

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 article; 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 lab 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, Ogilvy & 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 are forms of media that are computational and rely on computers for redistribution. Some examples of new media are computer animations, computer games, human-computer interfaces, interactive computer installations, websites, and virtual worlds. New media are often contrasted to "old media", such as television, radio, and print media, although scholars in communication and media studies have criticized inflexible distinctions based on oldness and novelty. New media does not include analog

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The most revolutionary New Media burst onto the scene more than a decade ago with the Internet, appearing as online news. At the time, it was an inferior product. There were fewer resources compared to print, radio and TV, the writers and editors were less experienced, the photography was shoddier, and the content was treated like an off-price generic alternative. Not today. New media is any media "from newspaper articles and blogs to music and podcasts" that are delivered digitally. From a website or email to mobile phones and streaming apps, any internet-related form of communication can be considered new media.

February 24, 2020. Joe Cote. Explore Degrees. New media doesn't necessarily refer to a specific mode of communication. Some types of new media, such as an online newspaper, are also "old media" in the form of a traditional printed newspaper.

New Media. 151K likes. Posting the most viral and insane content. See more of New Media on Facebook. Log In. or. Create New Account. See more of New Media on Facebook. Log In. Forgot account? or. Create New Account. Not Now. CommunitySee All. New media has a much lower CPM than traditional media, which is one reason why it's so attractive to businesses. Social media, for example, has a roughly \$2.80 CPM. Relationship between Traditional Media and New Media. In spite of the way it's often positioned, traditional and new media do not have to go head to head. These mediums can actually be used together to make your advertising campaign stronger than ever. Traditional and new media can complement one another, with each playing a vital role.