



Photo Credit: Joshua Kaufman, "Mobile Garden @punchcut

Spring 2019 MSP 4541

## Mobile Media

Professor:

Dr. Adrienne Shaw

Contact:

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Office: 203a Annenberg Hall

Office Hours: Tu/Th 4-6pm,  
(sign up on Canvas)

Email/Slack Hours: M-F  
11am-1pm

Please use #office\_hours in Slack for  
any non-personal questions

W 5:30-8—405A TUTTLEMAN -- 3 CREDITS

**Course Description:** Mobile technology is an increasingly important tool for modern communication. This course will take a critical exploration of the role of mobile communication in public life, in part by having students design their own mobile media. Throughout the course, we will explore the societal impact of mobile communication so that students can gain a deeper intellectual understanding of mobile communication in public life and its impact on issues such as social interaction, identity, privacy, sense of place, and surveillance. During the class examples of mobile media applications and services will be introduced. The course consists of conceptual and theoretical teachings, but also includes many practical and hands-on elements in the form of demonstrations of real-life mobile applications, conducted studies and projects. To teach preliminary practical mobile media production skills there will be exercises in mobile application concept design and in mobile application research.

During the course students will engage in critical discussions of academic work, in-class group activities, essay writing, field research, creative/design projects, and original research. These assignments are meant to both embed them in the use of the technologies they will be analyzing as well as develop a broad set of communication skills.

**Canvas:**

Assignment descriptions, handouts, readings, additional course information, and grades are posted here

**Slack:**

**MobileMediaSpring2019.slack.com**

All announcements, course communication, and discussion questions will be posted here.

**Master's Students:** If you are taking this course at the MA level, please see the alternative assignment requirements emailed to you.

**Prerequisites:** [MSP 1701](#) | Minimum Grade of C- | May not be taken concurrently  
OR [CMST 2111](#) | Minimum Grade of C | May not be taken concurrently.

### Assignments:

Your assignments will require that in addition to Canvas, you set up an account to use our **Slack team**. Slack is private to the course (public channels just mean everyone in the class can see them). Please use the name you wish to be called as your username.

**\*\*If you do not have regular access to the Internet or a computer, come talk to me at the beginning of the semester so we can develop an alternative submission process.**

**Extra credit:** Doing more than the minimum required discussion questions will count as extra credit. There will also be in-class extra credit opportunities throughout the semester.

### Course Engagement:

Active participation is crucial to your learning in this course. You earn your classroom engagement grade by coming to class regularly, taking notes, bringing your annotated (marked-up) readings to class, respectfully contributing to class discussions (demonstrating that you completed the readings), asking questions, and offering responses to the course materials. You can also add to course discussions by posting to #related in Slack if you feel more comfortable doing that.

### Grading Rubric:

93+: A , 90-92: A-, 87-89: B+, 83-86 :B, 80-82: B-, 77-79: C+, 73-76: C, 70-72: C-

\*A full explanation of the grading policy can be found in the Policies tab on the course website.

In addition, minor assignments due throughout the semester will also count towards this element of your grade. Your first such assignment is coming to class with a question about the course and some additional info on **Day One**. Your second is to **set up a Slack account and post a link** to an article related to this course in #related. This is due by **January 21<sup>th</sup> at 11pm**.

### Slack/Discussion Questions

You are required to join our Slack team, where I will make announcements about the course, post relevant links, and answer any of your non-personal questions about course materials, assignments, etc. (do not use this space to ask about your grades).

**Discussion Questions:** On Slack there is a channel called **#discussion-questions**. You are required to submit **two** discussion question about that day's readings, **no later than 3pm before each class session**. The questions should reflect active engagement with the readings. **You can post questions early**, but **always** label questions with the day of class and reading they are for. You must submit questions for **9** class days to earn full credit (you only receive credit for two per day). Any questions beyond the minimum will count as extra credit. **You can post questions for any week there are assigned readings.**



### Essays:

During the semester you will write **two essays** requiring you to synthesize material from this course. For these essays, you will submit an 800-1200 word response to a prompt provided. You will be graded on how well you address the prompt and requirements, citation, comprehension of and engagement with the course materials, and writing quality. You must include a works cited list and use APA style. There is one "Bonus Essay" you can complete that will replace your lowest scoring essay grade. Further details for these are available on Canvas.

*References, titles, and captions are not included in minimum word counts.*

*More information about all assignments is available on Canvas.*

## FINAL PROJECT: MOBILE PHILLY5

**Final Project:** Your final project for this course is to create an interactive, multi-media project that explores a specific space (we'll talk more about how to define these in class) that allows you to explore the concept of mobility in and around Philadelphia (including Temple's campus and/or wherever you commute from). The topic is up to you, but must in some way focus on ideas around mobility (broadly defined) and communicate information about a minimum of five places within a bounded space (we will talk about the distinction in class) using videos, still images, audio, and the interactive affordances of PowerPoint (which I will go over in class). These projects will require independent research on your part, though I am always happy to offer advice. Your project on the whole must in some way reflect on the concept of mobility, but in a broad sense. More details are on Canvas.

You will be graded on the quality of your content and the research behind what you have produced as well as the technical proficiency, quality of the multi-media and interactive design, and creativity displayed in the project. **Expectations for all components are on Canvas.**

### Components:

- 1. Proposal:** You cannot continue to the next components of the assignment until you successfully complete this one. The first version needs to be submitted by **February 4 at 11pm (Canvas)**. You will have until **March 1 at 11pm** to submit an acceptable revision.
- 2. Field Research Report:** In this assignment you will spend some time in at least two of the places you are covering in your final project. The final outcome of this assignment will be a **750-word** (minimum) report, which documents your observations. This will be due **March 11 at 11pm on Canvas**.
- 3. Drafts of Projects and Outline:** On **April 3** you are required to come to class with a draft version of your project along with an outline for the rest of what you intend to include.
- 4. Final Project Sharing:** On the last day of class you must come with your completed project, and will be offering your classmates feedback.
- 5. Final Project:** Your final PowerPoint (and it must be submitted as a PPT) with any final edits should be submitted **via Canvas at 11pm on May 3**.

**Late Assignments:** Due dates are in place to structure the course and to help all of us organize our time. There is also a time after which an assignment can no longer meet its pedagogical goals. For that reason, discussion questions and assignments due in class (see table) cannot be accepted late. For other assignments, I am willing to grant you a negotiable, no penalty extension for any reason if you contact me by the due date/time. Note, however, that if you do not submit the assignment by the scheduled deadline, I cannot guarantee you will get comments on your assignment (just a score/grade). If you do not contact me or fail to meet the extended deadline, you will receive a zero for the assignment.

**Writing:** Your ability to communicate effectively in written form comprises a large portion of your success in this class. All written assignments should be professional and well-organized, make a clear and compelling argument, contain a thesis statement, fully cite all sources, and use textual evidence and exposition. See the "How to write effectively" page on Canvas for advice on how to do this.

Assignment	Submit	Due	Points
Regular Participation: In class engagement, attendance, discussion questions, day one question, slack set up, etc.	In Class/ Slack	Ongoing	350
Essay #1	Canvas	February 11, 11pm	100
Essay #2	Canvas	March 25, 11pm	100
Bonus Essay	Canvas	April 15, 11 pm	Replaces lowest essay grade
Final Project			
Project proposal (revisable)	Canvas	February 4, 11pm	50
Field Research	Canvas	March 11, 11pm	100
Draft of project and outline	In Class	April 3	50
Final Project Sharing	In Class	April 24	50
Finalized Project	Canvas	May 3, 11pm	200
<b>Total</b>			<b>1000</b>

## Course Policies

**Attendance:** Missing class happens, for a lot of reasons. If you are not in class, however, you cannot engage with the course. For these reasons you are allowed ONE absence before your grade is affected (no documentation necessary). Two late arrivals (more than 10 minutes after class starts) or early departures will count as 1 absence (and if you arrive late and depart earlier from a single class session you will be counted as absent for that session). If you are absent or late, it is your responsibility to catch up by asking a classmate for notes, reviewing Slack, and keeping up with readings. After that, feel free to ask me any **specific** questions. Reminder, you cannot make up in-class assignments.

**Inclusivity Policy:** There is an inclusivity policy on the course website. You will be asked to sign this at the start of the semester, committing yourself to promoting a safe and inclusive classroom for all students, guests, and instructors.

**Technology Policy:** On the first day of class we will decide as a group how to manage technology in the classroom. Regardless of whether laptops/tablets/etc. will be allowed, they should only ever be used as part of your engaged participation with the course.

**Email:** Check Slack daily! This will be our primary mode of communication. You can message me on Slack or email me with questions anytime, but note I only respond to student emails during my posted email hours (see pg. 1). Include the course number in the subject line and sign your full name. Review the “how to email a professor” page on the course site.

### **Student and Faculty Academic Rights and Responsibilities**

**Policy:** Freedom to teach and freedom to learn are 2 inseparable facets of academic freedom. The University has a policy on Student and Faculty and Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed through the following link:  
[http://policies.temple.edu/getdoc.asp?policy\\_no=03.70.02](http://policies.temple.edu/getdoc.asp?policy_no=03.70.02)

**Accommodations and Basic Needs:** The need for any accommodations should never get in the way of your access to education. I will do my best to work with any student who requires accommodations and to minimize the access barriers posed by course structures and materials. Similarly, if you find yourself struggling to meet your own basic needs, there are a variety of resources available to you I can help you with. See the Canvas for additional details.

**Academic Honesty:** Plagiarism is the representation of someone else’s ideas, quotations, or research as your own. It is a form of theft. Examples of plagiarism: buying a paper written by someone else, quoting or summarizing an author’s argument without correctly citing them, using ideas found on websites for your assignments without correctly citing them, “borrowing” a classmate’s ideas for your own, writing without attribution, and using your own papers for more than one class without explicit consent of all instructors. **PLAGIARISM IS NOT TOLERATED AND WILL CONSTITUTE AN IMMEDIATE FAILURE OF THE ASSIGNMENT AND POSSIBLY THE COURSE.** The penalty structure for plagiarism is located on Canvas.

All assignments must enclose directly quoted material inside quotation marks, include in-text parenthetical citations for all material drawn from another source (including direct quotations, summaries, and paraphrased material), and include a works cited list. Any media used must also be properly cited. All citations must be formatted in APA (American Psychological Association) style.

**Conduct Code:** Individuals enrolled in this course are expected to conduct themselves in a civil and respectful manner, both toward their instructor and fellow students. In accordance with Temple’s Student Conduct Code (Policy Number: 03.70.12), acts of misconduct for which students are subject to discipline include, but are not limited to, intentional interference with or disruption of class as well as behavior or conduct which poses a threat to the mental, emotional, or physical well-being of self or others. Non-compliance, interference or resistance to this code is considered actionable when a student fails to comply with a reasonable verbal or written instruction or direction given by a University employee (e.g. instructor, teaching assistant or staff member). In such cases of violation, it is the University employee’s right and responsibly to seek out the appropriate sanctions (e.g. suspension, separation, probation, enrollment restrictions, or expulsion from the University) pursuant to the conduct code polices.

*Course policies on Canvas are the most up to date and accurate.*

*Additional details on all policies can also be found there.*

## COURSE SCHEDULE:

All readings/viewings must be COMPLETED by the dates listed below. This schedule is subject to change; revisions will be announced on Slack and in class when possible. All readings are available on Canvas.

**DISCUSSION QUESTIONS ARE DUE AT 3PM EACH CLASS DAY ABOUT THE ASSIGNED READINGS**



### January 16: Course Overview and Introduction

**DUE IN CLASS** Day One Question and information requested on Canvas (hardcopy)

**Ling, Rich and Donner, Jonathan.** (2009). *Mobile Communication*. Malden, MA: Polity Press. Chapter 1, p. 1-29

**Watch:** [Jan Chipchase, The Anthropology of Mobile Phones TedTalk](#)  
**Review** the *Wikipedia* entry on [Mobile media](#).

**January 21 DUE** Slack set up assignment (11pm, Slack)

### January 23: History

**Farman, Jason.** (2012). "Historicizing Mobile Media: Locating Transformations of Embodied Space," in N. Arceneaux & A. Kavoori (Eds), *The Mobile Media Reader*. New York: Peter Lang. P. 9-22.

**Ling, Rich and Donner, Jonathan.** (2009). *Mobile Communication*. Malden, MA: Polity Press. Chapter 2, p. 30-48.

**Goggin, Gerard.** (2006). *Cell Phone Culture: Mobile technology in everyday life*. London: Routledge. Chapter 2, 19-40.

### January 30: Mobility

**Kakihara, Masao & Sorensen, Carsten.** (2001). Expanding the 'Mobility' Concept. *SIGGROUP Bulletin*, 22(3), 33-37.

**Gazzard, Alison.** (2011). "Location, location, location: collecting space and place in mobile media." *Convergence*. 17(4): p. 405-417

**Liao, Tony & Humphreys, Lee.** (2014). Layar-ed Places: Using Mobile Augmented Reality to Tactically Re-Engage, Re-Produce, and Re-Appropriate Public Space. *New Media & Society* 17(9): 1418-1435

**Gillespie, Marie, Osseiran, Souad, and Cheesman, Margie.** (2018). Syrian refugees and the digital passage to Europe: Smartphone infrastructures and affordances. *Social Media and Society*. First published March 2018. DOI: <https://doi.org/10.1177/2056305118764440>

**February 4 DUE** Proposals for Final Projects (11pm, Canvas)

### February 6: Social Interaction

**Clark, Lynn Schofield.** (2013) *The Parent App: Understanding Families in the Digital Age*. London: Oxford University Press. Chapter 9.

**Humphreys, Lee.** (2012). "Connecting, Coordinating, Cataloguing: Communicative Practices on Mobile Social Networks," *Journal of Broadcasting & Electronic Media*, 56:4, 494-510.

**Goluboff, Sascha.** (2016). Text to sex: The impact of cell phones on hooking up and sexuality on campus. *Mobile Media and Communication* 4(1): 102-120.

**Liu, Xun, Liu, Xinchuan, and Wei, Ran.** (2014). Maintaining social connectedness in a fast-changing world: Examining the effects of mobile phone uses on loneliness among teens in Tibet. *Mobile Media and Communication* 2(3): 318-334.

Rob Pettit (2007-2008) "Cell Phones":  
<http://www.robpettit.com/2008.html>

**February 11 DUE Essay #1 (11pm, Canvas)****February 13: Mobile Gaming**

**Humphreys, Lee. (2016)** Involvement shield or social catalyst: Thoughts on sociospatial practice of Pokémon GO. *Mobile Media and Communication* 5(1): 15-19.

**Chan, Dean. (2008).** "Convergence, Connectivity, and the Case of Japanese Mobile Gaming." *Games and Culture*. 3(1): P. 13-25.

**Shaw, Adrienne. (2012).** "How do you say gamer in Hindi: Exploratory research on the Indian digital game industry and culture." In Huntemann, N. and Aslinger, B. (Eds.). *Gaming Globally: Production, Play, Place*. New York: Palgrave. P. 226-250.

**Consalvo, Mia. (2012).** "Slingshot to Victory: Games, Play and the iPhone." In Snickars, P. and Vonderau, P. (Eds.). *Moving Data: The iPhone and the future of media*. New York: Columbia University Press. P. 184-194.



Angry Birds, Rovio, 2009

**February 20: Accessibility**

**Goggin, Gerard. (2006).** *Cell Phone Culture: Mobile technology in everyday life*. London: Routledge. Chapter 5, p. 89-103.

**Donner, Jonathan. (2008).** "Shrinking Fourth World?" In Katz, J. E. (Ed.). *Handbook of Mobile Communication Studies*. Cambridge, MA: MIT Press. P. 29-42

**Chipchase, Jan. (2008).** "Reducing Illiteracy as a Barrier to Mobile Communication." In Katz, J. E. (Ed.). *Handbook of Mobile Communication Studies*. Cambridge, MA: MIT Press. P. 79-89

**Alper, M. and Goggin, G. (2017).** Digital technology and rights in the lives of children with disabilities. *New Media and Society* 19(5): 726-740

**February 27: Field Research and Interactivity Workshop**

**Farman, Jason. (2015).** Stories, spaces, and bodies: The production of embodied space through mobile media storytelling. *Communication Research and Practice* 1(2): 101-116.

**Sengers, Phoebe and Gaver, Bill. (2006).** Staying open to interpretation: Engaging multiple meanings in design and evaluation. DIS 2006 ACM.

**Interaction Design Basics** (n.d.). From Usability.gov:  
<https://www.usability.gov/what-and-why/interaction-design.html>

**March 1 DUE Final revisions of Project Proposals due (11pm, on Canvas)****March 4-10: SPRING BREAK!!!****March 11 DUE Field Research Reports due (11pm, Canvas)**

### March 13: Surveillance and Sousveillance

- Humphreys, Lee.** (2010). Who's watching whom? A study of interactive technology and surveillance. *Journal of Communication*. 61(4). P. 575-595
- Marwick, Alice.** (2012). "Public Domain: Surveillance in everyday life." *Surveillance & Society*. 9(4): 378-393.
- Mann, Steve.** (2013, September 26). "[MannGlass](#), [SpeedGlass](#), [GOOGlass](#), and ["The Veillance Contract."](#)
- Bock, Mary Angela** (2016). Film the Police! Cop-Watching and its embodied narratives. *Journal of Communication* 66(1): 13-34.

### March 20: Identity

- Goggin, Gerard.** (2006). *Cell Phone Culture: Mobile technology in everyday life*. London: Routledge. Chapter 3, 41-62.
- Zhang, Yanqing and Juhlin, Oskar.** (2016). The "life and death" of great Finnish fashion phones: A periodization of changing styles in Nokia phone design between 1992 and 2013. *Mobile Media and Communication* 4(3): 385-404.
- Ganito, Carla.** (2010). "Women on the move: the mobile phone as a gender technology." In *Comunicação & Cultura*, 9, p. 77-88.
- Nag, Wenche.** (2018). Music streams, smartphones, and the self. *Mobile Media and Communication* 6(1): 19-36.

### March 25 DUE Essay #2 (11pm, Canvas)

### March 27: Politics

- Rheingold, Howard.** (2008). "Mobile Media and Political Collective Action." In Katz, J. E. (Ed.). *Handbook of Mobile Communication Studies*. Cambridge, MA: MIT Press. P. 225-239.
- Lim, Merlyna.** (2018). "Sticks and Stones, Clicks and Phones: Contextualizing the Role of Digital Media in the Politics of Transformation." In Richter, C., Antonakis, A., and Hardrs, C. *Digital Media and the Politics of Transformation in the Arab World and Asia*. Wiesbaden, Germany: Springer Fachmediem Wiesbaden. P. 9-34.
- Leistert, Oliver.** (2012). "The iPhone's Failure: Protests and Resistances." *Moving Data: The iPhone and the future of media*. New York: Columbia University Press. P. 238-248.

### April 3: Drafts and Outlines

**DUE:** In Class Drafts and outlines of Final Projects (see Canvas for details)

### April 10: Journalism

- Snowden, Collette.** (2012). "As It Happens: Mobile communications technology, journalism, and breaking news," in N. Arceneaux & A. Kavoori (Eds), *The Mobile Media Reader*. New York: Peter Lang. P. 120-134.
- Gordon, Janey.** (2012). "Ambient News and the Para-iMojo: Journalism in the Age of the iPhone." *Moving Data: The iPhone and the future of media*. New York: Columbia University Press. P. 211-222.
- Lewis, Seth and Molyneux, Logan.** (2018). A decade of research on social media and journalism: Assumptions, blind spots, and a way forward. *Media and Communication* 6(4): 11-23.

### April 15 DUE Bonus Essay (optional, 11pm, Canvas)

### April 17: Apps for Health

- Aitken, Murray and Lyle, Jennifer.** (2015, September). Patient Adoption of mHealth. Use, Evidence and Remaining Barriers to Mainstream Acceptance. IMS Institute for Healthcare and Infomatics.
- Pollak, J.P., Gay, G., Byrne, S., Wagner, E., Retelny, D. and Humphreys, L.** (2010). "It's time to eat!: Using mobile games to promote healthy eating." *Pervasive Computing*. P. 21-27.
- Neff, Gina and Nafus, Dawn.** (2016). *Self-Tracking*. Cambridge, MA: MIT Press. Selections.

### April 24: Final Project Sharing

**DUE:** In Class completed Final Projects (see Canvas for details)

### May 3 DUE Final Projects due (11pm, on Canvas)