



Korea University International Summer Campus (KU ISC) 2022

Embark on a unique summer

June 28, 2021 ~ August 5, 2021

Class period: P4 (3~4:40pm)

Classroom: **TBD**

ISC186 – New Media and Communication

I. Instructor

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| Professor | : | Haerin Shin |
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| Kakao Talk ID | | haerinshin |
| Home Institution | : | Korea University |
| Office | : | Online |
| Office Hours | : | 12pm-1pm on class days |

II. Textbook

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| Required Textbook | : | All materials will be available for download / online access on a designated class Google Drive folder (direct link on Blackboard) |
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III. Course Description, Objectives, and Assignments

Course Description

As breakthroughs in medical and computer science continuously expand the scope of our bodily and mental presence, the question concerning technology – the role it plays in defining our being and reality, its functional mechanism, and the effects such new methods of mediation exert upon our perception and cognition – presses us with an ever-growing urgency. How do we define and know who we are, and how does one certify his or her own existence, in an age when mechanical augmentation, extension, or even replacement of the body is a realistic venture, and the properties of the human mind can be reproduced, preserved, and/or emulated in the form of digital code? If the human body and its operational constitution could be compatible with that of machines, and self-evolving machines could interact with or even replace humans in their intellectual capacity, what does being human and discerning the grounds of the reality we inhabit involve, and mean? Do new mediatory means reconfigure the way in which we perceive, comprehend, and in turn build the world we live in? This course explores how new media represent, reflect on, and inspire reality and being by focusing on the structure and workings of digital and other types of telepresence technology. Students will examine how presence and its representation have transitioned from analog to digital, and organic to mechanic channels of mediation and instantiation. Course materials and exercises will include primary materials ranging from short stories to film, animation, TV, games, virtual reality content, etc., and theoretical/critical works on various media/form. In addition to reading the assigned texts,

students will be expected to engage in class discussions, collective in-class writings, short individual writings, and group/solo presentations.

Course Objectives

- Interrogate what “media” (and other related terms and concepts such as mediation and representation) means across temporal, cultural, material, and relational parameters
- Think about the new-old dynamic in media. What would qualify as new media, and why? How does the old become new, and new grow old? How does this process influence our perception and cognition?
- Examine and engage with various media instantiations (their workings, structures, effects, evolution, and interrelations)
- Explore how the changing mediascape of the past, present, and future (the advent of the digital age) shape our understanding of being, reality, and the society
- Develop critical skills to situate and comprehend the texts within the social and historical rubrics from which they were conceived and are currently consumed
- Acquire the tools (vocabulary, concept, historiography, etc.) to critically think and write about media

Assignments

- Group presentation

All students will be asked to choose a text/day and form groups, and prepare a presentation to kick off the day. Presentation groups will be formed, first come first serve basis, on the 1st day of class. Group members will collaborate to (1) conduct research on the text/topic’s background and historical/cultural context, (2) examine medium-specificity, (3) explore the material in depth through close readings, (4) and prepare critical questions the class members will discuss together at the end of the presentation. The total length of the presentation should be max. 20 min. Free format (ppt, Prezi, pdf, images, etc.). Proper role assignment and the full participation of all group members required. Presenting groups will upload the presentation materials they used to a designated Google Drive Folder (entitled Group Presentations) so that other class members would be able to revisit and consult the content at any later point.

- In-class collaborative writing

Students will form small groups (zoom breakout rooms) and collaboratively produce written responses to a set of questions about the assigned text/material at least once each week.

- Midterm Proposal

All students will be asked to choose a topic/material for their final projects, and submit a one-page project proposal for their midterm. The proposal should explain the motivation behind one’s choice of text/topic, what the critical intervention is or will be, and how one plans to conduct research (articles, book chapters, survey, etc.). The final product should look like a five minute presentation, free format, accompanied by a reflection essay (more details below). Formal font (Times New Roman or equivalent) 12 size, 1 inch margin on all four sides, word document format required. The file name should specify the student’s name, and what the document is about.

e.g. Helen_Proposal

Submit by uploading to a designated folder on Google Drive.

Alternatively, students can choose to write a min. 1500 words (can go over) paper on their choice topic/text. Students opting for the paper option will be required to write a 250-word abstract. Formal requirements are the same as above, excepting the title of the document.

e.g. Helen_abstract

Submit through Google Drive.

- Final Class Conference: Presentation on Projects

The final week of the class will be a formal academic conference – a celebratory occasion whereat students will have a chance to showcase their hard work. Each and every member will offer a five-minute lightning talk, concisely summarizing their project’s thesis (critical intervention) and content. The rest of the class members will serve as active audience, and provide feedback real-time during the presentation through the chat feature on Zoom. Since this is a media class, utilize media aid (visuals, sounds, videos, etc.), exercising creativity.

Those who chose to write a paper will be expected to do the same (present), but instead of composing a formal presentation, they are welcome to read select excerpts from the paper itself. Of course, the expectation would be the same; concisely explain the thesis/critical intervention, and wisely choose excerpts that effectively showcase the main point of the paper.

- Final Submission of Project/Paper

Once the final conference is over, students will be asked to read through the live feedback they received from their classmates, and –

In the case of those who opted for the project track, compose a one-page reflection essay that summarizes their thoughts on the research and preparation process, elaborating on what they’ve learned, how helpful (or not) the live feedback was and why that is so, and what new knowledge they’ve created. Format requirements are the same as those for the midterm project.

In the case of those who wrote a paper, incorporate the content of the live feedback to revise and review the paper draft.

Complete project presentations and papers are to be submitted through a designated folder on Google Drive. Doc title should indicate the nature of the content and one’s name.

e.g. Helen_project, or Helen_paperi

IV. Grading

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| Attendance & Participation (including in-class writing) | : | 25% |
| Midterm Project Proposal or Paper Abstract | : | 15% |

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| Final Project / Paper | : | 25% |
| Group Presentation | : | 15% |

V. Class Outline

| Date | Topic | To Do after Class | Remarks |
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| | Week 1: Intro, Media, New Media | | |
| June 28 (Tue) | Orientation Day: No Classes | | |
| June 28 (Mon) | Intro –Syllabus Overview & housekeeping Media and Mediation / Media, Form, Genre / electronic vs. static and digital vs. analog / | | |
| June 29 (Tue) | In-class reading of and discussion on Marshall McLuhan’s “The Medium Is the Message” <i>(complete group pres sign up sheet, Static vs. electronic and analog vs. digital media)</i> | Read “Inventing the Medium” | |
| June 30 (Wed) | In-class discussion on Janet Murray’s “Inventing the Medium” | | |
| | Week 2: Cyberspace | | |
| July 4 (Mon) | Jorge Luis Borges “The Library of Babel” <i>(infinity & repetition as Pi, Pi clip from Person of Interest / Internet and WWW /</i> | Read “As We May Think” | |
| July 5 (Tue) | Group Presentation and in-class writing on Vannevar Bush “As We May Think” | * Familiarize yourself with the film terminology chart/reading a film sequence | |
| July 6 (Wed) | TBD (field trip?) | | |
| July 7 (Thu) | In-class screening of <i>Searching</i> | * Revisit important scenes from the film over the weekend – film available on Netflix, Amazon Video (can rent or purchase), or YouTube (for purchase) | |
| | Week 3: Remediation | | |
| July 11 (Mon) | Group pres on <i>Searching</i> and discussion | Read “Truth of Fact, | |

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| | | Truth of Feeling” | |
| July 12 (Tue) | “Truth of Fact, Truth of Feeling” discussion | Watch “White Christmas,” Christmas Special ep. From <i>Black Mirror</i> (Available on Netflix) | |
| July 13 (Wed) | Group pres on “ White Christmas ” * Submit a proposal for your final presentation plan by Sun midnight (Google Drive Folder) | Read excerpts from <i>Remediation</i> | |
| July 14 (Thu) | Continue discussing “White Christmas”, and Discussion & in-class writing on excerpts from <i>Remediation</i> [narrow/AGI/ASI, emergence, XR(AR VR MR)] * Midterm proposals due by Sunday midnight | Watch <i>Ex Machina</i> over weekend (available on Netflix) | |
| | Week 4: Artificial Intelligence & Robots | | |
| July 18 (Mon) | Group presentation on <i>Ex Machina</i> [close reading, connect back to the Chinese Room/Kyoko] | Read excerpts from “The Uncanny” and “The Uncanny Valley” | |
| July 19 (Tue) | Discussion on the Uncanny & “The Uncanny Valley,” Draw your own! (<i>Polar Express, Alita, Lion King</i> , metrics of desirability - connect it to Ex Machina) | Watch <i>Sunspring</i> | |
| July 20 (Wed) | Group presentation on <i>Sunspring</i> & discussion (play with AI Dungeon / GPT III / In-class research on AI created arts /) | Watch Algorithmic Bias TED talk & Gendershades | |
| July 21 (Thu) | Watch Algorithmic Bias TED talk & Gendershades | Watch Playtest (Black Mirror)), start playing <i>Papers, Please</i> (or alternatively, watch playthroughs) | |

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| | Week 5: Games, XR (Extended Reality), Social Media | | |
| July 25 (Mon) | Group presentation on “Playtest” (from <i>Black Mirror</i> season 3) & discussion [Remediation/Searching] [sign up for final presentations - recording, or live] | Play <i>Papers, Please</i> or watch playthrough videos | |
| July 26 (Tue) | <i>Papers, Please</i> discussion (Homo Ludens, Magic Circle,) | Watch <i>The Social Dilemma</i> (available on Netflix) | |
| July 27 (Wed) | Papers, Please: Procedural Rhetoric, Banality of Evil Group presentation on <i>The Social Dilemma</i> & discussion | | |
| July 28 (Thu) | In-class workshop: peer feedback on Final Project or paper, in breakout rooms | | |
| | Week 6: Final Class Conference | | |
| Aug 1 (Mon) | Class Conference Day 1 | | |
| Aug 2 (Tue) | Class Conference Day 2 | | |
| Aug 3 (Wed) | Class Conference Day 3 | | |
| Aug 4 (Thu) | Graduation Day | | |