

Syllabus MMC 6660 — Summer 2015

“Communication is the process by and through which reality is created, sustained, repaired and transformed.” — [James Carey](#)

“To accept anything as true means to incur the risk of error. If I limit myself to knowledge that I consider true beyond doubt, I minimize the risk of error but I maximize, at the same time, the risk of missing out on what may be the subtlest, most important and most rewarding things in life.” — [E.F. Schumacher](#)

Class Mechanics

Instructor: [Dr. Ronald R. Rodgers](#)

Meeting Time: Monday: Periods 2-4 (9:30-1:45) Thursday: Periods 1-2 (8-10:45)

Classroom: Weimer G030

Office: 3058 Weimer Hall

Office phone: 392-8847

Office Hours: By appointment – or after class or just stop by – my door is pretty much always open, and if I am in and I am free, we can talk.

Email: rr194602@gmail.com I will respond as soon as possible within 24 hours Monday through Friday

Email Policy: The email should be as specific as possible and it should include your full name. You should also note that I check my email once in the morning and once in the evening Monday through Friday. I should also note that I do not read emails of more than half a screen long. If you have that much to say, then let's have a face-to-face conversation.

My Favorite Saying About Communication

[東 \(east\) 령 \(question\) 西 \(west\) 答 \(answer\) \(동문서답\)](#)

My Teaching Philosophy and One of My Favorite Jokes About Teaching

I believe it best to lean toward a method of teaching that aims for awareness rather than knowledge. This is not my invention. Others have recognized the distinction. One is the late writer [David Foster Wallace](#) who once said: “The real value of a real education ... has almost nothing to do with knowledge and everything to do with simple awareness.” To make his point, Wallace repeated an old joke:

“There are these two young fish swimming along, and they happen to meet an older fish swimming the other way, who nods at them and says, “Morning, boys, how's the water?” And the two young fish swim on for a bit, and then eventually one of them looks over at the other and goes, ‘What the hell is water?’”

Course Description

The purpose of this course is to give students in journalism, advertising, public relations, telecommunications, other mass communications fields, and anyone else interested in mass communications – and that should be everyone – the opportunity to explore issues in the interaction between mass media/mass communication institutions and society. The course is aimed at helping students to develop a critical perspective on mass media and the acts of communication as they consider different ways in which media institutions and media content affect – and are affected by – individuals and society. [More about this class](#)

Requirements for Class

Tools: [Bring a laptop or tablet to class](#), but keep it closed unless we need it for class activity. You might also want to check this out: [Want to remember lectures better? Take notes by hand.](#)

Required Text: [The Media and Modernity: A Social Theory of the Media](#) by John B. Thompson, Stanford, CA: Stanford University Press, 1995. FYI: Here are [some reviews](#) of The Media and Modernity

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The first assigned reading due by Class 2 is: [The New Visibility](#) by John B. Thompson from Theory, Culture & Society December 2005 vol. 22 no. 6 31-51

From [abstract](#) to paper: A new form of visibility has become a pervasive feature of the modern world and is linked to the development of communication media. With the development of the media, the visibility of individuals, actions and events is severed from the sharing of a common locale: one no longer has to be present in the same spatial-temporal setting in order to see the other or to witness an action or event. The rise of this new form of mediated visibility has transformed the relations between visibility and power. Thanks to mediated visibility, political rulers are able to appear before their subjects in ways and on a scale that never existed previously. Skilful politicians exploit this to their advantage; with the help of their PR consultants and communications advisers, they seek to create and sustain a basis of support by managing their visibility in the mediated arena of modern politics. But mediated visibility is a

double-edged sword: it also creates new risks for political leaders, who find themselves exposed to new kinds of dangers. Hence the visibility created by the media becomes the source of a new and distinctive kind of fragility. However much political leaders try to manage their visibility, they cannot completely control it: mediated visibility can slip out of their grasp and can, on occasion, work against them. This new visibility also has another, more malfeasant manifestation.

FYI: The links to our text above are to a preview only version on Google Books. One research trick to keep in mind with many Google Books is that you can search for words or terms within the book and your search should take you to the page where those words or terms appear.

Other Readings as assigned.

Stylebook: Follow [APA style](#) for all your citations and reference lists in this course. *Purdue Online Writing Lab's Research and Citation*

Resources <http://owl.english.purdue.edu/owl/section/2/> is helpful with writing, research and style questions.

Other Required Materials in the Cloud

✓ Set up a [WordPress](#) blog for MMC6660 using the [The Able Theme](#). Send me the url for your blog to me at rr194602@gmail.com Your blog's name should be your last name followed by your first name. Be sure to activate the link. I am sorry, but I take off points for failing to follow instructions – here and with other instructions.

✓ Also, file a first post with (1) a bio, (2) some indication of your future plans career-wise, (3) your research interests as a grad student (4) a mugshot with this post. **Note:** This first post will be graded just as I would later essay posts, so make the deadline at noon before next class.

✓ Go to [my Twitter](#) (ronrogers) and follow me — you can follow #mc&s for this class. Look at it before each class. Material from this will possibly be on the quiz at beginning of each class.

✓ Follow the Tumblr blog for this class – [Media Is Plural](#). Material from this will possibly be on the quiz at beginning of each class. And if you have know of some interesting media/communication-related link, send it to me and I can post on blog.

✓ Log in to Sakai at <http://lss.at.ufl.edu> If you are unfamiliar with Sakai or have any questions, check out the [e-Learning FAQs](#). If you encounter a problem while using e-Learning, you should immediately contact the Help Desk to get assistance.

Assignments and Due Dates:

Class Quiz – Quiz on readings for that class at the beginning of that class.

Blog Essays – At noon the day before next class covering the readings for the next day's class. Post to your blog. Title your posts Blog Essay 1 etc. and sign each of your posts with your full name and email address.

Readings Primer w/Class Activity – Assigned groups – or individuals depending on size of class – will offer the rest of class a primer on the readings for the class along with a class activity

Research/Project Proposal – Sunday at noon before Class 5 as a post to your blog.

Lit Review Related to Your Proposal – Sunday, June 10, at any time that day as a post to your blog.

Final Essay – Due at noon the day before last class. The final essay is the final blog essay, but this should be a minimum of 2,000 words. This final blog essay around the topic of digital media and social change must use — and be informed by — the elements of social theory from our textbook. In other words — think about the debate posed in the readings in terms of the social theory of communications and then lay out your argument. That will be one of my measures of your mastery of the concepts in our textbook this semester. Be prepared to summarize your essay in class the last day and bring in a one-page handout (enough for each person in class) that articulates your essay's argument.

Course Objectives

By the time you complete this course, you should have: the ability to be much more aware about [The Matrix](#) of media we are awash in and its effect on both you and the society you live in; the ability to critically evaluate competing perspectives on the many issues surrounding mass communication and its relation to society using the tools of a social theory of media; the ability to use the tools of a social theory of media to generalize to the fast-paced changes in the media landscape; the ability to analyze research literature and media products relevant to the impact of communication on culture and society; and completed a research/project paper and related literature review in the area of your interests that is informed by the social theory of media.

Course Structure

This class is essentially an active reading of our required text. Follow this concentrated, focused, and annotative method in all your reading this semester. See: [Active Reading](#) Note: Participants in this seminar are expected to complete all reading assignments and screenings prior to class. Participants in this seminar will be encouraged to demonstrate their understanding of the course material through a variety of evaluative measures, including, but not limited to:

- Quizzes at the beginning of class.
- Contribution to class discussions
- Essays on their blogs and the quality of their responses to other items included with blog essays

- The leadership of discussions of a close reading of week's readings as assigned – the Readings Primer.
- Completion of a research/project proposal on a topic drawn from your own research interests. See [Key to Research Papers](#)
- Completion of a Literature Review for your proposed research.

Other Course Management Issues

Accommodation for disabilities: Please let me know immediately if you have any kind of problem or disability that would hinder your work in this course. I will do my best to help you. Students requesting classroom accommodation must first register with the [Disability Resource Center](#) as early in the semester as possible. The center will provide documentation so appropriate accommodations can be made. The center is in [Reid Hall](#), 352-392-8565 (877-983-3326 Toll Free).

Class attendance: Class attendance is required. More than one unexcused absence will result in a minimum deduction of one-half letter grade from your overall grade. Arriving or leaving early will be considered an absence. Excused absences include documented medical excuses and religious observances (with advanced notice). Please contact me before class. University-approved absences must be documented (in advance, if for an approved university activity) according to official university policy. Obtaining written verification for an excused absence is your responsibility, as is arranging to complete any missed work.

Late assignments: No assignment can be late under any circumstances. Work turned in late will not be accepted unless you have a legitimate and documented excuse.

Common courtesy: For heaven's sake, turn off your cell phone! Please also observe other rules of common courtesy, such as not speaking to your classmates (or yourself) when others are making a presentation, not falling asleep in class, not scrolling the Web, etc.

Be Good: And I have to say this as part of our contract: You need to conduct yourself in a courteous manner both in and out of class when it comes to dealing with fellow students or your instructor. That means any rude, obstructive or aggressive behavior will not be tolerated, and manifestations of same will mean your ouster from the class. I have a zero-tolerance policy on this. Here is a link to the [UF Counseling and Wellness Center](#). The Center is located at [3190 Radio Road](#) and the phone number for Appointments & After-Hour Assistance is 352-392-1575.

Plagiarism and Academic Honesty: Begin by listening to this: [Who Makes Stuff Up, And Why They Do It](#)

[Here is a roundup of articles on plagiarism](#) For the communications professional, there hardly exists a graver crime than plagiarizing another writer's work. We acknowledge other people's work by "[standing on the shoulders of giants](#)," as Newton put it. If you think this class, this university, this nation is "a culture of cut and paste," as two international students described to me their country, think again. In short, it is YOUR responsibility to make certain you understand what constitutes plagiarism and to ensure that you give proper credit any time you draw on someone else's writing.

- ✓ You are required to read both the UF [Academic Honesty](#) policy and the Journalism Department's [Academic Honesty](#) document, which was written by Prof. Dave Carlson. I will work under the assumption that you have done so.
- ✓ Do not rely on what you think you've learned before. Prof. Mindy McAdams has put together an excellent guide: <http://www.macloo.com/cheat/index.htm>.
- ✓ If you're still not certain you understand what's acceptable and what isn't, check out this oft-cited website: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>
- ✓ If you have questions, ASK ME! There's no penalty for asking questions, but the penalties for plagiarism are severe, including dismissal from the program.
- ✓ Treat Internet sources like any other book, journal article or other print source. Make CERTAIN you copy down citation information when you copy material from a website, EVEN if you're paraphrasing.
- ✓ DO NOT turn in to me ANY work you previously have submitted to another instructor or that you plan to submit for any other class at UF or any other institution. If you want to write on a topic you have worked on before, that might be acceptable IF you discuss it with me and get permission IN ADVANCE.

CAVEAT: Sometimes a class such as this will deal with controversial topics, so be warned that words that may be considered offensive or ideological may be spoken in the context of the subjects we are discussing. As a teacher, I have no political or social agenda, so do not try to answer in a way you believe might comport with what I want to hear or read. Feel free to advocate any position as long as you remain respectful of others' opinions, and always be able to defend your point of view. There is nothing I dislike more than unevidenced assertions.

Grading

Your final grade for the course will be determined as follows:

Activity	Maximum Points
Class Participation	100
Class Quizzes (20 pts. each)	200
Blog Essays	200
Readings Primer	100
Research Proposal	100
Lit Review	200
Final Essay	100

Final grades will be based on these standard break-points:

A	936+	C	736-770
A-	900-935	C-	700-735
B+	871-899	D+	671-699
B	836-870	D	636-670
B-	800-835	D-	600-635
C+	771-799	E	599 or lower

Assignments

1. Research Paper/Project Proposal – Follow this [outline of the elements](#) of a research proposal for your own proposal. Include a list of at least 10 initial annotated references. I like this handout on [annotated bibliographies](#) from the Purdue OWL site. Follow it as closely as possible. Time will be set aside in Class 3 to discuss your proposal with class.

2. Literature Review – Here is a [handout](#) on lit reviews. You might also want to employ [a literature review matrix](#), which certainly would be helpful for those writing a thesis or dissertation in corraling a wide swath of literature. Here is another way of approaching a [lit review matrix](#) using a spreadsheet or a table in Word. Here are [links to some other readings](#) on matrices.

3. Class Participation – This is a graduate reading seminar, so student involvement is vital to the success of this course. You are expected to play an active part in shaping this course and keeping it focused on the broad objectives. Obviously, this means you are expected to attend class regularly, to be in the classroom by the time class begins, to contribute to identifying relevant readings and other resources, and to participate meaningfully in class discussions. In addition to being physically present in class, I expect you to be mentally present. That means you will NOT be texting, emailing or using your laptop or phone to Web-surf, work on assignments for another class or interact with any social networking site during class time. Unless there's a specific need for someone in the class to get online, leave your laptop closed and your phones turned off during class. You might also want to check this out: [Want to remember lectures better? Take notes by hand](#) Here is part of how I also think about and evaluate your class participation re discussion:

1. You add significant, insightful content to each class discussion. But you do not dominate the conversation.
2. You speak from time to time, but look for more opportunities to add to our discussions.
3. Your perspective is important and makes up a significant part of your grade. I'd like to hear more from you!

4. Reading Primer w/Class Activity – Depending on the size of class, one or more students will be assigned each week to offer a primer on the readings after a close reading of that week's readings/screenings. You also will use your imagination and come up with a class activity informed by the readings. You can draw on the assigned readings, previous lectures and/or discussion, from posts to [Media Is Plural](#), from Discussion Questions in the blog essays, or from videos or other visuals you know of that might be relevant.

5. Quizzes – You can expect 10 quizzes on the readings for that class and previous screenings and lectures. This will occur at the beginning of class.

6. Blog Essays – One due each at noon the day before next class. Post to your blog. Please title your posts **Blog Essay 1** etc. and sign each of your posts with your full name and email address. Here is how your blog post should be arranged and titled with bold subheads before each class:

1. **Blog Essay:** This should begin with a brief outline of the assigned chapter noting the key elements and arguments. Then the outline is followed by an essay that is your explorations of the chapter and all readings or screenings for the week with anything you have read earlier both inside and outside class informing your essay. They should be 600 words at a minimum. This needs to reflect your deep thinking about the readings. Points off for being superficial; overly long, complex, and convoluted; or redundant to fill space. Sometimes you will need to do some research to respond fully on these essays. Here is a link to [library resources](#).
2. **My Questions to you:** I will also, at times, post some questions with the reading assignments about the readings that you need to briefly answer below your essay.
3. **Vocab:** Briefly – but fully – define terms listed for that week
4. **Discussion Question:** Also, at end of essay add a discussion/debate question derived from the readings assigned for the day. The questions should be original to you alone and manifest deep, critical thinking on your part. The DQ should be keyed to the readings and not overly broad and general. These are limited to 140 characters – just as if you were tweeting them. Points off for being either superficial, perfunctory, or overly long or complex or convoluted.

How the Blog Essays work (READ THIS TO UNDERSTAND HOW THESE ARE GRADED):

- Your blog essays are your way of struggling with the material.
- These are not essays in the sense that they begin with a thesis statement, etc.
- They should not sound like a book report.
- They should contain very little description of the readings.
- Instead they should reveal your struggle with the material as you interpret the authors' meanings, as you research and make note of terms and concepts you are not familiar with, and as you grind the concepts through the gears of your mind. How do these concepts link up to your own life?
- They should reflect your deep-thinking about the readings and your intellectual struggle with the material.
- You should write about what you do not understand, or about what you half-understand, or how the material might connect to material from previous weeks or from your experience in whatever form that takes.
- You can spend the entire essay on one point or start anew every other paragraph.
- It is best to write these on a Word document first and then paste to your blog. Save the Word doc as a record just in case.

Grading:

- I will read all the material, but I do not grade it weekly other than keeping track that the work is completed.
- I will give little feedback but will note if you are not on track — especially early in the semester.
- Your Essays are a big chunk of your end grade, but they only get that end grade. I will evaluate these in total at end of semester.
- You can come in and talk to me if you are concerned about where your grade is headed, but otherwise I normally give very little feedback unless I see a problem arising.

Some of How I Evaluate the Essays and Responses:

1. If you produce a sufficient quantity of prose on a weekly basis in the manner requested, it will be hard for you to get below the equivalent of a B-.
2. If, in addition to (1) above, you are engaged, you struggle, you open up and you deal with the difficult, it will be hard for you to get below the equivalent of a B.
3. If, in addition to (1) and (2) above, you demonstrate significant improvement from the beginning of the semester to its end, it will be hard for you to get below the equivalent of a B+.
4. If, in addition to (1), (2), and (3) above, you demonstrate intellectual imagination, it will be hard for you to get below the equivalent of an A-.
5. If you want an A, do all the above in the extreme.
6. **Final Essay** Due at noon the day before last class. The final essay is the final blog essay, but this should be a minimum of 2,000 words. This final blog essay around the topic of digital media and social change must use — and be informed by — the elements of social theory from our textbook. In other words — think about the debate posed in the readings in terms of the social theory of communications and then lay out your argument. That will be one of my measures of your mastery of the concepts in our textbook this semester. Be prepared to summarize your essay in class the last day and bring in a one-page handout (enough for each person in class) that articulates your essay's argument.

Course Schedule

CLASS 1: May 11

In Class: Introduction to Class, Text, Moi, Etc.

What are your research interests – what are [two media issues or questions](#) that interest you?

Screen: [Encoding, Decoding and the Construction of Meaning](#) (video 4:36) We are all [“suspended in webs of significance.”](#)

Read: [Is that leg loaded? Ai Weiwei starts web craze with mysterious ‘leg-gun’ pose](#)

CLASS 2: May 14

Before Class: **Close Reading** of [The New Visibility](#) by John B. Thompson from *Theory, Culture & Society* December 2005 vol. 22 no. 6 31-51 Close Reading of: Introduction to *The Media and Modernity* – pp. 1-9

Read: [Confidentially Yours: The Banality of the Celebrity Profile, and How It Got That Way](#) by Anne Helen Peterson: This is a nice distillation of celebrity journalism, its history, its connection to the public sphere, and a manifestation of The New Visibility. You do not have to close read this. Just note how media expanded the margins of who was visible and how that relates to the reading above. **Note:** The New Visibility is not all about politics. It cuts a wide swath across all our cultural artifacts and through interpretation and intent can construct realities that can differ.

1. Blog essay
2. My Question: How does the concept of the Panopticon apply to the new visibility in the real world? Cite a couple of examples of the manifestation of the New Visibility.
3. Vocab: Briefly define the following: modernity / mediated / mediated visibility / information flow / political theater / social theory / face-to-face interaction / mediated interaction / mediated quasi-interaction / dialogical / symbolic content / symbolic forms / symbolic cues / uncanny valley (and how does this relate to symbolic cues) / Foucault / Panopticon / reflexivity / constitutive / privacy / Watergate scandal / The Enlightenment / meaning
4. Discussion Question

In Class: Interaction Example: [Jimmy Dean Sausage Complaint call](#)

CLASS 3: May 18

Before Class:

Read: Chapter 1: Communication and Social Context – pp. 10-43

Read: [Semiotics for Beginners: Encoding/Decoding](#)

Optional Readings:

[Encoding-Decoding by Stuart Hall](#)

Geertz, Clifford. “[Thick Description: Toward an Interpretative Theory of Culture.](#)” In *The Interpretation of Cultures*. New York: Basic Books, 1973.

[Media Ecology 101: An Introductory Reading List](#)

1. Blog essay
2. My Question: What are the main points of [Semiotics for Beginners: Encoding/Decoding](#)?
3. Vocab: Briefly define the following: semiotics / Frankfurt School / Chicago School / Erving Goffman / hermeneutics / symbolic power / pseudo event / mass communication / appropriation / Walter J. Ong and the oral tradition / media ecology / ethnography / [Clifford Geertz’s wink](#) / “mediated historicity” / hegemony / Antonio Gramsci
4. Discussion Question

CLASS 4: May 21

Before Class:

Read: Chapter 2: The Media and the Development of Modern Societies – pp. 44-80

Read: [The Pace of Modern Life](#)

Read: [A Cultural Approach to Communication](#) by [James Carey](#) (from Communication as Culture)

Screen: [Jurgen Habermas and the “Public Sphere”](#)

Optional Screen: [Marshall McLuhan Speaks](#) (View this link to short videos of McLuhan discussing his work.)

1. Blog essay
2. My Question: What is the cartoon below saying about the media and the development of modern societies. Also, what are the main points of [A Cultural Approach to Communication?](#)
3. Vocab: imagined community / Habermas and the public sphere / Habermas refeudalization thesis / values / attitudes / beliefs / John Dewey / Marshall McLuhan / the Chicago School Robert Park of the Chicago School / Peter Berger and the Social Construction of Reality / Benedict Anderson and Imagined Communities
4. Discussion Question



CLASS 5: May 25 – NO CLASS – MEMORIAL DAY

CLASS 6: May 28

Before Class:

Read: Chapter 3: The Rise of Mediated Interaction – pp. 81-118

Read: [The Oral World vs. The Written Word](#) by Nicholas Carr

Read: [Front and Back Regions of Everyday Life](#) by Erving Goffman

1. Blog essay
2. My Question: Though it is not unlike trying to figure out the movie [The Matrix](#), think about space in a different way: [Immanuel Kant](#) argued that space was a “[form of sensibility](#)” – an intangible medium that humans employed to perceive the world and, therefore, a form of understanding. What do you think this means?
3. Vocab: monological / reciprocity / heuristic device / front region / back region / discursive elaboration / symbolic interactionism / interpolation / reflexive monitoring / deictic expressions / univocal / polysemic /
4. Discussion Question

CLASS 7: June 1

Before Class:

Read: Chapter 4: The Transformation of Visibility – pp. 119-148

Read: A quick review of [Two Views of Communication: Transmission & Ritual](#) by James Carey

Read: [Walter Lippmann, “The Nature of News: Toward a Critique of Public Opinion,”](#)*The Century Illustrated Monthly Magazine* 103 (November 1921-April 1922): (New York: The Century Co., 1922), 603-612. [PDF Version](#)

[Read and screen accompanying videos: A History of Campaign Advertising](#)

In Class (tentative)

Screen: [Rashomon](#) (1:22:51)

Screen: <http://mediaisplural.tumblr.com/post/80998476044/j-ethics-tony-schwartz-tribute-by-joe-slade>

Screen: Marshall McLuhan on: [Transformation theory of communication \(1974\)](#) vs. Transportation Theory

1. Blog essay
2. My Question: What is meant by synoptic as it relates to communication and the construction of meaning and achieving some semblance of truth?
3. Vocab: visibility the agora / mediated publicness / co-presence / fall from grace / management of visibility / the responsive chord / Tony Schwartz and the Responsive Chord /
4. Discussion Question

CLASS 8: June 4

Before Class:

Read: Chapter 5: The Globalization of Communication – pp. 149-178

View: [Media Giants](#) chart

Screen: [Network theory – Marc Samet](#) (3:31) Simple, stripped-down explanation of a complex theory, but this should give you some idea about why we need to think globally when it comes to the media: From social media to massive financial institutions, we live within a web of networks. But how do they work? How does Googling a single word provide millions of results? Marc Samet investigates how these networks keep us connected and how they remain “alive.”

Read: [Has TV changed Bhutan?](#)

1. Blog essay
2. My Question: How does network theory apply to your own life and your use of media?
3. Vocab: transnational communication conglomerate / assymetrical flow of information / cultural imperialism / hybrid culture / hermeneutic character of appropriation / glocalization /
4. Discussion Question

CLASS 9: June 8

Before Class:

Read: Chapter 6: The Remooring of Tradition – pp. 179-206

Read: [The Reflexivity of Modernity](#) From: Anthony Giddens, *The Consequences of Modernity* (Stanford, Calif: Stanford University Press), 1990, 36-45.

1. Blog essay: (Here-in identify in your own life the workings of the four aspects of tradition — (1) the Hermeneutic Aspect (2) the Normative Aspect (3) the Legitimation Aspect (4) the Identity Aspect.)
2. My Question: What is the cartoon (from: <http://bit.ly/11ORbe4>) below saying about media and identity?
3. Vocab: mystification / “all that is solid melts into air” / hermeneutic aspect of tradition / relativized / reflexivity
4. Discussion Question



CLASS 10: June 11

Before Class:

Read: Chapter 7: Self and Experience in a Mediated World – pp. 207-234

Read: George Herbert Mead. [“The Social Foundations and Functions of Thought and Communication”](#)

Optional for further study: [Mind, Self, and Society](#)

Read: [Charles Horton Cooley: The Looking-Glass Self](#)

Read: [The Looking Glass Self: How Our Self-image is Shaped by Society](#)

Group Activity: Identify a short video (this could be an excerpt) dealing with communications and its effects on identity and be able to discuss it in some detail. Send me a link before class to video and a short outline of your discussion points regarding the video.

1. Blog essay (Here-in also identify the way or ways interaction – FTF, MI, MQI, CMI – have/has contributed to your own sense of identity. Include in essay and be ready to speak to this in class.)
2. My Question: What are the three stages of the Looking Glass Self? What are the similarities between the Mead and Cooley essays and how do you see their positions situated in the theory of symbolic interactionism?
3. Vocab: misogyny / misandry / reflexive / open-ended / self as reflective project / ideological / “interplay of complexity and expertise” / intimacy / intimacy at a distance / para-social behavior or para-social interaction / sequestration / refractory / lived

experience / post-modernism / [liminality](#) / “[the corrosive impact of public scrutiny and debate](#)”

4. Discussion Question

In Class:

Read: [Walt Whiman’s “The Child That Went Forth”](#) a late nineteenth-century poem that speaks to the formation of identity.

Read: Langston Hughes’s [“The Negro Artist and the Racial Mountain”](#) (1926)

Group Activity: Each group will identify a short video dealing with communications and its effects on identity and be able to discuss it in some detail. Send me a link before class to video and a short outline of your discussion points regarding the video

CLASS 11: June 15

Before Class:

Read: Chapter 8: The Reinvention of Publicness – pp. 235-265

Read: [The Enormous Radio](#) by [John Cheever](#) – summarize your reaction to this in your blog essay.

Screen: [Target knows your secrets](#)

Screen: [Susan Crawford, “Captive Audience: The Telecom Industry and Monopoly Power in the New Gilded Age,”](#) hosted by Andrew Blum, [Wired Magazine](#) (Video 57:24) About the Program: Ms. Crawford argues that the U.S. has lost its competitive advantage in the knowledge-based economy, because it is no longer at the forefront of the internet revolution. Other countries have internet capabilities that are significantly faster and less expensive to use than in the States. This puts U.S. consumers at a distinct disadvantage and, she argues, it also threatens America’s economic future. She discusses her findings with Andrew Blum, author of “Tubes: A Journey to the Center of the Internet.” About the Author: Susan Crawford is a fellow at the Roosevelt Institute, who, in 2009, served as Special Assistant to the President for Science Technology, and Innovation Policy. Ms. Crawford is a professor in Cardozo Law School’s Intellectual Property & Information Law program and a member of New York Mayor Michael Bloomberg’s Council on Technology and Innovation. She is also a contributor to Bloomberg View and Wired.

Optional Read: [10 Brilliant Quotes by Noam Chomsky on How Media Really Operates in America](#)

1. Blog essay
2. My Questions:
 - a. What is your reaction to Crawford’s assertions?
 - b. What is deliberative democracy, what is an example of it, and how do you think it can be achieved in the 21st Digital Century?
 - c. Also, what is Godwin’s Law and how does it relate to digital civic discourse?

3. Vocab: public-private dichotomy / pluralism / "principle of regulated pluralism" / "struggle for visibility" / "politicize the everyday" / extra-parliamentary institutions / deliberative democracy
4. Discussion Question

In class:

Screen: [High fiber](#) | [Need to Know](#) | [PBS](#)

CLASS 12: June 18 — I still have to work out this last class. TK TK

["We're at a point in history that whether the Internet is going to evolve in a way that's compatible with democracy and human rights is really kind of up in the air."](#) – Rebecca MacKinnon, author of *Consent of the Networked Digital Democracy or Not?*

The digital arena is what I call an undiscovered country. The Gladwell article and Shirky's response below try to stake out opposing claims in this arena. In doing so, they prompted a national and international debate about the efficacy of digital and social media in the struggle for democracy and social change that is still ongoing.

Before Class:

Read: [Why the revolution will not be tweeted](#) by Malcolm Gladwell

Read: [The Political Power of Social Media](#) by Clay Shirky

Read: [How does social media use influence political participation and civic engagement? A meta-analysis](#)

Optional Reads:

[Gladwell Gets It Wrong On Social Media](#)

[Note to Malcolm Gladwell: \(Social\) Media Matters](#)

[Gladwell vs. Shirky: A Year Later, Scoring the Debate Over Social-Media Revolutions](#)

Read: [What Shonda Rhimes Gets Wrong About Hashtag Activism](#) — This is a more recent articulation of debate.

On Strong Ties vs. Weak Ties

Read to familiarize yourself with this concept: [Social Movements Need Strong and Weak Ties](#)

Optional But Useful Reads:

[Weak Ties, Twitter and Revolution](#)

The [Narcotizing Dysfunction Theory](#) of Media Consumption

[Connecting the Digital Dots From Elliot Rodger to Alyssa Funke: Slacktivism, Reductionism and the Predictable Blame Game of Tragic Death Narcotizing dysfunction taking over](#)

[The Strength of Weak Ties](#) (Mark Granovetter's classic 1973 paper)

[Strong and Weak Ties](#) (A much more technical explication from the book *Networks, Crowds, and Markets: Reasoning about a Highly Connected World*)

[Digital activism and organizing: Research review and reading](#) This bibliography is from [Journalist's Resource](#), a project of the Harvard Kennedy School's [Shorenstein Center](#) and the [Carnegie-Knight Initiative](#), an open-access site that curates scholarly studies and reports.

[The Viral Kony 2012 Video](#) The 30-minute video released by the San Diego-based group Invisible Children calling for action against Ugandan warlord Joseph Kony provided striking evidence that young adults and their elders at times have different news agendas and learn about news in different ways.

1. **Final Essay (2,000 words):** Due at noon the day before last class. The final essay is the final blog essay, but this should be a minimum of 2,000 words. This final blog essay around the topic of digital media and social change must use — and be informed by — the elements of social theory from our textbook. In other words — think about the debate posed in the readings in terms of the social theory of communications and then lay out your argument. That will be one of my measures of your mastery of the concepts in our textbook this semester. Be prepared to summarize your essay in class the last day and bring in a one-page handout (enough for each person in class) that articulates your essay's argument.

Class Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu> Evaluations are typically open near the end of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>