
GLOBAL DIGITAL CULTURES in Fall 2018 (CM5004)

Course Code	CM5004	Professor(s)	Jessica Feldman
Prerequisites	None	Office Number	305 Grenelle
Class Schedule	TF: 10:35-11:55 in G-L21	Office Hours	Wednesdays 3:15-4:45 or by appointment
Credits	4	Email	jfeldman@aup.edu
Semester	Fall 2018	Office Tel. Ext.	

Course Description

This course provides an overview of key topics and theories in the study of the Internet, social media and other digital media as cultural and social phenomena and expanding modes of communication. We begin with key readings on: the history of the Internet and properties of digital media; the core themes of digital spaces, social networks, identities and communities; questions of surveillance, politics and ethics. Within the contexts of globalisation, we will place particular emphasis on interrogating transformations made possible by the pervasion of digital media, but also restrictions and contestations that arise. And recognizing the rapid expansion of digital communications, we will put into special focus current topics of major interest including regions of significant development, new media activism, mobile media, and digital journalism. Finally a survey of emerging practices, markets and labour forms completes our study. Students will develop their individual interests in relevant topics with an independent research project.

Course Learning Outcomes

knowledge of a range of important topics and debates in Internet and digital media studies
a critical approach to various key theories and concepts related to the Internet, digital media, social media and globalization
the ability to debate new ideas and problematics with colleagues
an improved capacity for developing independent research

General Education

Course Outline

[preliminary schedule, subject to change]

11 September (Class 1): Introductions

14 September (Class 2): A Digital Revolution?

Readings due:

Gitelman and Pingree, "What's New About New Media?"

Barlow, "Declaration of Independence of Cyberspace"

Curran, Fenton and Freedman, *Misunderstanding the Internet*, Chapter 1

18 September (Class 3): Histories of the Internet

Readings due:

Curran, Fenton and Freedman, *Misunderstanding the Internet*, Chapter 2

Leiner et al, "Brief History of the Internet"

21 September (Class 4): Counter-histories of the Internet

Readings due:

Franklin, *Postcolonial Politics, the Internet, and Everyday Life*, Introduction.

Turner, *From Counterculture to Cyberculture* (excerpts)

Brunton, *Spam: A Shadow History of the Internet* (excerpts)

25 September (Class 5): Web 2.0

Readings due:

O'Reilly, "What is Web 2.0?"

Curran, Fenton and Freedman, *Misunderstanding the Internet*, Chapter 3

28 September (Class 6): Theories of Network Cultures

Readings due:

Castells, *Rise of the Network Society*, 410-418, 469-478

Galloway and Thacker, excerpts from *The Exploit: A theory of networks*

Payne, "Virality Minus the Virus," p.19-40

2 October (Class 7): Control & Ownership

Readings due:

Curran, Fenton and Freedman, *Misunderstanding the Internet*, Chapter 4

Vaidhyathan, *The Googlization of Everything*, Chapter 1.

Srnicek, "We need to nationalise Google, Facebook and Amazon. Here's why"

5 October (Class 8): Free(dom)? Openness and Sharing

Readings due:

Boyle, *The Second Enclosure Movement and the Construction of the Public Domain* (excerpts)

Lessig, *Remix*, Chapters 1 & 2

Benkler, "Cultural Freedom: A Culture Both Plastic and Critical," p. 273-300

Bernholz and Reich, "Data Philanthropy"

9 October (Class 9): Free(dom)? Critiques of “Free and Open”

Readings due:

Morozov, *The Net Delusion: The Dark Side of Internet Freedom* (excerpts)

Aouragh et al, “Let’s First Get Things Done? On Division of Labour and Techno-political Practices of Delegation in Times of Crisis”

Dunbar-Hester, ““Freedom from Jobs” or learning to love to labor? Diversity advocacy and working imaginaries in Open Technology Projects”

Scherzinger, “Musical Property: Widening or Withering?”

12 October (Class 10): Networks and Publics

Readings due:

Benkler, “Political Freedom Part 2: Emergence of the Networked Public Sphere”

Dean, “Why the net is not a public sphere”

Discussion of research topics

16 October (Class 11): Social Networks: a new public sphere or new individualism?

Readings due:

Curran, Fenton and Freedman, *Misunderstanding the Internet*. Chapter 5

boyd, “Social Network Sites as Networked Public: Affordances, Dynamics, and Implications”

19 October (Class 12): Mobility, connectivity

Readings due:

Wilken, “From Stabilitas Loci to Mobilitas Loci”

Andrejevic, “Surveillance in the Digital Enclosure”

Dijck, *The Culture of Connectivity*, Chapter 1

Stephan Eloïse-Gras, "In the Global South, Staying Connected is a Question of Survival"

23 October (Class 13): Participation and Interactivity // Begin Class Presentations

Readings due:

Jenkins, "Quentin Tarantino's Star Wars"

Sterne, "What if Interactivity is the New Passivity?"

26 October (Class 14): Class Presentations (mid-semester)

30 October (Class 15) : Research Proposal workshop

2 November (no class): Fall Break

6 November (Class 16): Bodies and Identities

Readings due:

Lister et al., *New Media : A Critical Introduction*, p. 266-286

Poster, *Information Please*, Chapter 5

9 November (Class 17): Gender, Sexuality, and Race

Readings due:

Namakura, "Don't Hate the Player, Hate the Game"

Gudelunas, "There's an App for That: The Uses and Gratifications of Online Social networks for Gay Men"

Daniels, "Race and Racism in Internet Studies: A Review and Critique"

13 November (Class 18): Digital Labor

Readings due:

Casilli, "Is There a Global Digital Labor Culture?"

Terranova, "Free labor"

Chakravartty, "Labor In or As Civil Society? Workers and Subaltern Publics in India's Information Society"

Tawil Souri, "Move Over Bangalore, Here Comes...Palestine? Western Funding and 'Internet Development' in the Shrinking Palestine State"

16 November (Class 19): Digital Labor & Social Media (Influencers & Invisible laborers)

Readings due:

Abidin, "Influencer Extravaganza: A decade of commercial 'lifestyle' microcelebrities in Singapore"

Andrejevic, "Exploiting YouTube"

Chen, "The Laborers who Keep Dick Pics and Beheadings Out of Your Facebook Feed"

Roberts, "Commercial Content Moderation: Digital Laborers' Dirty Work"

20 November (Class 20): Digital activism & mobilization

Readings due:

Fuchs, *Interpreting the Data : Social Movement Media in Crisis Capitalism*, Chapter 6

Mottehadah, *SELFIE: Solidarity and Everyday Life*, Chapter 3

Rodriguez, "Selfless Selfie Citizenship: Chupacabras Selfie Project, p. 137-147"

23 November (Class 21): Social Movements & Digital Civil Society

Readings due:

Tufekci, *Twitter and Teargas: The Power and Fragility of Networked Protest* (excerpts)

Gerbaudo, "Social media teams as digital vanguards: the question of leadership in the management of key Facebook and Twitter accounts of Occupy Wall Street, Indignados and UK Uncut"

Lievrow, *Alternative and Activist New Media* (excerpts)

November 27: Class 22: Citizen Journalism

(I am away for a conference; guest teacher)

Readings due:

Lewis et al., "Thinking about Citizen Journalism"

Hermida, "Twittering the News: the emergence of ambient journalism"

November 30: Class 23: Digital Waste & Ecological Impacts

(I am away for a conference; guest teacher)

Screening: *Digital Dumping Ground*

Recommended reading:

Young, "The Global Trade in Electronic Waste"

Kay, "The Dark Side of the Digital Age: E-waste"

December 4: Class 24: Surveillance, privacy & censorship

Readings due:

Yang, *The Power of the Internet in China*, Chapter 2.

Farivar and Cerf, *Iran*, Chapter 4

Nissenbaum, "A Contextual Approach to Privacy"

Bruno, "Surveillance and Participation on Web 2.0"

December 7: Class 25: Research project completion workshop

December 11: Class 26: Research project updates

Dec 14: Reading Days

Dec 18: Research projects due

Dec 21: Final Exam Period: CLASS CONFERENCE

Textbooks

Title	Author	Publisher	ISBN	Required
Misunderstanding the Internet, Second Edition	James Curran, Natalie Fenton, Des Freedman	Routledge	9781317443513	Yes

Attendance Policy

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Grading Policy

Final grades will include the following assessment items:

1. Class Participation 10%

This grade will be based on your ability to offer regular, productive and informed contributions to class discussions. You must come to class *having read all required readings* and with prepared critical responses to them. Attendance will also be factored into this grade.

2. Reading response 25%

As a mode of productively engaging with class readings and outside sources, each student must produce weekly entries of approximately 1000 words for Weeks 1-5 (ie. 5 entries in total). Each entry should include a critical discussion of: (i) any two of that week's required readings; and (ii) relevant materials from outside of class. The purpose of these entries sent via Blackboard is for you to show detailed evidence of critically thinking through topics and theories, making connections between what you're reading in class and what you're reading and

watching outside of class. You should add links and may upload relevant audiovisual sources.

3. Topics presentation 15%

In groups of 2 or 3, you will be allocated a class which will form the basis for a 30 minute presentation of current themes, problematics and examples relevant to that topic. You should start from the reading set for that class and then develop a small dossier of news items and other articles that will provide an overview of the topic according to your group's interest. Two of these short articles must be made available at the class meeting before your presentation for me to upload to Blackboard; this way, all students will have prepared for your presentation by having read the required reading plus your group's two chosen articles. You should use your presentation materials to lead discussion on the topic, making the most of audiovisual material in conjunction with your readings.

4. Research project 40%

This major project involves a *thorough critical investigation* of a topic of your choice related to the course. Your project must engage rigorously with a *wide range of relevant critical and theoretical materials* that you have located independently, in addition to a selection of class readings, as framework for analysis of your primary material. The project involves the following steps:

- . (1) Individual consultation with me by the end of Week 5 to devise your research topic
- . (2) Research proposal due Week 8 containing: (i) a description of the project, its aims, primary material, and research methodology; (ii) a literature review of no less than 10 scholarly sources (10%)
- . (3) **Final paper of 20-25 pages or multimedia production**, due December 18th (30%)

5. Class conference 10%

In the final exam period, we will hold a mini-conference during which each student will present a short critical response to another student's research project.

IMPORTANT NOTES ON ASSIGNMENTS:

- Work may NOT be submitted by email. It must be submitted on Blackboard and (when appropriate) in printed copy.
- ALL written work, including papers and reading responses, must use correct citations. Any work without complete and correct references in MLA, APA, or Chicago format will NOT be accepted. It is your responsibility to learn correct citational methods if they are unfamiliar.

Work submitted late will be penalized by a fraction of a letter grade per day, ie. A becomes A-, A- becomes B+, etc.

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- Any work found to be plagiarized will automatically receive a zero and may result in an F for the course. It is your responsibility to understand how to avoid plagiarism.
 - First assignments will be monitored for writing skills, and students whose writing needs to improve will be referred to the Writing Lab before the following assignments will be accepted for grading.

Other

The course textbook is available online through AUP's library. Be sure you are reading the **Second Edition** of the text. All other readings will be added to blackboard as pdfs or are available online.