Professor: **Dr. Christine McWebb**
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Office Hours:Mondays, 1-3.30pm or by appointment

Description:
In this course, students will first be introduced to key moments in the building of networks, where knowledge and information are interlinked on a large scale, such as the printing press of Renaissance Europe, early cinema and photography at the end of the 19th and the beginning of the 20th century, and the internet, social media, and digital imagery of the 21st century. Secondly, students will receive training in the critical analysis of these media through the use of conceptual tools such as semiotics, cultural criticism, discourse analysis, visual anthropology and others. The objectives of this course are twofold:

1. to provide students with historical and cultural grounding in the interaction between technological developments and the shaping and transfer of knowledge
2. to equip students with critical and conceptual tools to effectively analyse cultural representations in a variety of media.

Students will acquire these skills through lectures, individual and team assignments, and case studies.

Evaluation:

Participation – Individual	10%
Article Review – Individual	15%
Leading a Discussion (Article Summary + Discussion) – Team	25% (Summary: 10%; Discussion: 15%)
Final Project – Team	50% (Essay: 20%; Overall project: 30%)
TOTAL	**100%**

Deliverables:
1. Participation: Students are expected to actively contribute to class discussions, to prepare the class material ahead of time and to offer their opinions and insights.

2. The Article Review should consist of a succinct summary and a critical review. Arguments must be supported by quotes from or references to the article itself.

Arguments should also point to other secondary sources. Length: five double-spaced pages + bibliography.

3. Preparation and Leading of a Discussion: the day *before* the discussion, the team must hand in a succinct summary (written in prose) of the assigned article, a list of questions/topics to be discussed, anticipated outcomes. Length: max. two double-spaced pages. The day *of* the Discussion, the team is responsible for guiding the class discussion by asking pertinent questions, soliciting peer opinions and insights. Duration: 30 minutes. Students will choose their own team.

4. Final project: As a class team, we will write a multimedia/multimodal book titled Media History and New Perspectives. We will either use CreateSpace (amazon.com) or Learn as our online writing environment.
- As a class team, we will define the Table of Contents.
- We will form five teams. Each team will be responsible for one or more "chapters" that will include text, videography, photography, music or a partial combination thereof.
- Each team will present their chapter outline, salient points, methodology, modes of presentation (video, text, music, photography, data visualization, etc.) to the class. Length: 15 mins.
- As part of your "chapter", each team must submit a 10-15 page double-spaced essay that is a critical analysis of the topic assigned to your team. Each team member must contribute to the essay writing either by composing or editing text.
- A team contract will be used.
- The teams will be assigned by the professor.

Reading List:
- Gunther Kress and Theo van Leeuwen. *Reading Images. The Grammar of Visual Design.* 2nd ed. New York: Routledge, 2010
- Courseware package (available at the UW Bookstore)
- Online reading

Tentative Programme:

January 7   **Introduction :**
                     What we will do in this course?
                     What we will learn in this course?
                     What is an Information Revolution? Alexandria and Gutenberg

January 14   **The Information Revolution of Early Modern Europe**
                     Team Discussion 1
                     Readings:
                     a) Lucien Febvre, Henri-Jean Martin. *The Coming of the Book.*
                          (on Learn)

b) Eisenstein, Elizabeth. *The Printing Press as an Agent of Change.* Introduction (Coursepack)

Introduction to Semiotics and Visual Rhetoric
Readings:
 a) *Reading Images. The Grammar of Visual Design.* Ed. Gunther Kress and Theo van Leeuwen*.*
 1. « Introduction. »
 2. « The Semiotic Landscape : Language and Visual Communication. »

January 21   **Two more examples:**   **1**. **Photography**
Team Discussion 2
Readings :
a)   Walter Benjamin. "The Work of Art in the Age of Mechanical Reproduction." *Media and Cultural Studies. KeyWorks.* Revised Edition. Eds. Meenakshi Gigi Durham and Douglas M. Kellner. Hoboken, NJ, USA: Wiley, 2005; pp. 18-40.

Analyzing an Image
Readings:
a) Roland Barthes. "Rhetoric of the Image" *Semiotics : An Introductory Anthology;* pp. 190-205.

January 28   **Field Work and Photography continued**
Team Discussion 3
 a) *Camera Lucida. Reflections on Photography.* Roland Barthes, pp. 190-206; online at UW Library
b)   Susan Sontag. "Plato's Cave." In *On Photography,* chapter 1. (on Learn)

February 4   **Two more examples:**   **2. Early Film**
Article Review due
Readings:
a) *Selected Works. Vol.1 Writings, 1922-1934*. Sergej M. Eisenstein. Introduction, chapters 1-3. (Coursepack)

Semiotics and Visual Rhetoric Continued
Team Discussion 4
Readings:
 a) *Reading Images. The Grammar of Visual Design.* Ed. Gunther Kress and Theo van Leeuwen*.*
 1. "Representation and Interaction : Designing the Position of the Viewer."

February 11	**Field work and Film continued**
February 18	*Reading Week*

February 25   **Today's Information Revolution: Social Media
The Cases of YouTube and the Arab Spring**
Team Discussion 5
Readings:
a) Marshall McLuhan. "The Medium is the Message." In *Media and Cultural Studies. KeyWorks.* Revised Edition. Eds. Meenakshi Gigi Durham and Douglas M. Kellner. Hoboken, NJ, USA: Wiley, 2005; pp. 107-116.

March 4   **Presentations for Chapters 1, 2, 3 (Final Project)**

March 11   Guest speaker
Presentations for Chapters 4, 5 (Final Project)

March 18   **Multimodality and the Meaning of Composition**
Readings:
a) Reading Images. The Grammar of Visual Design. Ed. Gunther Kress and Theo van Leeuwen*.*
1. "Modality: Designing Models of reality."
2. "The Meaning of Composition."

March 25   Project Work

April 1   Presentation of Final Projects and Review

April 8   Class Cancelled

NOTE ON AVOIDANCE OF ACADEMIC OFFENSES

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check www.uwaterloo.ca/academicintegrity/ for more information.]
Discipline: A student is expected to know what constitutes academic integrity [check www.uwaterloo.ca/academicintegrity/] to avoid committing an academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical

penalties check Guidelines for the Assessment of Penalties,
www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.
Appeals: A decision made or penalty imposed under Policy 70 (Student Petitions and
Grievances) (other than a petition) or Policy 71 (Student Discipline) may be appealed if
there is a ground. A student who believes he/she has a ground for an appeal should refer to
Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm.
Grievance: A student who believes that a decision affecting some aspect of his/her
university life has been unfair or unreasonable may have grounds for initiating a grievance.
Read Policy 70, Student Petitions and Grievances, Section 4,
www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please be certain to
contact the department's administrative assistant who will provide further assistance.

Avoiding Academic Offences:
http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html