

Course Title	Media Networks and Everyday Life
Course Code	CUS3005
Recommended Study Year	Year 2 to Year 4
No. of Credits/Term	3
Mode of Tuition	Lecture-Tutorial Mode
Class Contact Hours	3
Category	Elective, Area of Concentration: Community and Cultural Policy, and Creativity and Media Studies (2018-19 intake or before); Digital Culture and Media Practices (from 2019-20 intake)
Discipline	NIL
Prerequisite(s)	NIL
Co-requisite(s)	NIL
Exclusion(s)	NIL
Exemption	NIL
Requirement(s)	

Brief Course Description

This course explores the term "network" broadly, including socio-cultural networks, online social networks, and other digital communication networks. With this understanding, the course asks in what ways media constrains, enables and figures in the practices of everyday life. We work from an expansive definition of what constitutes "media," including print media, television, social network sites, and online games. Students will use relevant theoretical concepts to discuss the way they relate to one another in intimacy, family, neighborhood, class identity, gender relationship, sexuality, ethnicity, and citizenship. They are encouraged to reflect upon and compare different media experiences, texts, and technological forms. Students will learn the basics of audience research, discourse analysis, and digital ethnography.

Aims

1. To familiarize students with the problems and debates pertaining to the role of media in everyday life;
2. To introduce students to the key theoretical perspectives and paradigms in the study of media studies;
3. To lay the foundation for students to develop their analytical mind and reflective thinking of their daily experience and its relationship with media.

Learning Outcomes

By the end of the course, students shall be able:

1. To define and describe the major problems and debates about media and everyday life;
2. To identify the key perspectives on media studies and explain the shift of theoretical paradigms;
3. To employ the conceptual and theoretical tools to examine the experiential and

affective dimension of everyday life.

Indicative Content

1. Media and Social Transformation
2. Media Routine and Ritual
3. Network Society
4. Network Identity
5. Presentation of Self and Other on Social Media
6. Online Populism
7. Network Misogyny, New Masculinity, and Online Feminism
8. Privacy, Trolling, Surveillance

Teaching Method

1. Lecture to guide students through theoretical knowledge, conceptualization, and reading of the essential texts;
2. Oral presentation by students to articulate major problems and theoretical knowledge with examples in everyday life;
3. Seminar discussion to familiarize students with problems and debates on the issues related to media, network, and everyday life.

Measurement of Learning Outcomes

1. Written assignment to measure students' theoretical knowledge and its applications to everyday contexts; (LO 2, 3)
2. Oral presentation to test students' ability to articulate the problems and issues with theoretical knowledge (LO 1, 2)
3. Term project to evaluate students' capacity to reflect upon their everyday life and its relevance to the major problems of media studies (LO 1, 3)
4. Final examination (LO 1, 2, 3)

Assessment

Examination: 30%

Continuous Assessment: 70%

-Tutorial 20%

-Assignment 20%,

-Term project 30%

Required/Essential Readings

Peters, Benjamin, ed. *Digital Keywords: A Vocabulary of Information Society and Culture*. NY: Princeton University Press, 2016.

Thimm, Caja, Mario Anastasiadis, Jessica Einspänner-Pflock, eds. *Media Logic(s)*

Revisited: Modelling the Interplay between Media Institutions. Hampshire: Palgrave Macmillan, 2018.

Recommended/Supplementary Readings

Arvidsson, Adam, and Alessandro Delfanti. *Introduction to Digital Media*. Hoboken, NJ: John Wiley & Sons, 2019.

Berry Jeffrey M. and Sarah Sobieraj. *The Outrage Industry: Politics and the New Incivility*. NY: Oxford University Press, 2014.

Boellstorff, Tom. *Coming of Age in Second Life: An Anthropologist Explores the Virtually Human*. Princeton University Press, 2015.

Castells, Manuel. *End of Millennium, 2nd Edition*. Hoboken, NJ: John Wiley & Sons, 2010.

Castells, Manuel. *The Power of Identity, 2nd Edition*. Hoboken, NJ: Wiley-Blackwell, 2003.

Castells, Manuel. *The Rise of the Network Society*. Hoboken, NJ: John Wiley & Sons, 2011.

Chen, Gina Masullo. *Online Incivility and Public Debate: Nasty Talk*. London: Palgrave Macmillan, 2017.

Coleman, Gabriella. *Hacker, Hoaxer, Whistleblower, Spy: The Many Faces of Anonymous*. Verso, 2014.

Gillespie, Tarleton, Pablo J. Boczkowski, and Kirsten A. Foot, eds. *Media Technologies: Essays on Communication, Materiality, and Society*. MIT Press, 2014.

Hayles, N. Katherine. *How we think: Digital Media and Contemporary Technogenesis*. Chicago: University of Chicago Press, 2012.

He, Wei. *Networked Public: Social Media and Social Change in Contemporary China*. New York and London: Tsinghua University Press and Springer-Verlag Berlin Heidelberg, 2017.

Humphreys, Lee. *The Qualified Self: Social Media and the Accounting of Everyday Life*. Cambridge, Massachusetts: The MIT Press, 2018.

Kuang, Wenbo. *Social Media in China*. Hampshire: Palgrave Macmillan, 2018.

Lupton, Deborah. *The Quantified Self*. Hoboken, NJ: John Wiley & Sons, 2016.

Madianou, Mirca, and Daniel Miller. *Migration and New Media: Transnational Families and Polymedia*. Oxford: Routledge, 2013.

Papacharissi, Zizi. *Affective Publics: Sentiment, Technology, and Politics*. Oxford University Press, 2015.

Phillips, Whitney. *This is Why We Can't Have Nice Things: Mapping the Relationship Between Online Trolling and Mainstream Culture*. MIT Press, 2015.

Rasmussen, Terje. *Personal Media and Everyday Life: A Networked Lifeworld*. Hampshire: Palgrave Macmillan, 2014.

Silverstone, Roger. *Media, Technology and Everyday Life in Europe: From Information to Communication*. New York: Routledge, 2016.

van Dijck, Jose. *The Culture of Connectivity: A Critical History of Social Media*. Oxford: Oxford University Press, 2013.

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 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/>.