Davis J.S. (2007) Going Analog: Vinylphiles and the Consumption of the ‘Obsolete’ Vinyl Record. In: Acland CR (ed) *Residual Media* Minneapolis:

University of Minnesota Press, 222-238.

Week 8: Immateriality

M – Oct. 21 – Labour in the Digital Age

Dyer-Witherford N. and de Peuter G (2005) Immaterial Labour: A Worker's History of Videogaming. *Games of Empire: Global Capitalism and Video Games*. Minneapolis, MI: University of Minnesota Press, 3-34.

W – Oct. 23 – Immaterial Commodities

"Mike Daisey and the Apple Factory". *This American Life*

Week 9: Formats

M – Oct. 28 – Format Theory

Sterne J. (2012) The MP3 as Cultural Artifact. *New Media and Society* 8(5):5: Duke University Press: 825 - 838

W – Oct. 30 – MIDTERM EXAM

SECTION 3: NEW MEDIA USERS AND USES

Week 10: User-Generated Content

M – Nov. 4 – Users Like You?

van Dijck J. (2009) Users Like You? Theorizing Agency in User-Generated Content. *Media, Culture & Society* 31(1): 41-58.

Burgess J and Green J. (2009) The Entrepreneurial Vlogger: Participatory Culture Beyond the Professional Amateur Divide. In: Snickars P and Vonderau P (eds) *The YouTube Reader*. Stockholm, Sweden: National Library of Sweden, 89-107.

W – Nov. 6 – Users Like Who?

Ellcessor E. (2010) Bridging Disability Divides. *Information, Communication & Society* 13(3): 289-308.

Everett A (2012) Have We Become Postracial Yet? Race and Media Technology in the Age of President Obama. In *Race After the Internet* Nakamura L and Chow P. (Eds) New York: Routledge, 146-167.

Week 11: Surveillance and Reputation

M – Nov. 11 – Info Caches

Andrejevic M. (2006) The Discipline of Watching: Detection, Risk, and Lateral Surveillance. *Critical Studies in Media Communication* 23(5): 391-407.

W – Nov. 13 – About.Me

Hearn A. Structuring Feeling: Web 2.0, Online Ranking and Rating, and The Digital 'Reputation' Economy. *Ephemera*, 10(3/4). Available at <http://www.ephemeraweb.org/journal/10-3/10-3ephemeranov10.pdf#page=212>

*****FINAL PAPERS DUE NOV. 14*****

Week 12: Privacy, Rights and Commerce

M – Nov. 18 – Guest Lecture Luc Doucet on Web Marketing

Reading TBA

W – Nov. 20 – Commodifying the New

Striphas T. (2010) The Abuses of Literacy: Amazon Kindle and the Right to Read. *Communication and Critical/Cultural Studies* 7(3): 297-317

SECTION 4: NEW MEDIA ON THE MOVE

Week 13: Everywhere

M – Nov. 25 – Ubiquitous Computing

Dodge M and Kitchin R. (2009) Software, Objects and Home Space. *Environment and Planning A* 41(6): 1344-1365.

W – Nov. 27 – Cloud Computing

Jaeger PT, Lin J, Grimes JM, et al. (2009) Where is the Cloud? Geography, Economics, Environment and Jurisdiction in Cloud Computing. *First Monday*, 14(5). Available at <http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/2456/2171>

Week 14: Mobility and Circulation

M – Dec. 2 – Culture on the Move

Bull M. (2005) No Dead Air! The iPod and the Culture of Mobile Listening. *Leisure Studies* 24(4): 343-355.

de Souza e Silva A. (2006) From Cyber to Hybrid: Mobile Technologies as Interfaces of Hybrid Spaces. *Space and Culture* 9(3): 261-278.

W – Dec. 4 – When New Media Gets Old

Grossman E. (2006) The Underside of High Tech. *High Tech Trash: Digital Devices, Hidden Toxics, and Human Health*. Washington, DC: First Island Press, 1-16.

Week 15: Always Already New

M – Dec. 9 – Moving Forward

Turkle S. (2011) Necessary Conversations. *Alone Together: Why We Expect More From Technology And Less From Each Other*. New York: Basic Books, 279-297.

W – Dec. 11 – Review

Final Exam TBD

Course Policies

Extensions and Late Work

If you are unable to meet the due date for the mid-term paper or other assignments, extensions will be granted only in rare and unavoidable circumstances (at the instructor's discretion). Late papers will be penalized 2% for each day the assignment is late. All assignments are to be handed in at the beginning of class or deposited in my mailbox outside the department's main office.

Academic Integrity

University rule 3335-31-02 requires that "each instructor shall report to the committee on academic misconduct all instances of what he or she believes may be academic misconduct." Academic Misconduct is defined by the Ohio State University's Code of Student Conduct as: Any activity that tends to compromise the academic integrity of the university, or subvert the educational process. Examples of academic misconduct include, but are not limited to, cheating on tests, misrepresenting yourself or your work, including passing off other's work as your own or copying papers off the Internet, and plagiarism. With respect to literature reviews, copying entire sentences or phrases of another author's summary of relevant research constitutes plagiarism, even if the original author's sources are cited by the person copying the work. If you are uncertain whether something constitutes academic misconduct, please ask! All forms of suspected academic misconduct will be reported.

Accommodations

Your instructors hope to foster a safe and comfortable learning environment for all students. We will not tolerate discrimination or harassment on the basis of race, color, ethnic or national origin, civil status, religion, creed, political convictions, language, sex, sexual orientation, social condition, age, personal handicap or the use of any means to palliate such a handicap. Please let us know if and how we can improve the class environment.

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office for Disability Services (ODS) for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so at 614-292-3307 in room 150 Pomerene Hall <http://www.ods.ohio-state.edu/>

Communication Policy

Your instructor is here to help you meet the high expectations of you. I encourage

you to make use of my office hours or to set up additional times with me to discuss your progress in the course, or any aspect of the class that concerns you. I will endeavor to respond to you as quickly as I can and to have your papers/assignments/quizzes/ exams graded in a timely fashion, though please allow for extra time during periods of the semester when I may have many students looking to meet with me (i.e. around assignment due dates, before exams, etc.).

Kristi

I am fine with that new title. Thank you for your willingness to modify your proposal.

I hope you are staying warm

Dave

On Mon, Jan 27, 2014 at 5:25 PM, Kristi Williams <williams.2339@sociology.osu.edu> wrote:
David,

I have consulted with the course instructor and our Chair and we have a proposed title for our new course: Sociological Perspectives on New Media. This is very close to one of your suggestions (Sociology of New Media) but I thought I would check with you first before moving forward.

Many thanks,
Kristi

On 1/26/14, 3:37 PM, "David Ewoldsen" <ewoldsen.osu@gmail.com> wrote:

Kristi,

I apologize for the delay in getting back to you, I had a number of people weight in on this proposal. Specifically, I asked the undergraduate committee and the faculty in our communication technology concentration to review your course proposal. The consensus is that there is some concern about the overlap between some of our courses and the proposed course. However, the course clearly has more of a critical focus than the comparable courses offered by the School of Communication. Consequently, we are willing to grant concurrence on the condition that the title of the course is changed to reflect the critical focus of the course. We suggest something like "Critical Perspectives on New Media" or "The Sociology of New Media" or "Critical Perspectives on Digital Information" (one faculty member expressed a concern about the use media in the title). Also, one faculty member requested that the learning objects should be updated to more clearly reflect the orientation of the course.

If you are willing to change the title, we will grant concurrence.

I did want to note one other issue that was raised by one of the faculty. The reading for Oct. 23 ("Mike Daisey and the Apple Factory". This American Life) was retracted by the publisher

because it was discovered to be a fabrication (<http://www.thisamericanlife.org/radio-archives/episode/454/mr-daisey-and-the-apple-factory>). We don't know whether the instructor is aware of this or whether that is part of the reason for using this reading. But we wanted to make you aware of this situation.

Thank you for sharing this with us and good luck with the new course.

Dave

On Fri, Jan 17, 2014 at 2:27 PM, Kristi Williams <williams.2339@sociology.osu.edu> wrote:

Dear Professor Ewoldsen,

I hope your semester is off to a smooth start. The Department of Sociology is proposing a new course entitled New Media and Society and I am writing to request concurrence from Communication (an email reply is fine). The syllabus is attached. Please let me know if you have questions or require any additional information. Also, please let me know if should direct this request to someone else in your department.

Many thanks,
Kristi Williams

Kristi Williams, PhD
Associate Professor
Director of Undergraduate Studies
The Ohio State University
Department of Sociology

1885 Neil Avenue Mall, Columbus, OH 43210
[614-688-3207](tel:614-688-3207) <tel:614-688-3207> Office
williams.2339@sociology.osu.edu <<http://williams.2339@sociology.osu.edu>> osu.edu
<<http://osu.edu>>



School of Communication Media Psychology
3168 Derby Hall I 154 N. Oval Mall Columbus, OH 43210
614-247-5446 Office
ewoldsen.osu@gmail.com osu.edu