POLITICS OF MEDIA:
New Media & Digital Humanities

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If anything can describe the mediated condition of modern life, it's connectivity. And, at that, a ubiquitous, all-encompassing, *sticky*, connectivity. One that networks through webs of attention, lines of code, and info feed-based communities. We are, as individuals, always already *connected* to a myriad of networks that augment our experiences and lives — that mediate what we know, who we know, and how we know. Within this experiential structure exists a subject whose relationship to technology is intimate, multi-faceted, and prostheticized through ever-increasing device mobility and "user-friendly" hardware and software development.

Media as ubiquitous connection, as bits of information fed through phone notifications, tweets, through video clips and gifs, interspersed and constantly mobile, requires political thinking attuned to dispositifs augmented by modern technology. This politics of media course intends to guide students in beginning to analyze new media as it is made possible via new technologies, asking them to be critical of the modern mediated condition and their place within.

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

‣ Differentiate between "old media" and "new media."

‣ Understand how experience is mediated via increasingly pervasive technologies and be able to analyze the effects of this mediation.

‣ Critically engage with modern information networks in terms of their subjectifying (as in, subject-creating) and identifying characteristics.

‣ Analyze the politics in the machine — that is, explain why and how new media (as both a medium, or object, and a concept) disseminates information, and how that dissemination affects governance and socioeconomic experience.

‣ Develop strategies for effectively reading and writing argumentative political analysis and research.

‣ Be able to format writing in the style of widely used academic formatting types (especially MLA and Chicago) and understand why this is necessary.

‣ Be able to both write *and* present critical arguments and political research projects to an audience of your peers.

‣ Be skilled in leading and participating in analytical discussions and debates.

‣ Be able to work with peers to identify modern political issues as they are affected via new forms of media and connectivity.

‣ Use new media theory to both understand and make more rigorous your own research (and/or academic interests).

Writing Intensive Designation

This class satisfies the UH Manoa General Education definition of a WI (Writing Intensive) focus course. Writing Intensive classes use both formal and informal writing to promote the learning of course materials, with a minimum of 4000 words, or 16 pages, being written by students by the end of the semester. UH Manoa graduates are required to complete five (5) courses designed as writing intensive in order to meet graduation requirements.

Political Analysis Papers (x3) — 800 words (x3) = 2400 words
Final Paper = 2500 words

Oral Communication Designation

This course satisfies the UH Manoa General Education definition of an OC (Oral Communication) focus course. OC courses help students develop oral competencies as well as provide students with an environment within which they can better understand course content through structured discussions. UH Manoa undergraduates are required to complete one (1) 3-credit OC course at the 300 or 400 level in order to meet graduation requirements.

Leading Discussion (x2) = 10% Final Grade
Group Presentation = 30% Final Grade

ASSIGNMENTS

<u>Leading the Discussion (x2, worth 10% of your final grade)</u>

Twice this semester, you'll be responsible for starting off class with a brief ten minute presentation on the assigned reading for that day. You will be, in essence, leading the discussion along with me, so your assignment isn't finished once this ten minute presentation is over — you'll also be in charge of guiding your peers in discussing the text via thoughtful comments and questions that show a grasp of critical thinking in the context of political analysis, and an understanding of the text's meaning.

Some requirements:

- 7 - 10 minute presentation.
- 20% summary, 80% political analysis. While you should, definitely, provide your peers with a brief summary of what the reading is about, you should do so so that you can analyze the text in depth and lead the class discussion towards a concept or claim that interests *you*.
- What you focus on for your presentation is your choice — indeed, it's a matter of what concepts, themes, and arguments stand out to you, whether because you agree or disagree with their logic. What's important is that you approach these topics with an eye towards critical engagement.
- You will be graded on both your initial presentation, and your ability to guide students throughout the class as we discuss the text — prepare at least five (5) questions and/or comments to start with.
- At the beginning of the semester, a sign-up sheet will be uploaded to Laulima. It will be your responsibility for signing up for both leading discussions.

Training: During the first two weeks of the course, we'll be holding in-class workshops on how to lead discussions at the 300 course level. This involves knowing how to strategically read a text, translate that text into concepts and themes, and then present those themes to your peers in such a way as to inspire nuanced discussion.

Feedback/Grading: Grading will be done via a rubric that factors in Style (clear speaking voice; audible, etc), Technicalities (appropriate presentation length; participation in subsequent discussion), and Analysis (grasp of concepts; critique of text).

Political Analysis Papers (x3, worth 20% of your final grade)

Three times this semester (tentatively, every four weeks) you will be responsible for turning in an approx. 800 word political analysis on topics/themes that have been discussed in class and/or in assigned readings. These papers are an opportunity for you to engage with class texts in such a way as to foster your own interests and research — don't be afraid to use these to ask and/or answer questions that were not covered in class, or that you're curious about.
Some requirements:

- > 800 words.
- > 3 outside resources (that is, resources other than those listed on the syllabus or the weekly reading schedule).
- Formatted consistently in MLA, APA, or Chicago. I accept multiple formatting styles, however please be consistent in the format you use.
- **BOTH** a works cited/bibliography and in-text citations. We'll be going over why and when to use in-text parentheticals or footnotes the first few weeks of class.
- 20% summary; 80% analysis. I want **your** take on readings and or discussions, and not a summary or re-hash of what has already been talked about.

Training: Prior to the first due date for these papers, the class will receive in-class MLA/Chicago formatting training, and be taught methods and strategies to help deftly read and write political analysis, especially as it concerns new media and technocentric critiques of society.

Feedback/Grading: Grading will be done via a rubric that factors in Technicalities (turned in on time; correct formatting; meets word count requirement) and Analysis (grasp of concepts; critique of text; support of arguments via outside resources). In addition, students, if unsatisfied with their grade, will get one chance to answer critiques and comments of their work, and turn in the analysis again for an updated grade.

FINAL PROJECT: New Media Research

Towards the end of the semester, you'll be given a list of possible research topics related to new media, and, especially, this class. Your responsibility, as a group (pref. 4 - 5 members) is to pick a topic to research and analyze it using the tools and theories/concepts you've become familiar with during the course of this semester. This final

project will consist of two parts — a group component (a group presentation) and an individual component (a research paper). See below for details.

A)   Group Component: Patchwork Presentation

Collaborate with group members to present a thorough analysis of a chosen research topic via a number of different perspectives and analytical frameworks (for instance, discuss the changing nature of online identity via feminist perspectives, analyses of online logistics and infrastructure, and history/geneology, with each group member being responsible for a specific framework/approach). Present your findings in a 15 - 20 minute presentation **or** a pre-produced film with accompanying voiceovers and appropriate graphics **or** an interactive website **or** a game **or** any other group-led presentation activity that is pre-approved. Some requirements:
- 15 - 20 minute presentation.
- Visual evidence of understanding (slides; film; game; website; other pre-approved project).
- 2 - 3 outside resources on chosen group topic.
- Demonstrate evidence of collaborative work via well-tuned presenter transitions and cohesive analyses of a particular topic.

Training: As with the discussion lead presentations, we'll be going over the specific requirements of a formal presentation prior to the due dates. This will include technical expectations, such as tone of voice, etiquette, and visuals, as well as analytical expectations as they pertain to the assignment.

Feedback/Grading: Presentations are graded as a group via a rubric that factors in Technicalities (tone of voice; time requirements; ease of understanding), Collaboration (research cohesiveness; presenter transitions; preparedness), and Analysis (grasp of concepts; critique of used texts; variety of resources).

B)   Individual Component: Final Paper

Chronologically for this project, you should work to get as much research and writing finished for the individual component prior to the presentation. This requires that you a) collaborate with fellow group members as to your assigned "framework" or "perspective" concerning your research topic, and b) complete an individual write-up of approx. 2500 words.

If, for instance, your group has chosen to research and analyze the changing nature of online identity, you should first discuss, as a group, *how* you want to approach the topic. If you are interested in a feminist critique of online identity, and your group member is interested in discussing the security implications of ubiquitous connectivity as they related to online identity, you should both write 2500 words prior to your presentation, working together to find common texts that help to think about both of your topics. Some requirements:

- More than 2500 words, in an easily read font.
- MLA, Chicago, or APA formatting.
- Works Cited with **at least 4 outside resources,** made up of both cultural artifacts (think: news articles, current events, technologies) and scholarly works (journal articles; political theory books).
- Across all individual papers, **at least one common outside resource.** This could be a text, an event, a scholarly article, or the works of a noted political theorist.
- In-text parentheticals or footnotes for all quoted, paraphrased, and referenced concepts as per current formatting guidelines.
- 20% summary, 80% analysis. As with all of my assignments, I'm more interested in your thoughts on a topic, rather than a summary of the topic. Focus on engaging critically, rather than just dumping information. Even if, for instance, you're looking at discourse, and highlighting different arguments as they are used, be sure to analyze these arguments as to their politics and how we can think through them using the tools we've learned throughout the semester.

Training: While your political analysis assignments will act as practice for this longer analytical paper, expectations for the individual component of this project will be discussed in class. Examples of appropriate work will be shown, and an emphasis will be put on correct formatting usage and how to inject your own personal style into academic writing.

Feedback/Grading: This is the final paper for this course. Feedback and grading will be provided via a rubric that factors in Technicalities (word count; formatting; due date) and Analysis (grasp of concepts; novel critiques; strong arguments).

POLICIES & PROCEDURES

Grading

(OC) Leading Discussion (x2)	10%
(WI) Political Analysis Papers	20%
(OC) Group Presentation	30%
(WI) Final Paper	40%

FORMATTING

Proper formatting and source citation is required for all assignments. While the most recent iteration of MLA doesn't require URLS, I DO. Please include them when applicable. Failure to cite appropriately results in an automatic point deduction. Take advantage of a bibliography formatting service or library management software to make citation as simple as possible. Some recommendations:

- **ZOTERO:** Citing/Library management application with accompanying browser extension (to easily cite web pages and articles).
- **CITATIONMACHINE.NET**: Bibliography formatting website.
- **BIBME.ORG:** Bibliography formatting website.

STUDENT SERVICES

KOKUA PROGRAM

KOKUA provides disability access services to individuals on a case by case basis, and students are not charged for these services. A student's disability status is considered confidential information and is only disclosed to faculty with the student's permission. **If you have a disability that requires accommodation, please let me know via email and contact the KOKUA Program at (808)956 – 7511 or via the Kokua Program website HERE.**

ACADEMIC GRIEVANCE PROCESS

It is the policy of the University of Hawaiʻi at Mānoa (UH-M), that faculty and students of   UH-M be provided consistent and equitable treatment in resolving disputes arising from   the academic relationship between faculty and student(s). The applicability of this policy is limited to those issues directly associated and concomitant

with the faculty member's responsibilities as a teacher and the students' responsibilities as a learner. **See academic grievance procedures HERE.**

MĀNOA ASUH

The Associated Students of the University of Hawai'i at Manoa (ASUH) is the undergraduate student government representing all full-time, classified, undergraduate students at the Manoa Campus. **Get involved with the senate, secure funding, or find   out more HERE.**

LAULIMA

This course will be conducted through Laulima. Resources will be available via the class portal unless noted. If you are having trouble accessing or using Laulima, please email me so we can work out any issues. Tutorials are also available on laulima.hawaii.edu.

PLAGIARISM

If any assignment is found to be wholly or partly plagiarized, you will be reported to the UH Office of Judicial Affairs and will receive a failing grade for this class as per UH Mānoa policies concerning academic integrity.

Plagiarism includes, but is not limited to:
- The submission of any copied document from another individual without proper citation.
- The submission of the same document in more than one course without instructor permission.
- Neglecting to cite direct quotes using quotation marks.
- Paraphrasing without proper citation.

COMMUNICATION

I'll attempt to answer all emails within 24 hours except for weekends (give me 48 hours for those). Please use proper email etiquette when writing and responding to any email correspondence — while emojis are useful, and often vastly more entertaining, they aren't acceptable forms of academic writing. Emails should begin with a proper subject line that includes your class and a word or two describing your reason for writing (i.e.: POLS 335 Review Question or POLS 335 Help).

REQUIRED TEXTS

(unless otherwise noted, all readings will be provided for via instructor)

Chun, Wendy Hui Kyong, Anna Watkins Fisher, and Thomas Keenan, eds. ***New Media, Old Media: A History and Theory Reader***. 2 edition. New York, NY: Routledge, 2015.

Chun, Wendy Hui Kyong. ***Updating to Remain the Same: Habitual New Media***. Reprint edition. Cambridge, Massachusetts London, England: The MIT Press, 2017.

Eubanks, Virginia. ***Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor.*** New York, NY: St. Martin's Press, 2018.

Finn, Ed. ***What Algorithms Want: Imagination in the Age of Computing***. Cambridge, MA: The MIT Press, 2017.

Greenfield, Adam. ***Radical Technologies: The Design of Everyday Life***. London ; New York: Verso, 2017.

McLuhan, Marshall, and Quentin Fiore. ***The Medium Is the Massage***. Revised edition. Berkeley, CA: Gingko Press, 2001.

Parikka, Jussi. ***A Geology of Media***. Minneapolis ; London: Univ Of Minnesota Press, 2015.
Chun, Wendy Hui Kyong. *Updating to Remain the Same: Habitual New Media*. Reprint edition. Cambridge, Massachusetts London, England: The MIT Press, 2017.

Shaviro, Steven. **Connected, or What It Means to Live in the Network Society**. Minneapolis: Univ Of Minnesota Press, 2003.