

**Course Proposal: The Everyday Culture of the Web**

Course Title	:	<b>The Everyday Culture of the Web</b>
Course Code	:	CLE9026
Recommended Study Year*	:	All years
No. of Credits/Term	:	3 credits/term
Mode of Tuition	:	Lecture, Tutorial, Workshop
Class Contact Hours	:	3 hours per week
Category in Core Curriculum	:	Cluster: Values, Cultures and Societies
Discipline*	:	
Prerequisite(s)	:	Nil
Co-requisite(s)	:	Nil
Exclusion(s)	:	Nil
Exemption Requirement(s)	:	Nil
Brief Course Description	:	This course studies the role of material media in everyday communication. It connects the analysis of the technical features and design of digital communication technologies to social norms, meanings, and cultural performances. It encourages students to 1) look critically at our relations to existing technologies and 2) imagine creatively how they could be different. We read recent texts in new media studies with reference to the cultural forms and workings of concrete technologies such as search engines, tags, like buttons, and filters as well as norms such as “user-friendliness” and “interactivity.” We examine such technologies in the contexts of work, consumption, participation, affect, and identity. Through guest lectures and workshops, we seek a dialogue with the local community of coders and new media designers in Hong Kong.
Aims	:	This course aims to: <ol style="list-style-type: none"><li>1. Strengthen students’ critical awareness regarding the technologies they interact with on a daily basis.</li><li>2. Provide students with material, historical, and cultural perspectives on digital communication technologies and the everyday web.</li><li>3. Strengthen students’ ability to reflect on communication technology and information-related rights, duties, and ethics that they might appropriate or be assigned as citizens and netizens.</li><li>4. Enrich students’ understanding of the cultural relevance of creative design and deviant practices of use.</li></ol>

Learning Outcomes	: By the end of this course, students will be able to <ol style="list-style-type: none"> <li>1. Produce informed accounts of the technical workings and logics of everyday digital communication technologies.</li> <li>2. Provide clear analysis on how digital communication technologies relate to the cultural context.</li> <li>3. Explain the ethical and political aspects of digital communication technologies and one's relation to them as a citizen or "netizen."</li> <li>4. Demonstrate appreciation of creative design and deviant practices of use.</li> </ol>
Indicative Content	: <ul style="list-style-type: none"> <li>- a cultural history of the internet</li> <li>- a cultural theory of citizenship in technological societies</li> <li>- cultural implications of design and technical features</li> <li>- the politics of knowledge and search engines</li> <li>- networks of association, tags, likes, and links</li> <li>- morality, filters, and firewalls</li> <li>- self-expression and dataveillance</li> <li>- creative design, tactical media resistance and user appropriation</li> <li>- information rights, communicative entitlements, and digital commons</li> </ul>
Teaching Method	: This course makes use of lecture, discussion, and online collaboration. There are also workshops and guest lectures by coders and designers.
Measurement of Learning Outcomes	: <ol style="list-style-type: none"> <li>1) Students take turns in presenting a case study that analyzes a concrete technology in the light of that week's readings and lecture. (1,2)</li> <li>2) Students write a short case study that analyzes the workings of digital communication technologies in relation to their cultural context. (1,2)</li> <li>3) Students conduct a group project in which they either identify a striking example of a practice of deviant use or creative design or they express their own vision of such a practice. (4)</li> <li>4) Students are responsible for building up a portfolio that demonstrates their critical awareness, analytical capabilities, and reflective insights on ethical and political aspects of the everyday web. (1,2,3)</li> <li>5) Students are invited to actively participate in class</li> </ol>

discussions and workshops. (1,2,3,4)

Assessment : 100% in continuous assessment

Grade distribution	Presentation	15%
	Short Paper	20%
	Group Project	20%
	Portfolio	25%
	Participation	20 %

Required/Essential Readings : Rogers, R., *Digital Methods*, Cambridge (MA) and London, MIT Press, 2013.  
Van Dijck, J., *The Culture of Connectivity: A Critical History of Social Media*, Oxford and New York, Oxford University Press, 2013.

Recommended/ Supplementary : Andrejevic, M., *How Too Much Information Is Changing the Way We Think and Know*, New York and Oxon, Routledge, 2013.  
Couldry, N., “New Media for Global Citizens? The Future of the Digital Divide Debate” *Brown Journal of World Affairs* 14(1): 249-261, 2007.  
Fuchs, C., *Social Media: A Critical Introduction*, Los Angeles and London, Sage, 2014.  
Fuller, M., *Software Studies: A Lexicon*, Cambridge (MA) and London, MIT Press, 2008.  
Guins, R., *Edited Clean Version: Technology and the Culture of Control*, Minneapolis, The University of Minnesota Press, 2009.  
Karaganis, J. ed., *Structures of Participation in Digital Culture*, New York, Social Science Research Council, 2007.  
Longford, G., “Pedagogies of Digital Citizenship and the Politics of Code,” *Techné: Research in Philosophy and Technology* 11 (1), 2005.  
Meng, B., “Underdetermined Globalization: Media Consumption via P2P Networks,” *International Journal of Communication* 6: 467–483, 2012.  
Mejias, U., *Off the Network: Disrupting the Digital World*, Minneapolis and London, University of Minnesota Press, 2013.  
Morley, D., *Media, Modernity and Technology: The Geography of the New*, Oxon and New York: Routledge, 2006. Alternatively: *Rethinking Communications* (forthcoming)  
Raley, R. *Tactical Media*, Minneapolis, University of Minnesota Press, 2009.  
Sundaram, R., “The Pirate Kingdom,” *Pirate Modernity:*

*Delhi's Media Urbanism*, Oxan and New York: Routledge, 2010.  
Qiu, J. L., *Working-Class Network Society: Communication Technology and the Information Have-Less in Urban China*, Cambridge (MA) and London, MIT, 2009.

Important Notes:

1. Students are expected to spend a total of 9 hours (i.e. 2 hours of class contact and 7 hours of personal study) per week to achieve the course learning outcomes.
2. Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
3. Students are required to submit writing assignment(s) using Turnitin.
4. To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.