

Communication and New Media

Elizabeth Lozano, PhD
Associate Professor, SOC and LASP
Director, Communication Studies; Advocacy and Social Change
Office: Lewis Towers 905
(312) 915-7768

Class meets: T-TH 11:30-12:45 Mun. 404
elozano@luc.edu
Office Hours: TH 4:00-6:00 IC Cafe
M 1:00-2:00 p.m. LT 905

Course Overview

Using a critical and cultural lens, this course studies the ways technology impacts communication practices and processes within a contemporary context. Specifically, we examine some of the social, cultural and ethical implications of new and digital forms of media, and relate them to issues of **gender and power**. The latter has been chosen by the School of Communication as our collective focus of attention for the academic year 2018-2019. We will honor this focus by reviewing key concepts related to gender, intersectionality, hierarchy and power, and applying them in the context of digital media. In order to do so, we will examine our own production and consumption of media, and practice a critical understanding of diverse texts.

WHAT IF I TOLD YOU
THAT GENDER IS A
SOCIAL CONSTRUCTION?

**Required Text**

Lesley, M., & Guzzetti, B. J. (2016). Handbook of Research on the Societal Impact of Digital Media. Hershey, PA: Information Science Reference. (E-book available at Loyola's libraries. Scheduled readings are available on Sakai).

Other Readings:

James Cohen & Thomas Kenny. 2015. *Producing new and digital media*. Focal Press. Published by [Focal Press](#), 2015

Ted talks

Sherry Turkle: Alone together?

https://www.ted.com/talks/sherry_turkle_alone_together?referrer=playlist-our_digital_lives#t-1169030

Stefana Broadbent: Online intimacy

https://www.ted.com/talks/stefana_broadbent_how_the_internet_enables_intimacy?referrer=playlist-our_digital_lives&language=en#t-575158

Jackson Katz: Violence against women is a men's issue

https://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue#t-48364

Jihana Blakley: Social media and the end of gender

https://www.ted.com/talks/johanna_blakley_social_media_and_the_end_of_gender?referrer=playlist-our_digital_lives&language=en#t-488270

Documentaries

The codes of gender. The Media Education Foundation. Documentary available on Kanopy.

Digital disconnect: Fake news, privacy and democracy. 2018. Robert McChesney. The Media Education Foundation. Documentary available on Kanopy.

Killing us softly. 2010. (4 videos). The media education foundation. Documentary available on Kanopy.

The mask you live in. 2015. The Representation Project. Documentary available on Kanopy.

Miss Representation. Documentary available on Kanopy.

Race: The power of an illusion. Documentary available on Kanopy.

Stuart hall: Representation and the media. 1997. Documentary available on Kanopy.

Tough Guise. (1 and 2). The Media Education Foundation. Available on Kanopy.

White like me: Race, racism and white privilege in America. 2013. Available on Kanopy.

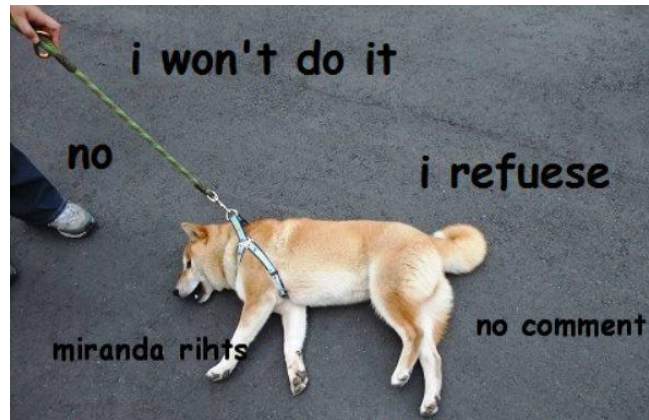
Learning outcomes

Students who successfully complete this course should be able to:

- Demonstrate understanding of key issues on digital media, specifically in relation to gender, intersectionality, and power.
- Practice and demonstrate critical media literacy.
- Engage online communities and information mindfully.
- Deepen reflexivity and self-understanding.
- Use digital tools to explore, research and produce assignments related to traditional and new media, gender and communication.

Course Requirements:

Two group essays	60
Group Presentation	10
Participation	20
Blogs	10



1. Two essays:
 - a. *My digital Identity essay. This is small group assignment (2-3 people). Using class readings and concepts, introduce and discuss your digital life. The essay should combine different media languages (verbal, oral, visual) or traditional and new media. Worth 25%*
 - b. *Identity and gender. This is a group project (4-6 people). Choose a gender and/ or digital media issue based on class reading and discussions, research it, and present it to class. Worth 35%*
2. Group Presentation. The Identity and gender essay will have a presentation component. Presentations will take place in the last seven weeks of classes.
3. Blogs: These will be used for you to respond to readings, and apply class concepts.
4. Participation. This will be evaluated based on your overall course performance on the following aspects of participation:
 - a. Attendance. Participating in class requires you to be in class. Absence from class means zero participation for that session. Absence from three weeks of classes will result in a maximum grade of C for participation. More than four missed weeks means an F in participation and may result in an F in the course.
 - b. Short assignments. These will be written responses done in class or wikis or blogs submitted in Sakai. They include chapter activities from the textbook.
 - c. Oral participation. This includes volunteering to answer instructor's questions; proposing questions of your own; making observations; offering critiques, challenging class content; bringing to class artifacts or materials that can help with class content, and giving the instructor feedback that can be useful to the class.
 - e. Cooperation with classmates. Helping as secretary, time-keeper, and spokesperson in small groups; being adequately prepared to discuss

readings; helping others with their projects; listening carefully to others' ideas; fully engaging those with whom you disagree (or agree), and doing so with respect and honesty.

- f. Ethical comportment. Be honest, respectful of self and others, and as assertive as you can when defending your perspectives. Always cite your references, and acknowledge those who have influenced you. Be aware of your needs and those of others in the classroom. Failure to act in an ethical manner (e.g., respecting disagreement) will affect the participation grade. Please see below the School of Communication policy on academic integrity.
- g. Academic progress. Learning is a process and this class acknowledges this. You may start a little shaky and improve your performance in the course of class, or be steadily good throughout. This element of "progress" will be taken in consideration when I assign the final participation grade and recognize your effort to improve academically. It follows that **not turning** in an assignment or being late is a really bad idea!!!

Grading Scale

A = 100-93	A- = 92-90	B+ = 89-86	B = 85-82	B- = 81-80
C+ = 79-76	C = 75-72	C- = 71-70	D+ = 69-66	D = 65-60

COURSE OUTLINE AND READING ASSIGNMENTS

This schedule will be modified according to the specific needs and pace of the class. Handouts will be provided during the semester to specify any necessary updates and extended information on the schedule, as well as assignments and guidelines. All readings are available on Sakai.

Please have reading done by assigned date.

Week1 1/15-17	Introduction "What does digital media allow us to do to one another?" (on Sakai)
W.2 1/22-2	Gender and the institution of media Ted talks: Katz and Jihanna Blacley "Still Killing Us Softly"

Please attend one of these MLK Jr. celebration events, and tweet, facebook, or instagram about it.

For more info, click <https://www.luc.edu/media/lucedu/diversityandinclusion/mlk-2019/2019%20MLK%20Celebration%20Poster.pdf>

1/ 22 **Interfaith dialogue.** 5:30–7:00 PM IC 4th floor

1/23 11:45 AM–1:00 PM **Keynote speaker** Broderick Johnson, My Brother’s Keeper Task Force. Corboy, Kasbeer Hall, 15th Floor WTC.

1/23 5:30- 7:00 p.m. **Keynote speaker** Broderick Johnson, My Brother’s Keeper Task Force. Damen Center, Multi-Purpose Room LSC

1/21-1/24, 1/25 **Service days.** For more info, see

<https://www.luc.edu/diversityandinclusion/programs/mlkcelebration/mlkserviceday/>

W.3 1/29-31 Gender and the Institution of media

W. 4 2/5-7 "Irrevocable transformation of communication."
"The digital disconnect."

Feb 7: Visiting Guest: Jill Geisler, Bill Plante Chair in Leadership and Media Integrity and Freedom Forum Institute Fellow in Women’s Leadership

W.5 2/12-14 "Going beyond the basics"

W.6 2/19-21 "Going beyond the basics"

2/19 Essay 1 due and discussion

W.7 2/26-28 Essay 1 discussion continues

2/28 Mid-semester self assessment of participation



W.8 3/5-7 **Spring break** (March 4-9)

W.9 3/12-14 "Instant messaging and texting"

March 14: Visiting Guest: Jill Geisler, Bill Plante Chair in Leadership and Media Integrity and Freedom Forum Institute Fellow in Women’s Leadership

Presentations Start (on Essay Two)

- W. 10 3/19/21 "Social media and Gender Issues"
- W. 11 3/26-28 "Social media and Gender Issues"
- W.12 4/2-4 Cyber bullying and internet safety
- W. 13 4/9-11 "Children and youth making digital media for the common good"
- W. 14 4/16-18 "Social media for promoting grassroots political movements and social change"
- W. 15 4/23-25 "Social media for promoting grassroots political movements and social change"
- 4/23 Essay Two
- W. 16. 4/30 9:00-11:00 Final exam meeting : Presentations conclude



A General Guide to Grading

You can know that you are doing:

A/A- work when: Paper shows excellence in both content and form. It is well organized, well argued, and well written. Thesis statement and arguments are consistent, insightful, creative, intelligent, and serious. Paper does contribute in a cogent and original manner to our understanding of the chosen topic.

B/B+ work when: Paper goes beyond the basics and approaches the qualities of an exemplary high grade paper. It is clearly written and deals seriously with issues and ideas. Typically, this is a good paper that falls short in some aspect(s) of the writing task, such as elaborating conclusions, justifying choices, or fully explaining claims. The B paper is above average without being outstanding.

C/C+ work when: Paper contributes original ideas and honest reflection to the Discussion at hand. It has shortcomings both in form and content, and might have been too sketchy and superficial in discussing the topic. The C paper is satisfactory and attempts to address the chosen topic.

D work when: A paper is poorly done, both in form and content. This is a paper that only accomplishes the minimum required and that disregards the instructor's advice and directions. It shows serious problems both in writing style and exposition of ideas.

Typical problems include:

- a) being written in a language only loosely related to formal English;
- b) careless use of words and expressions;
- c) lacking a clear and effective form of organizing ideas;
- d) contradicting its own ideas or claims;
- e) using incomplete and disconnected sentences and/or paragraphs.

F work when: Paper was not submitted in the due date and/or falls below the minimum requirements of college-level work. It disregards directions given, is incoherent, and shows negligence and carelessness.

Policies and Basic Courtesy

- No discrimination on the basis of gender, age, race, ethnicity, religion, sexual orientation, or physical and learning disabilities will be tolerated in the classroom.
- Students and instructor are expected to fully respect the views, backgrounds, and experiences of all class members. This respect is not expressed by silence or indifference, but by engaged dialogue.
- Attendance in this class **is not optional**, and will count towards your final

- participation grade. Missing more than **three weeks** (without a documented, written excuse) will automatically drop the final participation grade to a C maximum. Missing **four weeks** or more of classes will automatically drop the participation grade to F. Exceptions will be made for documented, valid excuses (personal accidents, death in the family, severe illness, athletic commitments).
- If you are late to class or absent and miss announcements, it is your responsibility to get the information from a classmate.
 - You are expected to actively engage in class discussions and to study all assigned readings, whether they are discussed in lectures or not. **No late assignments will be accepted** (without a valid, written excuse). Take the necessary measures to hand in all assignments on time.
 - All written assignments submitted for credit **must be typed and proof-read meticulously**. Errors in grammar, spelling and organization will cost you points.
 - Papers sent via email will not be graded. **Always submit a hard copy of all papers**. You will be asked to submit an electronic copy for your records and mine, but this does not replace the hard copy I will need to grade your work.
 - Papers and course assignments will not be graded based on students' ability to *imitate* the instructor's views or the textbook's. They will be graded based on understanding and appropriation of course material. That is, on your ability to use, evaluate, and integrate concepts learned in class.
 - University standards regarding academic integrity, examinations and grading will be observed in this course. **Plagiarism in academic work or dishonest examination behavior will result in an "F"** grade for the assignment or for the course, and might carry further sanctions (see the Loyola Undergraduate Studies Catalogue and the back of this syllabus). Avoid any behavior that could be interpreted as plagiarism or academic dishonesty (e.g., failing to credit a source, or using somebody else's ideas without clarifying that they are not yours).
 - Do not hesitate to ask for clarifications at any time during lectures. Questions and comments are not interruptions but fundamental components of learning!
 - Electronic devices can be used in the classroom for as long as you are using them to enhance your participation and comprehension in class. Please do not check email, use chat programs or browse the Web during class, unless you want to look something up that is related to the class. Doing so will have a very negative impact on your participation grade.
 - If you must eat during class, please consume something that you can eat quietly—no crunching wrappers, noisy chewing, etc.
 - Do not get up and leave class while it is in session except in the most urgent situation (e.g. childbirth, heart attack, alien abduction).
 - If you arrive late, please come in quietly. If you have a compelling reason to leave class early, please sit by the door and notify me before class starts.
 - If you have questions about assignments, etc., it is best to speak with me after class or during an office appointment. When class is about to begin, I will likely be focused on what we will be doing for that session.

School of Communication Statement on Academic Integrity
Please Read Carefully in its Entirety

- A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.
- Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:
 - Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
 - Providing information to another student during an examination;
 - Obtaining information from another student or any other person during an examination;
 - Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
 - Attempting to change answers after the examination has been submitted;
 - Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
 - Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
 - Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;

- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at <http://luc.edu/english/writing.shtml#source> .

In addition, a student may not submit the same paper or other work for credit in two or more classes. A student who submits the same work for credit in two or more classes will be judged guilty of academic dishonesty, and will be subject to sanctions described below. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the appropriate area head and to the office of the Dean of the School of Communication.

The office of the Dean of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans. Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at:

http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml .

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a

part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

The School of Communication policy is consistent with the Academic Integrity Policy of the College of Arts & Sciences.

Projects:

Ignite presentation

<https://www.youtube.com/watch?v=rRa1IPkBFbg&feature=youtu.be>

Where I am from

<https://learning.nd.edu/remix/projects/lamFrom.html>

NotreDame remix it

<https://learning.nd.edu/remix/index.html>