



CURRICULUM ISSUES IN CULTURAL & NEW MEDIA STUDIES

EDCP 531 @ The University of British Columbia
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WELCOME TO EDCP 531.96A

This course is designed to help graduate students develop a framework for understanding cultural and new media studies. One major effort will be in helping you balance practice with ethical, legal, and theoretical aspects. A second effort is to help you develop a critical cultural and media literacy to grapple with controversial issues. A third effort encourages you to design curriculum and content for teaching media studies and integrating media literacy across the curriculum.

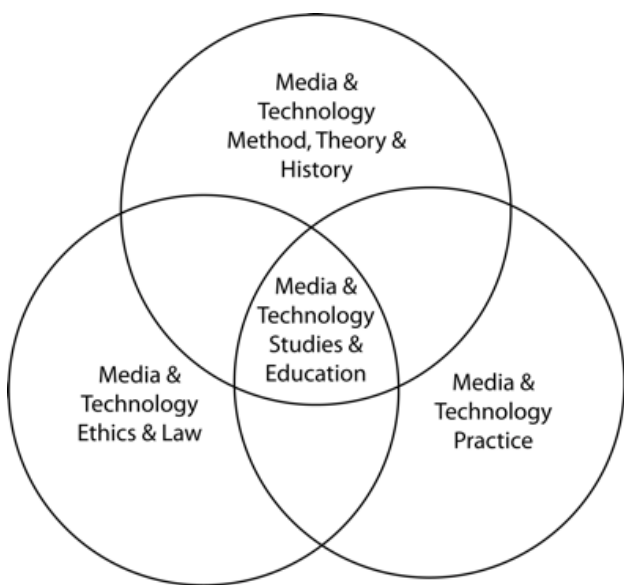


COURSE DESCRIPTION

Cultural and new media technologies have intensified and transformed the way we communicate, the way we learn, and the way we teach. They have, we might say, transformed the student and transformed the teacher. But what is the nature of these changes?

This course focuses on understanding media and associated freedoms of cultural expression and the press for learning, teaching, and public pedagogy. Media studies is a dynamic discipline tailored to exploring youth, culture, and education through concepts or techniques such as articulation, framing, regulation, remediation, representation, and transcoding. In addition to understanding culture, media, and the process of meaning-making, this course focuses on producing media across formats, cultural expression, and civic engagement.

Making minimal distinction among (the) media of, on, and in education, this course provides a survey of cultural and new media studies with an emphasis on media education and literacy. Media education and literacy are among the most relevant challenges to “official” knowledge and represent key movements in the sociology of curriculum. Hence, this course emphasizes the design and production of curriculum and content for teaching media studies and integrating media literacy across the curriculum.



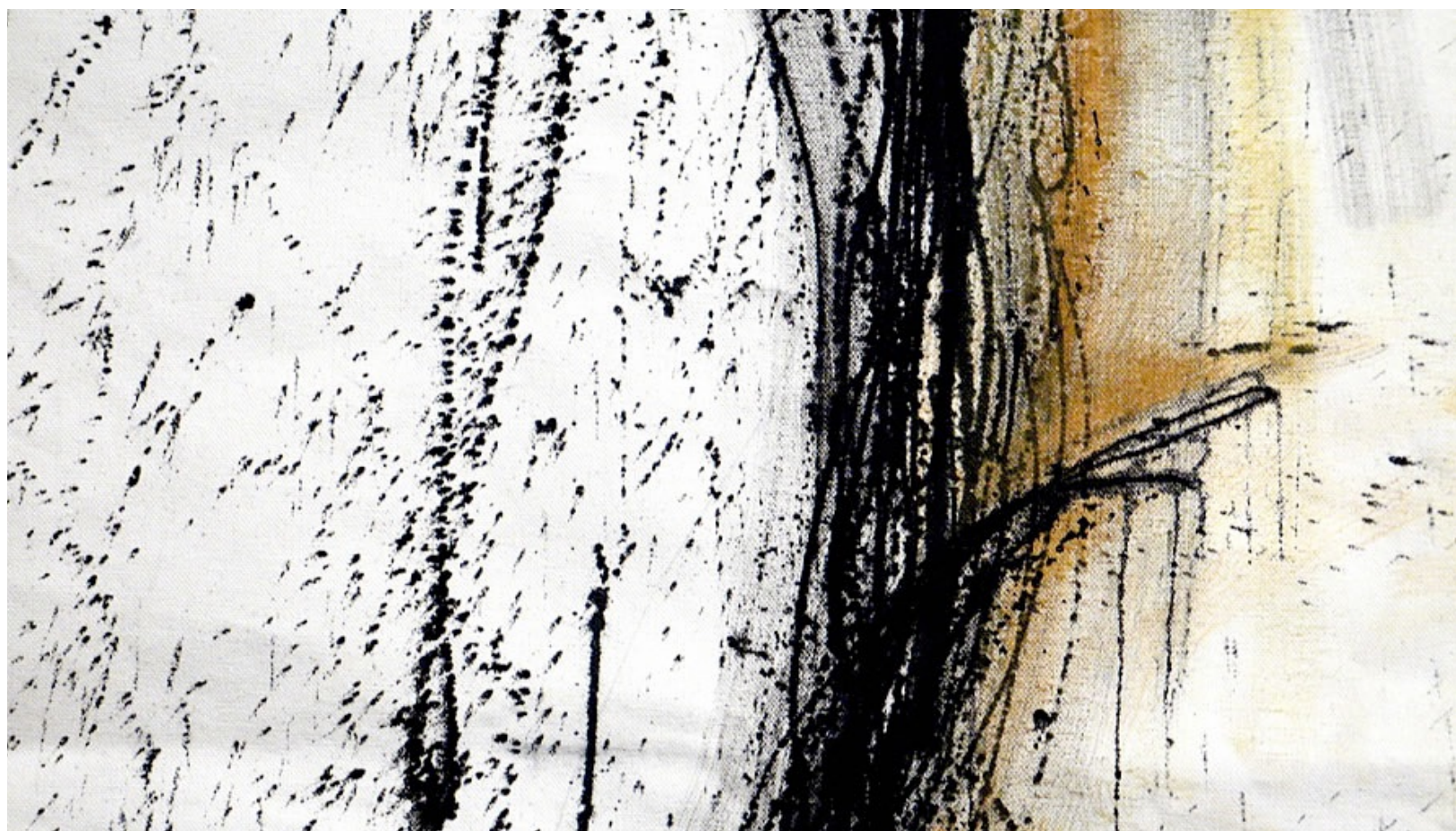
COURSE CONTENT

"The medium through which works of art continue to influence later ages is always different from the one in which they affect their own age."
Walter Benjamin, 2002

Students will benefit from a multimodal learning environment and creative instructional strategies (e.g., gamestorming, rolestorming, ideation, tinkering, screenplay reading, and producing original social media content). The course is oriented around ethical, legal, and theoretical aspects, with more specialized content derived from games for change, global apps for social justice, hip hop activism, and youth digital media ecologies. Hands-on activities will engage learners in unpacking the complexity of media in contemporary culture and examining how media education is catalyzing the development of young people's capacities for 21st century skills of digital communication, media literacy, and civic engagement.

"I tweet, therefore I am."
Sherry Turkle, 2015

"Becoming more media literate gives you a much clearer perspective to see the border between your real world and the world manufactured by the media. When you are media literate, you have clear maps to help you navigate better in the media world so that you can get to those experiences and information you want without becoming distracted by those things that harm you."
W. J. Potter, 2012





EXPECTATIONS

This course values the university classroom as an inviting space for unconditional questioning. To this end, we will use the guideline that you can say and ask anything in class, but that you can not declare what you (or others) have said or asked off-limits for questioning. Keep in mind that participation does not mean simply speaking up in class or unpacking the course readings, but actively working to make our class community a deeply engaging learning experience for you and your colleagues. Please treat each other with integrity, kindness, and respect.

Assessment	Deadline
Participation (20%)	Ongoing
Media Production Case Study (40%)	11 July (draft)
Media Study Guide (40%)	15 July (draft)



ASSIGNMENT #1: MEDIA STUDY GUIDE

Your challenge is to contribute a chapter (8-10 pages) to a multi-touch iBook created by ETEC 531 peers. Choose a film, theatre show, video game, or TV series that addresses key concepts in media education and is relevant, appropriate, and appealing for the students you teach. Please know that you are encouraged (and supported) to push beyond your comfort zones, learn new technical skills, and create new possibilities for teaching media studies and integrating media literacy across the curriculum. Engaging elements that you can choose to create with your submission include: 3D objects, interactive images, infographics, pop-up sidebars, quotations, cartoons, animation, video, recitation of stories, and widgets. Please include the following (work in groups of 2):

1. **Introduction:** Introduce your topic and its learning objectives.
2. **Key Concepts:** Discuss key concepts that are emphasized.
3. **Content @ Image, Sound & Text:** Write effective text and insert multimedia elements that give meaning to your topic.
4. **Focus Questions:** State discussion questions that are both direct and open-ended to draw students into the content and lead them toward inquiry and thought.
5. **Activities:** Provide 1-3 activities that engage the students in an experiential and media production dimension.
6. **Sources for Further Study:** Include sources that provide students with a means of following up on the topic.

Beginning-----Developing-----Exemplary

Clarity of Communication / Writing Style

1-----5.5-----10

Development of Content & Activities

1-----5.5-----10

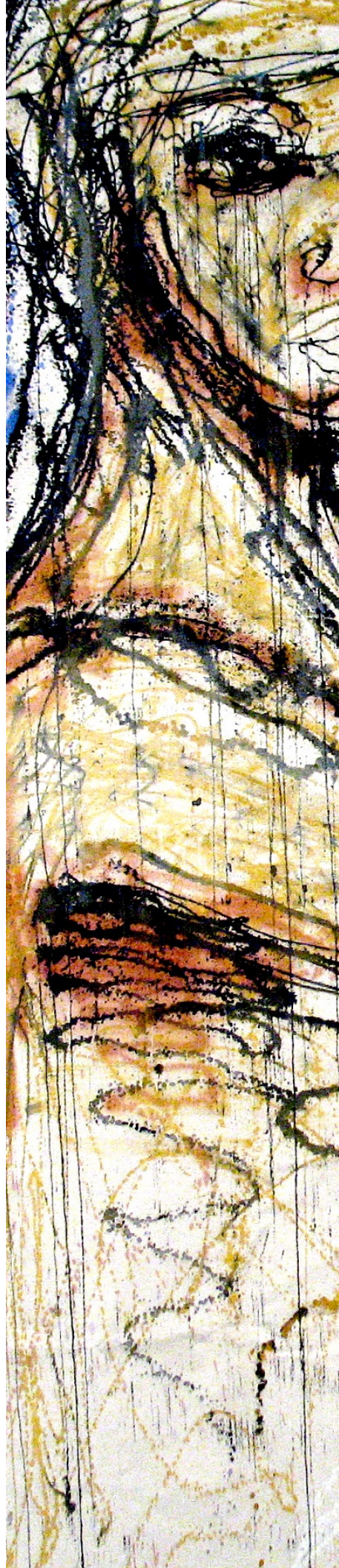
Key Concepts, Focus Questions & Sources

1-----5.5-----10

Design, Creativity & the WOW! Factor

1-----5.5-----10

Total: xx / 40



ASSIGNMENT #2: MEDIA CASE STUDY

Media productions are the hallmark of cyberspace— communication and participation are blends or convergences of image, text, data, video, voice, and sound. Certainly, students of media technologies ought to think critically about and be conversant in all of these modalities. This assignment challenges you to creatively express yourself as well as apply your technical skills to a challenging global issue or educational problem in cultural and new media studies.

Design and produce a thematic media production or case study that critically responds to the topic of your iBook Media Studies Guide. Your work should be thoughtful to inspire dialogue and pedagogical to address challenges for students and teachers. Many creative formats are available for producing your work (maximum 5 minutes in length) including: animation, claymation, art installation, digital scrapbook, image slideshow, interpretive dance, interview of peers, music video, short video, video game, puppet show, podcast, PSA (public service announcement), etc.

We will give each other creative and constructive feedback in class (examples will be provided). Please work in groups of 2 and include your media production (or case study) in your iBook chapter for our class Media Study Guide.

Beginning-----Developing-----Exemplary

Addresses key concepts of media education

1-----5.5-----10

Analyzes the challenge or problem of the case

1-----5.5-----10

Synthesizes with theory (and theorists)

1-----5.5-----10

Design, creativity & the WOW! factor

1-----5.5-----10

Total: xx / 40

SCHOLARLY PARTICIPATION

"Sometimes it seems easier to invent a new technology than to start a conversation."
Sherry Turkle, 2015

"In the end, we will be defined not only by what we create but by what we refuse to destroy."
John Sawhill, 2002

As a graduate scholar, you are expected to prepare for class each day, which entails a variety of things including academic conversation, articulation, and presentation. Preparation is interdependent with participation for each module, which involves **reading** (commenting in margin-notes, highlighting, interpreting, post-it note-taking, etc.); **writing** (blogging, defining, framing, journaling, outlining, posting to online discussions, summarizing, sketching, etc.); **organizing** (archiving, categorizing, documenting, labeling, mind-mapping, ordering, sequencing events, etc.); **reflecting** (analyzing, ideating, reincorporating, re-mapping, rethinking, reviewing, synthesizing, questioning, etc.); and **speaking** (corresponding with peers, critiquing, debating, negotiating, podcasting, etc.).

One goal of preparation is to sustain increasingly sophisticated academic conversations with the readings and your peers. A second goal is to develop your own systematic approaches for engaging with the course curriculum (e.g., developing reading, speaking, organizing, writing, and reflection formats and styles that are effective). Read for meaning along with purpose.

"Freedom of the mind requires not only, or not even especially, the absence of legal constraints but the presence of alternative thoughts. The most successful tyranny is not the one that used force to assure uniformity, but the one that removes awareness of other possibilities." **Allan Bloom, 2008**





SCHEDULE

“True death equals a generation living by rules and attitudes they never questioned and producing more children who do the same.”

Linda Christensen, 2000

Date	Topics/Activities	Readings/Media
4 July	What is or Who are (the) Media? Media Semantics, Rhetoric & Epistemology Activity: Media Studies Infographics	Gendler, A. (2015). Plato's allegory of the cave (video) Guillory, J. (2010). Genesis of the media concept Petrina, S. (2010). On (the) media
5 July	Media & Technological Literacies Media & Technology Education Activity: Photo Blending (LunaPic)	Hobbs, R. (2010). Digital and media literacy Hobbs, R. (2009). The past, present & future of media literacy education Saltu, M. (2007). Not just another teen movie: Juno (study guide)
6 July	Youth/Media Communication Youth/Technology Relationships Activity: Reclaiming Conversation	Davis, L. & Turkle, S. (2015). The flight from conversation Lenhart, A. (2015). Teens, social media & technology Turkle, S. (2012). Connected, but alone (video)
7 July	Media Production & Advertising The Art & Science of Motion Pictures Activity: Social Impact Advertising	Academy of Motion Picture Arts & Sciences. (2015). Teachers guide Kilbourne, J. (1993). Killing us softly: Gender roles in advertising Musberger, R. & Kindem, G. (2009). Introduction to media production
8 July	Academic Freedom & Free Speech Teaching Controversial Subjects Copyright & Intellectual Property Rights Activity: The Great “Media Debate”	Lessig, L. (2014). The unstoppable walk to political reform (video) Petrina, S. (2008). Academic freedom for K-12 teachers Potter, A. (2003). Is copyright unconstitutional? Salas, D. (2004). How to teach controversial content and not get fired
11 July	Media & Technology Education Media & Technological Literacies Activity: Your Research, Emoji-fied	Anderson, N., Tyner, K. & Pugente, J. (2003). Scanning television Christensen, L. (2000). Unlearning the myths that bind us Russell, C. (2012). Looks aren't everything (video)
12 July	Media Methods & Practices Media & Technology Theory Activity: Screenplay Readings	David, L. & Seinfeld, J. (1990). The Chinese Restaurant (script) Fedorov, A. (2010). Media educational practices in teacher training Merrin, W. (2009). Media studies 2.0
13 July	Regulation of the Citizen & Media Youth Media & Civic Engagement Activity: Social Media Challenges	Evans, H. (2016). What does it mean to be a citizen of the world? (video) MacDowell, P. (2015). Agency: Girls, influence, power Watkinson, A. M. (1999). Freedom of expression and assembly
14 July	DLC3 Innovation Day!	ETEC 531. (2016). Media productions and case studies
15 July	Celebration of Learning!	ETEC 531. (2016). Media study guide



TOPIC 1: WHAT IS OR WHO ARE (THE) MEDIA?

Banach, D. (2009). *Plato's theory of forms*. Retrieved online: <http://goo.gl/fmiBd4>

Gendler, A. (2015). *Plato's allegory of the cave* (video). Retrieved online: <http://goo.gl/iJbQUb>

Guillory, J. (2010). Genesis of the media concept. *Critical Inquiry*, 36, 321-362.

Petrina, S. (2014). *On (the) media*. Unpublished manuscript. Vancouver, BC.

TOPIC 2: MEDIA & TECHNOLOGICAL LITERACIES

Berry, K. (2007). Critical media studies meets critical (hyper-)pedagogues. In D. Macedo & S. Steinberg (Eds.), *Media literacy: A reader* (pp. 687-698). New York: Peter Lang.

Center for Media Literacy. (2005). *MediaLit Kit*. Malibu, CA: Author. Retrieved online: <http://www.medialit.org/cml-medialit-kit>

Hobbs, R. (2010). *Digital and media literacy: A plan of action*. Washington, DC: Aspen Institute. Retrieved online: <http://goo.gl/CzrKCU>

Hobbs, R. & Jensen, A. (2009). The past, present, and future of media literacy education. *Journal of Media Literacy Education*, 1, 1-11.

McLuhan, M. (1967). The medium is the message. *NEA Journal*, 56(7), 24-27.

Media Smarts. (2016). *Teacher resources*. Retrieved online: <http://mediasmarts.ca>

Pungente, J., Duncan, B. & Andersen, N. (2005). The Canadian experience: Leading the way. *Yearbook of the National Society for the Study of Education*, 104(1), 140-160.

Saltau, M. (2007). Not just another teen movie: Juno. *Screen Education*, 51, 110-115.

TOPIC 3: YOUTH/MEDIA COMMUNICATION

boyd, d. & Marwick, A. (2009). The conundrum of visibility: Youth safety and the internet. *Journal of Children and Media*, 3(4), 410-414.

Davis, C. & Turtle, S. (2015, October 7). The flight from conversation. *The Atlantic*, 1-8. Retrieved online: <http://goo.gl/qUYIPp>

Lenhart, A. (2015). *Teens, social media and technology overview*. Washington, DC: Pew Research Centre. Retrieved online: <http://goo.gl/cFmyXs>

Lenhart, A., Smith, A., Anderson, M., Duggan, M., & Perrin, A. (2015). *Teens, technology and friendships*. Washington, DC: Pew Research Centre. Retrieved online: <http://www.pewinternet.org/2015/08/06/teens-technology-and-friendships>

Rideout, V. J., Foehr, U. G. & Roberts, D. F. (2010). *Generation M2: Media in the lives of 8-18 year olds*. Menlo Park, CA: Henry J. Kaiser Family Foundation.

Rifkin, J. (2010). *The empathic civilization* (video). Retrieved online: https://www.ted.com/talks/jeremy_rifkin_on_the_empathic_civilization

Turkle, S. (2015). *Reclaiming conversation: The power of talk in a digital age* (pp. 336-362). New York, NY: Penguin Press.

Turkle, S. (2012). *Connected, but alone* (video). Retrieved online: https://www.ted.com/talks/sherry_turkle_alone_together



TOPIC 4: MEDIA PRODUCTION & ADVERTISING

- Academy of Motion Picture Arts and Sciences. (2008). *Teachers guide series*. Retrieved online: <http://www.oscars.org/education-outreach/teachersguide/index.html>
- Gautreaux, M. (2015). *Killing us softly 4 study guide*. Vancouver, BC.
- Hobbs, R. & More, D. C. (2014). Cinekyd: Exploring the origins of youth media production. *Journal of Media Literacy Education* 6(2), 23-34.
- Hodgson, K. (2012). *Killing us softly 4 study guide*. Toronto, ON: Media Education Foundation.
- Kilbourne, J. (1993). Killing us softly: Gender roles in advertising. *Adolescent Medicine*, 4(3), 635-649.
- Musburger, R. B. & Kindem, G. (2009). *Introduction to media production: The path to digital media production* (Chapter 2). Boston, MA: Elsevier.
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TOPIC 5: ACADEMIC FREEDOM & FREE SPEECH

- Clarke, P. (1993). Teaching controversial issues. *Green Teacher*, 31, 9-12.
- Lessig, L. (2014). *The unstoppable walk to political reform* (video). Retrieved online: <http://goo.gl/yOp9U>
- Liang, L., Mazmdar, A. & Suresh, M. (2005). *Copyright/copyleft: Myths about copyright*. Retrieved online: <http://www.countercurrents.org/hr-suresh010205.htm>
- Petrina, S. (2008). Academic freedom for K-12 teachers. In S. Mathison & W. Ross (Eds.), *Battleground schools: An encyclopedia of conflict and controversy* (pp. 1-11). New York, NY: Greenwood.
- Petrina, S. (2007). *Teaching controversial issues*. In *Advanced teaching methods for the technology classroom* (pp. 93-103). London: Idea Group, Inc.
- Potter, A. (2003). Is copyright unconstitutional? *This Magazine*, 37(2), 22-25.
- Salas, K. D. (2004). How to teach controversial content and not get fired. In *The new teacher book*. Milwaukee, WI: Rethinking Schools. Retrieved online: <http://www.rethinkingschools.org/publication/newteacher/NTFired.shtml>
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TOPIC 6: MEDIA & TECHNOLOGY EDUCATION

- Anderson, N., Tyner, K. & Pugente, J. (2003). *Scanning Television* (pp. 5-12). Toronto, ON: Harcourt Canada.
- Christensen, L. (2000). Unlearning the myths that bind us. In L. Christensen (Ed.) *Reading, writing, and rising up: Teaching about social justice and the power of the written word* (pp. 39-56). Milwaukee, WI: Rethinking Schools.
- EDCP 508 Collective. (2016). *MAKE: Creativity & learning in a new tonality*. Retrieved online: <https://itunes.apple.com/ca/book/make-guide/id1093003369?mt=11>
- Kinash, S. & Brand, J. (2014). Does social media breed learner laziness? *Education Technology Solutions*, 58, 56-59.
- NFB Education. (2016). *Teacher resources*. Retrieved online: <https://www.nfb.ca/education>
- Rodesiler, L. (2009). Turn it on and turn it up: Incorporating music videos in the ELA classroom. *English Journal*, 98(6), 45-48.
- Russell, C. (2012). *Looks aren't everything. Believe me, I'm a model* (video). Retrieved online: <http://goo.gl/dzY2FW>

“There was a child went
forth every day, And the
first object he looked
upon and received with
wonder or pity or love or
dread, that object he
became [...] And these
become of him or her
that peruses them now.”

Walt Whitman, 1855

TOPIC 7: MEDIA METHODS, PRACTICES & THEORY

Agar, J. (2005). Medium meets message: Can media history and history of technology communicate? *Journal of Contemporary History*, 40(4), 793-803.

Fedorov, A. (2010). Media educational practices in teacher training. *Acta Didacta Napocensia*, 3(3), 57-70.

Merrin, W. (2009). Media studies 2.0: Upgrading and open-sourcing the discipline. *Interactions*, 1(1), 17-34.

Murphie, A. & Potts, J. (2003). *Culture and technology* (pp. 11-38). New York, NY: Macmillan.

TOPIC 8: REGULATION OF THE CITIZEN & MEDIA

Evans, H. (2016). *What does it mean to be a citizen of the world?* (video). Retrieved online: <http://goo.gl/Rp9KpH>

Hoover, B. J. (2009). The First Amendment implications of Facebook, Myspace, and other online activity of students in public high schools. *Southern California Interdisciplinary Law Journal*, 18, 309-328.

MacDowell, P. (2015). *Agency: Girls, Influence, Power* (section 5.1 from doctoral dissertation). Retrieved online: <https://circle.ubc.ca/handle/2429/52669>

Papaioannou, T. (2013). Media and civic engagement: The role of web 2.0 technologies in fostering civic participation among youth. In D. Lemish (Ed.), *Routledge International Handbook of Children, Adolescents, and Media Studies*. New York, NY: Routledge.

Watkinson, A. (1999). Freedom of expression and peaceful assembly. In *Education, student rights, and the Charter* (pp. 74-91). Saskatoon, SK: Purich Publishing.

CREDITS

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“Technology is society made durable”
Bruno, Latour, 1990