Course Description
A project-based, research-intensive course that explores emerging practices and trends in new media with particular emphasis on interactive and immersive environments, such as social networking sites, multi-player online environments, the blogosphere, the open source movement, social activist groups, and Internet-based art. Students engage in a semester-long participatory research project using collaborative Web tools.

Course Objectives
Upon completion of this course students should be able to:

- Apply hands on experience and understanding of the current cultural changes in media production and consumption
- Develop the theoretical and methodological skills necessary for producing rigorous research on new and emerging media
- Evaluate digital media research tools and develop a critical approach to the use and misuse of these technologies
- Discuss the present and somewhat predict the future of digital media

Course Format
This course meets once a week in person but takes place constantly through the week on the class blog. Classroom time consists of weekly presentations by students on weekly reading assignments and screenings with a follow up discussion on these readings and a group activity associated with the readings that will be carried out in class. Students must come up with a proposed activity for each of the readings / interventions that can be done by other students in the class.

Grade Breakdown
Digital Media Journals: 60%
Class and Blog Participation: 20%
Presentations: 20%
Total: 100%

Grading Criteria
A- Excellent. Student exhibits exemplary creativity through research and critical analysis. Research and writing is lucid and engaging with zero mistakes.
B- Good. References to the course material are well-selected and topical. Critical analysis is present, but largely rehearsed from class lecture and discussion. Student’s style is clear and has very few mistakes.
C- Satisfactory. References to the course material are well-selected and topical, but student performs little or no historical or critical analysis. Problems exist in student’s work. Work consists mostly of underdeveloped ideas, off-topic sources or examples, inappropriate research, or anecdotes.
D- Unsatisfactory. Student does not engage with the material and no historical or critical analysis is present. Substantial problems exist in student’s work.
F - Fail. Student does not submit work, or work is below unsatisfactory level.

Readings and Assignment Details
Each week students will be assigned material revolving around the weekly topics. The weekly reading list consists of required and recommended items. These items will be various articles, book segments, blog posts and might also be audio and video presentations or other audiovisual content.

Weekly blog posts about the readings is required. Each blog post must analyze information from multiple sources assigned that week and arrive at a critical conclusion. The posts may include text, audio, or visual material or reference other material on the web. Each must be published as a blog post (350 words or more), and therefore will be subject to public viewing and possible response. The posts will be published in the form of a collaborative blog. The blog will serve both as a research tool and as a way to document the process and results of the explorations. Each post must be Tagged with a Label. The labels will form the blog’s "Tag Cloud" which will persist over the course and inform us about what aspects of the readings we found most interesting. Class time will be devoted to discussion of research discoveries of the last week, engaging criticism and feedback posted on the blog by the students and the instructor.

Over the course of the semester a collection of posts will accumulate based on the student work. These will remain online as public documents, accessible both to other students as well as the general public if students permit.

Class Policies

Attendance
All students are required to attend class and complete all assigned readings. Students are required to both post their own research blog posts and comment on other students posts. Deadlines are rigid and posting late is not accepted.

Academic Dishonesty and Plagiarism
http://steinhardt.nyu.edu/policies/academic_integrity
The relationship between students and faculty is the keystone of the educational experience at New York University in the Steinhardt School of Culture, Education, and Human Development. This relationship takes an honor code for granted and mutual trust, respect, and responsibility as foundational requirements. Thus, how you learn is as important as what you learn. A university education aims not only to produce high-quality scholars, but to also cultivate honorable citizens.

Academic integrity is the guiding principle for all that you do, from taking exams to making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others and take credit only for ideas and work that are yours.

You violate the principle of academic integrity when you
• cheat on an exam,
• submit the same work for two different courses without prior permission from your professors,
• receive help on a takehome examination that calls for independent work, or
• plagiarize.

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning, and discovering knowledge, plagiarism cannot be tolerated.

Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score, and/or other materials that are not your original work. You plagiarize when, without proper attribution, you do any of the following:
• copy verbatim from a book, an article, or other media;
• download documents from the Internet;
• purchase documents;
• report from other’s oral work;
• paraphrase or restate someone else’s facts, analysis, and/or conclusions; or
• copy directly from a classmate or allow a classmate to copy from you.

Student Resources
Students with physical or learning disabilities are required to register with the Moses Center for Students with Disabilities, 719 Broadway, 2nd Floor, (212-998-4980) and are required to present a letter from the Center to the instructor at the start of the semester in order to be considered for appropriate accommodation.

Writing Center: 269 Mercer Street, Room 233. Schedule an appointment online at www.rich15.com/nyu or just walk-in.
Weekly Schedule

Class 1 - Course Introduction: The Culture of Digital Media

Content: A Guided Tour of Social Networking and the Participatory Web

- We Feel Fine, Link: http://www.wefeelfine.org/ - DEMO
- Google Alarm: http://fffff.at/google-alarm/
- Kevin Kelly: Predicting the next 5,000 days of the web: Link: http://bit.ly/kFk0
- "The Onion: All Online Data Lost After Internet Crash": Link: http://bit.ly/eZegM

Class 2 - The Culture and Tools of Digital Media

Discussion: Journal 1: Silicon Alley, The Internet: Salvation?

Content: How does the internet work? Why is it successful?
Case study: E-mail, Blogs, Instant Messaging, Torrents
Assignment: Journal 1

Required Reading:
- "The Frailties and Beauties of Technological Creativity", by Robert C. Post Link: http://tinyurl.com/lgvepq
- Interview with Christophe Bruno: Neural Magazine: http://bit.ly/Q0xKs

Class 3 - The Public Sphere, Blogs, Linked Information

Discussion: Journal 2
Discussion: A Week without Google and Facebook
Assignment: Spend a week without using Google and Facebook, write down your daily notes, thoughts on what life is like. Is it more difficult? More relaxing? Stressful?

Required Reading:

Required Viewing:

Class 4 - Information Overload and 24/7 Access To Networked Media

Discussion: Are the tools of digital media impeding or expanding our knowledge?
Case study: Google Search, Facebook, Gmail, Google Adsense, Google Adwords Happening
Assignment: Journal 3
Required reading:


**Class 5 - Social Software, The Public and Communities**

Discussion: Journal 3
Case study: del.icio.us, MySpace, FaceBook, Twitter
Assignment: Journal 4

Required reading / viewing:

**Class 6 - Mashups and Their Consequences**

Discussion: Journal 4
Case study: YouTube, Blip, Internet Archive, OurMedia, Bittorrent, The Pirate Bay, The Pirate Party
Assignment: Journal 5

Required Viewing:
Steal This film 2: http://bit.ly/o7d9Z

Required Reading:

**Class 7 - Free Culture**

Discussion: Journal 5
Assignment: Journal 6

Required reading:

Required viewing:
- Video: Why $0.0 Is the Future of Business: http://bit.ly/bfjWF
Class 8 - Commons Based Peer Production and Open Source

Discussion: Journal 6
Assignment: Journal 7

Required Reading:
- Ecerpts from The Success of Open Source - by Steven Weber: http://bit.ly/g3MJM


Class 9 - Wikipedia, Wireless Space, Crowdsourcing Media

Discussion: Journal 7
Assignment: Journal 8

Required Reading:
- Crowdsourcing: A Million Heads is Better than One, Josh Catone: http://bit.ly/1a2saG
- Star Wars UCut: http://www.starwarsuncut.com/#/

Class 10 - The Internet of Things / Locative and Physical Media

Case study: Smart phones, RFID, GPS, Metrocard, iPhone
Discussion: Journal 8
Assignment: Journal 9

Required Reading:

Required Viewing:
Bruce Sterling’s presentation in the Innovation Forum: http://vimeo.com/769193

Class 11 - Representation, Simulation, Fun

Discussion: Journal-9
Assignment: Journal-10

Play Research

Required Reading:
Class 12 - Network Theory

Assignment: Guide For Exploring Digital Media Environments

Required Reading:
- Slides of her talk (follow these while listening): http://bit.ly/b71Hs

Class 13 - Biomedia

Discussion: Guide For Exploring Digital Media Environments
Assignment: Guide For Exploring Digital Media Environments

Required Reading/Viewing:
- Decoding the Future with Genomics / Juan Enriquez. link: http://bit.ly/1HEKsJ

Class 14 - The Digital Divide and the Post-national

Discussion: Guide For Exploring Digital Media Environments / final conclusions

Required Listening/Reading:
- Give me rice, but give me a laptop too / Bill Thompson: http://bit.ly/wDYCk
- Frost, Catherine. Internet Galaxy Meets Postnational Constellation: Prospects for Political Solidarity After the Internet, PDF Link: http://tinyurl.com/mvzyj3