SEMS 2500-108: Digital Media in an International Context
Spring 2013
(B Days, 1050-1205)

Discipline: Media Studies
Lower Division
Faculty Name: Emily Acosta Lewis
Pre-requisites: none

COURSE DESCRIPTION

This course introduces students to new communication technology and its influence on society from an international perspective. These forms of communication are constantly changing, as are the impact that these technologies have on us, society, and the world. This course will focus on examining new communication technologies in the countries that we will visit, including the different ways in which these technologies are used; censorship and laws regarding these technologies; and how each country's new communication technology landscape compares and contrasts with America's. This course will emphasize the theoretical models that are relevant to new communication technology as well as the practical applications and implications of new communication technology on communication. A number of new communication technology areas such as computer-mediated communication, social networks, blogs, and online gaming will be explored.

COURSE OBJECTIVES

- Provide students with a general understanding of research on new communication technology use and effects
- Give students a set of tools for thinking critically about the role of new communication technology in our lives and the lives of people internationally
- Familiarize students with differences in new communication technology on a global level
- Give students the opportunity to critically evaluate the role and uses of new communication technology across cultures

REQUIRED TEXTBOOKS

AUTHOR: Paul Levinson
TITLE: New New Media
PUBLISHER: Allyn & Bacon
ISBN #: 0205865577
DATE/EDITION: 2nd, 2012

TOPICAL OUTLINE OF COURSE

Class/Date **Topic**
B1: Jan. 12   Introduction, syllabus review, assignments, and expectations
                Readings: Levinson preface

B2: Jan. 14   A history of new media
                Readings: Levinson Chapter 1

B3: Jan. 18   Social networking
                 Readings: Levinson, Chapter 2

B4: Jan. 20   Blogging and micro-blogging
                 Readings: Levinson, Chapter 3 & 6

B5: Jan. 24   Video sharing & Wikipedia; Discuss new media in Japan
                 Readings: Levinson, Chapter 4 & 5; Japan new media article

B6: Jan. 26   Online news & Podcasts; **Mini-exam 1**
                 Readings: Levinson, Chapter 8

B7: Feb. 2   Virtual game worlds; Discuss new media in China
                 Readings: Flew, Chapter 4; China new media article

B8: Feb. 10   Podcasting, livecasting, and mobile communication; Discuss new media in Vietnam
                 Readings: Safko, Chapter 15 (pgs. 279-289); Levinson, Chapter 7; Vietnam new
                 media article

B9: Feb. 18   Public relations and new media; Discuss new media in Singapore
                 Readings: Flew, Chapter 6; Singapore new media article

B10: Feb. 22   Advertising and new media
                 Readings: Keane article; McCarthy article

B11: Feb. 24   Computer-mediated communication; Discuss new media in Burma
                 Readings: Valkenburg & Peter (2009); Burma new media article

B12: Mar. 3   Social networking effects on relationships; Discuss new media in India
                 Readings: Christakis & Fowler (2009); Toma (2010); India new media article

B13: Mar. 12   Cyberbullying
                 Readings: Levinson, Chapter 9; Maag artice; Dooley, Pyzalski, & Cross (2009)

B14: Mar. 14   Online dating; **Mini-exam 2**
                 Readings: McKenna, Green, & Gleason (2002); Toma, Hancock, & Ellison (2008)

B15: Mar. 17   New media and learning; Discuss new media in Mauritius
                 Readings: Fried (2008); Mauritius new media article

B16: Mar. 20   Health information online; **field lab paper due**
                 Readings: Atkinson, Saperstein, & Pleis (2009)

B17: Mar. 23   Thin ideal imagery online; Discuss new media in South Africa
                 Readings: Bardone-Cone & Cass (2007); South Africa new media article

B18: Mar. 31   Effects of video games
                    Readings: Anderson et al. (2010); Ghana new media article

B19: Apr. 2   Political new media; Discuss new media in Ghana & Morocco
                    Readings: Levinson, Chapter 10; Morocco new media article

B20: Apr. 5   Class presentations (groups 1-2); Final exam review

B21: Apr. 12   **Final Exam**

B22: Apr. 15   Class presentations (groups 3-6)

B23: Apr. 23   Class presentations (groups 7-10)

FIELD WORK
FIELD LAB (*At least 20 percent of the contact hours for each course, to be led by the instructor.*)
The field lab will take place on the first day in Cochin, India, which will be Wednesday, March 6 and is absolutely mandatory. Students will be briefed on ship about the day's activities, expectations, and details about assignments. Students will then visit a local media outlet for a tour and a lecture on internet censorship in India. Students will then be taken to a local movie theater where they will watch a Bollywood movie. Students will then take time over lunch to discuss internet censorship in India; discuss differences between the United States and India; reflect on the intersect of new media and Bollywood and how it's being used for social change and awareness.

Academic Objectives:
- learn about new media use in India
- compare and contrast new media censorship in India to America
- learn about the intersection of Bollywood and new media

METHODS OF EVALUATION / GRADING RUBRIC

Components	Number of Points
Field Assignments	35
Field lab paper	*10*
2 research activities	*10*
Blog posts	*15*
Mini exams	20
Class 6	*10*
Class 12	*10*
Final Exam	20
Group presentation	15
Participation	10
Total	100

Assignments and participation

Group presentation. You and your group members will be responsible for making one 15-20 minute presentation that connects a real-world new media issue, problem, or content area to new media in two countries that we visit (cannot include India or the US). You can choose any topic related to new media that interests you, such as political communication; new media advertising; or any other topic approved by me. Each group will be responsible for doing some research in two different countries that we are visiting. You need to bring some examples or evidence of your topic from that particular country (e.g. photos of new media use, printout from website, etc.) to use as examples. You should use the theories and frameworks discussed in the course to analyze the particular new media topic. Group presentations will be given during classes 20, 22, and 23.

Written assignments. The written assignments for this class are designed to work together to help you learn how to develop critical arguments about how and why we use new media the way we do and how the countries we are visiting use new media. All papers must be typed, spell-checked and proofread. No hand-written assignment will be accepted. In your papers, you must properly attribute the work(s) that you refer to, following APA style.

Field Assignments. You will write one 4-page paper and two 2-page papers regarding activity in ports. The first paper will be a 4-page response paper where you discuss what you learned from the field lab and use theories from class to evaluate new media in India. The field lap paper is due by class 16. The two 2-page reports must include an in-port research activity where you analyze a particular aspect of new media use (websites, cell phones, social networking etc.) and discuss what you observed and try to observe a pattern across the new media use in the port. You can use these two research activities as part of your group presentation. The two research activities are due within two class periods of the last day in the port of selection and both must be turned in by class 19 (which means you cannot use Ghana or Morocco for these activities).

Blogging. Another component of this course will be blogging about your experiences related to new media on the ship and in the various ports we visit. You should think critically about

the use of new media in the ports as well as your lack of new media use while on the ship. You can talk about things that surprised you about being disconnected; your experience with new media in particular ports; your observations of new media use in ports; and anything you learned about new media while in port. You can also compare and contrast new media use in each country to media use in the United States. You will need to post five blog posts throughout the semester (worth 10 points). You will blog about five different countries (not including the US or India) though, you may substitute one country-specific blog post and blog about your onboard experience with media and how it feels to be disconnected. Each entry should be at least one page in length and should focus on a different country (worth 10 points). The blog posts must be completed within two class periods of leaving that particular port (because of this, neither Ghana nor Morocco can be used for this portion of the course). You also must post at least ten substantial responses to your classmates' blog posts throughout the semester, which must be completed by class 20 (worth 5 points).

Participation. Your participation grade will be assigned based on both the amount and quality of your participation in class. You may lose points on your participation grade for unexcused absences, regular tardiness, and disrespect of other students. Also: if you never speak in class, you cannot expect to receive full points for participation.

ELECTRONIC COURSE MATERIALS
AUTHOR: Lon Safko
ARTICLE/CHAPTER TITLE: Live from Anywhere-It's Livecasting
JOURNAL/BOOK TITLE: Social Media Bible
VOLUME:
DATE: 2010
PAGES: 279-289

AUTHOR: Terry Flew & Richard Smith
ARTICLE/CHAPTER TITLE:
JOURNAL/BOOK TITLE: New Media: An Introduction
VOLUME:
DATE: 2011
PAGES: 72-92

AUTHOR: Terry Flew
ARTICLE/CHAPTER TITLE: Virtual Cultures
JOURNAL/BOOK TITLE: New Media: An Introduction
VOLUME:
DATE: 2007
PAGES: 76-95

AUTHOR: Terry Flew
ARTICLE/CHAPTER TITLE: Creative Industries
JOURNAL/BOOK TITLE: New Media: An Introduction
VOLUME:
DATE: 2007

PAGES: 114-138

AUTHOR: Carolina McCarthy
ARTICLE/CHAPTER TITLE: Facebook: Our targeted ads aren't creepy
JOURNAL/BOOK TITLE: The Social-CNET news
VOLUME:
DATE: June 18, 2009
PAGES:

AUTHOR: Meghan Keane
ARTICLE/CHAPTER TITLE: Study: People find large targeted ads more creepy than effective
JOURNAL/BOOK TITLE: econsultancy.com
VOLUME:
DATE: June 20, 2010
PAGES:
AUTHOR: Valkenburg, P. M. & Peter, J
ARTICLE/CHAPTER TITLE: The effects of Instant Messaging on the quality of adolescents' existing friendships: A longitudinal study
JOURNAL/BOOK TITLE: Journal of Communication
VOLUME: 59
DATE: 2009
PAGES: 79-97

AUTHOR: N.A. Christakis & J. H. Fowler
ARTICLE/CHAPTER TITLE: This hurts me as much as it hurts you
JOURNAL/BOOK TITLE: *Connected: The Surprising Power of Our Social Networks and How They Shape Our Lives*
VOLUME:
DATE: 2009
PAGES: 95-134

AUTHOR: Toma, C.L.
ARTICLE/CHAPTER TITLE: Affirming the self-through online profiles: Beneficial effects of social networking websites
JOURNAL/BOOK TITLE: *Human Factors in Computing Systems*
VOLUME:
DATE: 2010
PAGES:
AUTHOR: Maag, C.
ARTICLE/CHAPTER TITLE: When the bullies turned faceless
JOURNAL/BOOK TITLE: The New York Times
VOLUME:
DATE: 12/16/2007
PAGES:

AUTHOR: Julian Dooley, Jacek Pyzalski, Donna Cross

ARTICLE/CHAPTER TITLE: Cyberbullying versus face to face bullying
JOURNAL/BOOK TITLE: Journal of Psychology
VOLUME: 217
DATE: 2009
PAGES: 182-188

AUTHOR: McKenna, K. Y. A., Green, A. S., & Gleason, M. E. J.
ARTICLE/CHAPTER TITLE: Relationship formation on the Internet: What's the big attraction?
JOURNAL/BOOK TITLE: Journal of Social Issues
VOLUME: 58
DATE: 2002
PAGES: 9-31

AUTHOR: Toma, C. L., Hancock, J. T., & Ellison, N. B.
ARTICLE/CHAPTER TITLE: Separating fact from fiction: Deceptive self-presentation in online dating profiles.
JOURNAL/BOOK TITLE: Personality and Social Psychology Bulletin
VOLUME: 34
DATE: 2008
PAGES: 1023-1036

AUTHOR: Fried, C. B.
ARTICLE/CHAPTER TITLE: In-class laptop use and its effects on student learning
JOURNAL/BOOK TITLE: *Computers & Education*
VOLUME: 50
DATE: 2008
PAGES: 906-914

AUTHOR: Atkinson, N.L., Saperstein, S.L., and Pleis, J.
ARTICLE/CHAPTER TITLE: Using the Internet for health-related activities: Findings from a national probability sample
JOURNAL/BOOK TITLE: Journal of Medical Internet Research
VOLUME: 11
DATE: 2009
PAGES:

AUTHOR: Bardone-Cone, A. M. & Cass, K. M.
ARTICLE/CHAPTER TITLE: An experimental examination of website exposure and moderating effects
JOURNAL/BOOK TITLE: *International Journal of Eating Disorders*
VOLUME: 40
DATE: 2007
PAGES: 537-548

AUTHOR: Anderson et al.
ARTICLE/CHAPTER TITLE: Violent video game effects on aggression, empathy, and prosocial

behavior in Eastern and Western countries: A meta-analytic review
JOURNAL/BOOK TITLE: Psychological Bulletin
VOLUME: 136
DATE: 2010
PAGES: 151-173

ADDITIONAL READINGS
Japan article: Japan sizes up social media as an emergency response tool, David Vranicar

China article: Internet censorship in China-Breaking world internet censorship rules, New York Times

Vietnam article: Internet censorship tightening in Vietnam, Asia News

Singapore article: Asian brands limit role of social media, Oglivy & Mather

Burma article: Internet unshackled, Burmese aim venom at ethnic minority, Thomas Fuller

India article: Rise of new media spurs major change in Bollywood's India, Michael Addelman

Mauritius article: Telecommunications in Mauritius, Wikipedia

South Africa article: New media usage among youth in South Africa, Antoinette Basson

Ghana article: New media practices in Ghana, Araba Sey; How Ghana is using social media to promote voter registration, Sonia Paul

Morocco article: Morocco: Stop internet censorship, Sami Ben Gharbia; Morocco's video sniper sparks new trend, Layal Abdo

HONOR CODE
Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."

New media. Russia is a fast-growing market for new media where demand for on-line content is insatiable. Since 2010, CTC Media has been developing Videomore.ru â€" the Companyâ€™s online video source with legal TV content. The Company also owns digital entertainment media assets including ctc.ru, domashniy.ru, chetv.ru, ctclove.ru. CTC Media keeps introducing new digital products to the market such as mobile apps and Second screen. CTC Media is more than television! VideoMore.Ru. Domashniy.ru Portal. New media is often characterized as highly interactive digital technology. New media is â€œvery easily processed, stored, transformed, retrieved, hyper-linked and, perhaps most radical of all, easily searched for and accessed,â€ Robert Logan writes in his book Understanding New Media . Conceptually, new media can be viewed as a cultural process that reflects societal values and societal transformation. These and other considerations help define new media and explain its significance.