THE RISE OF INTERNET MEDIA

MCC-UE 1571 | 4 units

Course Description:
This course examines the emergence of the Internet as a commercial business and the subsequent impact of this revolution on society and culture. Rise pays particular attention to the various business models and practices employed in media-related enterprises, tracing their development from the early 1990s to the most recent strategies and trends. Case studies include the Internet Service Providers (ISPs), portals, search engines, the Internet presence of traditional media organizations, social network platforms and the rise of the mobile and application-based digital media.

Course Culture:
Rise is a collaborative, community based course in which sessions, assignments, and various other activities are designed for you to engage with your classmates. The class itself is social. Many students at NYU operate with a quite admirable sense of autonomy, but collaboration is vital to your success in this course. Unless you socialize, debate, cajole, and work with your classmates it will be hard to master the material and impossible to complete the assignments. Prefer to work alone all the time? Probably not the course for you.

Attendance:
I cannot emphasize enough how important it is to show up even if you feel unprepared. Let’s face it, you all have many commitments and it’s hard to juggle priorities. I’m sympathetic, but I also worked in the private sector for 20 years before coming to NYU. I rely on that experience as a pedagogical influence. Class time is designed to emphasize shared learning and professional skill development. The wait list has 18 or 20 people on it, so if this isn’t for you Class 1 is the day to decide that. Otherwise I expect you to be here.

Lectures:
I’m not a fan of professors standing in front of the room talking to students. Some of the greatest professors of my life did this brilliantly, but they all included students in their discussion of the material. I believe you learn from each other more than you learn from me. Generally speaking, I have slides for every class. But these slides are designed to provoke conversation among us. You should expect to bring opinions into our classroom. You may find that your opinions change during our discussions. You may also find that you leave class with a more nuanced, more complicated and less sure view of the work we do together. That’s ok. I’m much less interested in right answers than I am in thinking about the questions we ask of ourselves and each other.
Quizzes:
We have them every week. They are designed to help encourage you to do the reading. They are not hard, but you will miss questions if you don’t do the reading. I find when students do the reading our class experiences are substantially more profound. This will be my 5th year insisting on quizzes. The range of reactions to this policy vary from, “This is great.” to “I hate your guts.” Mostly, students tell me that the policy bothers them, but they admit it makes the class much more interesting. ReadingisFundamental -- something I heard my whole life.

Guests:
I try to bring a range of guests into our classroom. It helps diversify our 3 hours together and give you a chance to network. Guests can be unreliable, but hopefully everybody who commits shows up. Not surprisingly I discourage guests from talking at you the whole time. It should be a time for interaction. 15 students have gotten internships/jobs from their interactions with guests or networking through class. I actually think this number is way too low and I really want to improve it.
Class Policies:

Attendance:
Unexcused absences and lateness could negatively affect grades.

Academic Dishonesty and Plagiarism:
Students are required to be familiar with NYU Steinhardt’s policy on Academic Integrity. This policy can be reviewed at http://steinhardt.nyu.edu/policies/academic_integrity. Academic dishonesty may result in failure of an assignment or the class in total, and particularly egregious cases can lead to recommended dismissal.

Students with Disabilities:
If you require special consideration due to documented disability, please contact the Moses Center for Students with Disabilities, 719 Broadway, 2nd Floor, (212-998-4980) and speak with your instructor privately.

Name Placard:
I will learn all of your names, but until I do you must prominently display your name on your desk in the form of a paper placard. First name is fine. If I don’t know all of your names, by Spring Break, I drop your worst quiz grade. BUT YOU MUST SHOW YOUR PLACARDS EACH WEEK BEFORE THAT.

Office Hours:
Last year I had set office hours and found that many people were unable to take advantage of them.

I’m open to office hours but appointment, skype, gchat or really anything. I believe in hanging out with students and getting to know you, but there are many students so I think you want to be thoughtful about why we are getting together. Here’s my proposed system: You send me an email saying why you want to meet and then we make an appointment if necessary.

Readings:

Media Redefined - subscribe via email (required):
http://feedburner.google.com/fb/a/mailverify?uri=mediaredef
Twitter: @MediaReDEF
Read Daily. Pay Particular attention to tweets from @aaroncohen.

This newsletter can demand significant reading time. Part of our objective is to throw too much at you and see how you manage. You can do it! Hang tough. Read the headlines. Much of the content is not Internet media related. You would never be tested on a piece about the Oscars or
the Knicks despite them being in the newsletter. Read the headlines.

Required Books:

Auletta, Ken. “Googled: The End of the World as We Know It”
Turner, Fred. “From Counter-Culture to Cyber-Culture”
Post, David: “In Search of Jefferson’s Moose”
Kirkpatrick, David “The Facebook Effect”
Wilson, Edward O. The Social Conquest of Earth
Brynjolfson, Eric: Race Against The Machine

Morgan Stanley Research Reports:

The Internet Report (1995)
The Internet Advertising Report (1996)

http://www.morganstanley.com/institutional/techresearch/

Grading:

Attendance and Participation: 10%

Quality of speaking is much more important than quantity of speaking. However, it is not good to be silent in class week after week. Everybody must bring a large name placard to be placed on their desk each week so that I can call on you by name. I do use the Socratic method to call on people so the best way to avoid being called on by surprise is to join our class discussions.

Writing: 40%

An opinion piece that relates a current moment in Internet culture (NSA disclosures, Twitter IPO) to a historical moment in Internet history. Must be written in 2 drafts and be no more than 750 words. Everything will be uploaded to the Medium Collection “NetSoFar”
Weekly Quizzes 10%

- must be taken in the 24 hours prior to class
- Done via NYU Classes
- 10 quizzes will be administered
- Every quiz is open book
- Designed to get you to do the reading; not to be incredibly difficult

Presentation: 40% Alec Foster and Luc Lewitanski to TA.

Locate a NYC Internet company and make the case for why this company will or will not succeed.

- two-person teams selected at random.
- two separate decks.
- A deck to read (up to 20 slides). The slides in this deck should be used to present the information and data upon which your conclusions about the future of the company are based, and explain the structure of your argument.
- 5 minute class presentation. The presentation will include using an additional deck of 10 slides. Unlike the slides in the 'deck to read', the slides in this deck should not be used to present the data and information that ground your conclusions, but should rather include images/texts that enhance or illustrate the points you will be discussing during your presentation.

- Graders: Aaron, Yoav

Schedule of Classes:
(subject to change)

Week 1, Jan. 28: Rise of Internet Media Introduction

- Part 1: The history of Internet Media in 60 Minutes
- Part 2: Meet the team, detailed review of syllabus, choose partners from hat, learn the class technologies

Week 2, Feb 4: Google’s history as a microcosm for a revolution

- Readings: Googled, by Ken Auletta
- Guest Ken Auletta

Week 3, Feb 11: The Roots of the Digital Revolution Part 1
Readings: In Search of Jefferson’s Moose, by David Post
Chapters 2-4.
Guest: David Post

Week 4, Feb. 18: Roots of Digital Revolution Part 2

Readings: From Counterculture to Cyberculture, by Fred Turner
Introduction, Chapters 3-6
Guest:

Week 5, Feb. 25: Traditional media grapples with digital technologies

Readings: * "The Highwaymen" by Ken Auletta -- chapters 1, 2, 3, and 11
"From Counterculture to Cyberculture" by Fred Turner -- chapter 7

Guest: Chris Fralic, First Round Ventures

Week 6, March 4: The Emergence of the World Wide Web

Readings: The Internet Report, Morgan Stanley reports by Mary Meeker (pdf)
Chapters 1-4.

Week 7, March 11: Netscape, AOL and Yahoo and Web 1.0

Submission of first draft of your opinion piece

Readings: The Internet Advertising Report by Mary Meeker (pdf)
Chapters 1-9.
Guest: Joann Wilson

Week 8, March 25: What is your future?

Readings: Race Against the Machine, by Eric Brynjolfson
TechCrunch: http://tcrn.ch/1f3IYKV
Guest: Chris Muscarella KitchenSurfing Paul Berry RebelMouse

Week 9, April 1: Tim O’Reilly and the Internet as an operating system, web 2.0 and social media

Assignment: Watch Tim O’Reilly Inside the Internet Garage, Read Tim’s essays
Guest: Wenda Harris Millard of MediaLink formerly Martha Stewart, Yahoo, and
DoubleClick

Week 10, April 8: The Rise of Online Video

Submission of final draft of your opinion piece

Guests: Danny Fishman President of Believe Entertainment

Week 1, April 15: History of Facebook and the rise of social media

Readings: The Facebook Effect, by David Kirkpatrick
Guest: David Kirkpatrick

Week 12, April 22: So/Lo/Mo

Guest: TBD

Week 13, April 29: The Future of Digital Media

Guests: Steve Hasker President of Nielsen

Week 14, May 5: An Internet Life. The case for joining the industry

Guests (Subject to Change):
Steve Hasker
Jason Hirschhorn
Joann Wilson
David Kirkpatrick
Chris Fralic
Jon Steinberg