



**Bachelor of Applied Arts (Media Studies)
Diploma in Media Communications**

Winter 2016

Section: 02

AHSS 1090

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Course Title:	Communication, Technology and Culture
Pre-requisites:	None
Co-requisites:	None
Restrictions:	None
Credits:	0.50
Course Website (If applicable):	http://www.onlineguelphhumber.ca/
Method of Delivery:	3-0 (Lecture)

Calendar Description:

By adopting an interdisciplinary approach that draws upon resources from literature, philosophy, sociology, and media studies, this course examines the inter-dependence of communications, technology and culture. Integrating practical lab assignments with theory, students will reflect on the ways in which the new media is changing how we view the world and see ourselves.



Course Learning Outcomes:

On completion of this course the student will be able to:

1. Define the term cyberspace.
2. Analyze McLuhan's claim that "the medium is the message."
3. Summarize the historical development of the Internet.
4. Compare and contrast the relative strengths and weaknesses of print versus electronic media.
5. Evaluate arguments used to support the position that the Web facilitates the creation of a global village.
6. Identify new technology being employed to create boundaries and borders online.
7. Evaluate the strengths and weaknesses of static and dynamic theories of time.
8. Compare and contrast the pragmatic and postmodern (deconstructionist) philosophies of time.
9. Analyze the appeal of virtual reality over everyday experience.
10. Compare and contrast the models of thinking supported by print versus electronic media.
11. Identify the effects of isolationism on thinking and the evaluation of knowledge claims made on the Web.
12. Identify the standards of judgement used to evaluate the credibility of truth claims in our everyday experience and analyze their applicability to the new media.
13. Summarize the basic tenets of the following four epistemologies: the coherence theory of truth, the correspondence theory of truth, pragmatism and perspectivism (relativism).
14. Recount Plato's "Allegory of the Cave" and explain making reference to the distinctions between knowledge, understanding and belief.
15. Define the term intellectual property and analyze the arguments used to support the commodification of knowledge and ideas.
16. Outline the development of Wittgenstein's philosophy of language making reference to the picture theory of language, private language theory, language games and family resemblances.
17. Summarize Saussure's theory of communication and analyze its applicability to Web communications.
18. Analyze the relationship between meaning and embodiment.
19. Compare and contrast the view that the new media will create communities of understanding and the view that it is creating a kind of panopticon.
20. Define the term transnationalism and identify the features of the Web that facilitate this kind of political action.
21. Identify the strengths and weaknesses of communities built upon a sense of belonging and the insurance of anonymity.
22. Define the term democracy and identify the dangers Plato associated with this form of rule.
23. Evaluate arguments used to support the claim that the Internet provides the conditions for the possibility of democracy.
24. Compare and contrast accounts of the unitary self and the fragmented self.
25. Define the term stereotype and explain why such biases are prevalent online.
26. Analyze arguments used to support the need for privacy in relation to the creation of identity.
27. Analyze how the new media is redefining what we consider art.

Learning Resources

Required Textbook(s):

NA

Supplementary Text/Other:

All material is available on e-reserve via the ARES system.

Course Schedule

Lesson/ Week	Topic	Readings/Activities
1.Mon Jan 11	Introduction	No readings. Overview of course. Sign up for presentations.
2.Mon Jan 18	Objectivity	Cockburn, "The Tedium Twins"; Cohen, J, "Propaganda From the Middle of the Road"; Penny, "The View From Somewhere."
3.Mon Jan 25	Manufacturing Consent.	The readings co-written by Chomsky and Herman.
4.Mon Feb 1	Why is News Media This Way?	Miliband, "The Process of Legitimation."
5.Mon Feb 8	Mid-Term	Study all course content up to this point.
Winter Break (Reading Week)		
6.Mon Feb 22	Case Study: News Media and Aboriginal People	Piero et al, "Buried Voices: Media Coverage of Aboriginal Issues in Ontario."; Simpson, "Idle No More: Where the Media Went Wrong."
7.Mon Feb 29	Case Study: News Media and War	Chomsky, "Utility of Interpretations"; Falk and Friel, "Without Facts or Law"; Jiwani, "Helpless Maidens and Chivalrous Knights: Afghan Women in the Canadian Press."
8.Mon March 7	Case Study: News Media and Muslim People Friday March 11 is 40th class day -- Last day to drop Winter 2016 courses without academic penalty	Hirji. "The Colour of Difference: Race, Diversity, and Journalism in Canada"; Odartley-Wellington, "Racial Profiling and Moral Panic: Operation Thread and the Al-Qaeda Sleeper Cell that Never Was"; Razack, "From the Somalia Affair to Canada's Afghan Detainee Torture Scandal: How Stories of Torture Define the Nation."
9.Mon March 14	Alternative Media Part I ***Essays Due in Class AND on Turnitin.com***	Hands, "The Digital Author as Producer." Documentaries to be watched in class and discussion to follow.
10.Mon March 21	Alternative Media Part II	Fischlin and Nandorfy, "Communicating Rights: Media, Rights Organizations, Education and the Arts." Kozolanka, Mazepa, and Skinner, "Considering Alternative Media in Canada-- Structure, Participation, Activism."
11.Mon March 28	Alternative Media Part III	Cohen, N, "From Alienation to Autonomy: The Labour of Alternative Media"; Giroux; Hindman, "The Internet and the 'Democratization' of Politics" and "Blogs: The New Elite Media."

Lesson/ Week	Topic	Readings/Activities
12.Mon April 4	Final In-Class Exercise	Study all material covered since the mid-term, including documentaries watched in class.
Final Exam – (to be scheduled within final exam period) Please check www.guelphhumber.ca for exam schedules		

Evaluation and Due Dates

Students will be evaluated in this course through:

Presentations	20%
Mid-Term	20%
Essay	30%
Final Exercise	30%
TOTAL	100%

NOTE: All final exams are 2 hours in length and will be scheduled by Registrarial Services and available online at <http://guelphhumber.ca/registrar/schedules>

Policy for Late Work:

Assignments will only be accepted in class. If you are submitting a late assignment, it must be date-stamped and placed in the drop-box. Late assignments will be penalized 2% in the first day and 4% daily afterwards, if handed in late without a valid reason. After the period of 7 days no assignments or papers will be accepted.

Drop Box Policy

If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons.

NOTE: The University of Guelph-Humber Undergraduate Calendar states:

“Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.”

Accordingly, instructors may decide to use originality checking services, such as Turnitin.com, to ensure that submitted work conforms to the university’s Academic Misconduct policy. The instructor will notify students of such a requirement in advance. More information on Academic Misconduct is included below in this outline.

Academic Policies

Important University of Guelph-Humber Academic Regulations

Academic Integrity / Academic Honesty

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Academic Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Students are encouraged to review the policy:

<http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml>

Grading Procedures

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress on learning objectives. Feedback often goes beyond grading-an indication of the standard achieved-to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph is committed to providing students with appropriate and timely feedback

on their work. Instructors must provide meaningful and constructive feedback prior to the 40th class day. This may include but is not exclusive to returning papers, assignments, in-class or laboratory quizzes, laboratory reports, or mid-term examinations prior to the 40th class day. In research and independent study courses, instructors must provide students with a realistic idea of their performance by discussing progress directly with the student and, if necessary, identify specific areas for improvement. This may include the assessment of a research plan, literature review, annotated bibliography, oral presentation or other assessment tools.

Missed Final Exams / Deferred Privileges

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical**, **psychological** or **compassionate** consideration. Please see your Admission and Program advisor for details.

Accommodation Procedures

Students will identify themselves to Accessibility Learning Services and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing an "***Accommodation Letter***".

When students require test accommodations, they will

- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodation.
- Book the test date and time in the Accessibility Learning Services office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

Students with special needs are accommodated through Humber ITAL Accessibility Learning Services. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at: <http://www.humber.ca/student-life/swac/accessible-learning>

It is the student's responsibility to be familiar with the University's policies and Academic Regulations. These policies can be found at: <http://www.guelphhumber.ca/registrar/policies>