This course will look at the connection between new media and young people, who are often seen as their primary or natural users, e.g., as “digital natives.” (Children will be interpreted broadly as not adults, so we will be talking about tweens/teens as well as younger kids.) The seminar will consider new media historically, discussing emerging technologies of communication and representation from the late 19th Century to the present day. It will take a critical view of discourses of both positive and negative effects of new media on young people, questioning the power often ascribed to media technologies, formats, and genres when they are unfamiliar novelties. It will seek out continuities over time that puncture contemporary concerns, which often assume dangerous situations never encountered previously.

Assignments:

Reading responses: 10 x 2 points = 20%
You are required to submit at least 5 reading responses of minimum 200 words during each half of the course. The halfway point is after our June 22 class. If you have submitted fewer than 5 on June 23, you cannot make up any of these. Each reading response should engage with the reading for a particular day and must be submitted before the beginning of class time for full credit. Responses submitted after the beginning of class can only earn a maximum of 1 out of 2 points. If you submit more than 5, the top 5 grades will count. We will circulate a sign-up sheet for reading responses on the first day of class. For more info see the assignment prompt in D2L.

Exams: 2 x 20 points = 40%
Essay format. Not cumulative. Entirely based on our readings and class discussions. No surprises. You’ll have a minimum of 48 hours to answer them.

Research project:
Proposal 3 points
Bibliographic essay 4 points
Proposal 3 points
Paper 20 points
=30%

If any preliminary piece of the final project is missing (proposal, bibliographic essay, presentation), the maximum grade you can get on the paper will be a C (15/20).

**Participation: 2 x 5 points = 10%**
This grade will be calculated twice, once after June 22 and once at the end of the course.

Ways to earn good grades in participation:
- Coming to class having done the reading, which you have brought with you.
- Speaking intelligently in class on the topic of the day’s readings.
- Answering the instructor’s questions.
- Asking questions about things you don’t understand or want to know more about.
- Seeming like you care.

Mostly irrelevant to your participation grade:
- Showing up.

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**Policies, policies, policies, policies:**

**Plagiarism will not be tolerated.** Please read the UWM Academic Misconduct Guide for Students: https://www4.uwm.edu/dos/conduct/academic-misconduct.cfm

**Attendance** is mandatory. You may miss one class without penalty in each half of the course. Each additional absence during each half of the course will result in a penalty of 2 points off your final grade. If you have to miss more than one class during each half, you should speak with me in person during my office hours.

Please familiarize yourself with the university’s policies on students with disabilities, religious observance, students called to active military duty, incompletes, discriminatory conduct (such as sexual harassment), complaint procedures, grade appeal procedures, and final examinations. Go to [http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf](http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf) for more information about these policies.

**Schedule**

**Week 1: Basics**

**M 6/12 “Like the Teens”**
- Ben Rosen, “How to Snapchat Like the Teens,” *BuzzFeed*, February 8, 2016

**T 6/13 Childhood Innocence**

W 6/14 Sociology of Childhood

R 6/15 Looking at Discourses
• Amy Adele Hasinoff, Introduction and Appendix 2, Sexting Panic: Rethinking Criminalization, Privacy, and Consent

Week 2: Panic Discourses I
M 6/19 Hasinoff, Sexting Panic, Chapter 1 and Appendix 1

T 6/20 Hasinoff, Sexting Panic, Chapter 2

W 6/21 Hasinoff, Sexting Panic, Chapter 3

R 6/22 Hasinoff, Sexting Panic, Chapters 4 and 5
Paper Proposal due 6/22, 11:59 pm

--halfway point for participation grade and reading responses--

Week 3: Social Media
M 6/26 danah boyd, It’s Complicated: The Social Lives of Networked Teens, Preface, Introduction, and Chapter 1

T 6/27 boyd, It’s Complicated, Chapters 2 and 3

W 6/28 boyd, It’s Complicated, Chapters 4 and 5

R 6/29 boyd, It’s Complicated, Chapter 6, 7 and 8
Annotated Bibliography Due 6/29, 11:59 pm

Week 4 Panic Discourses: II
M 7/3 No Class/Online Exam due 7/3, 11:10 am

T 7/4 No Class

W 7/5 History of Media Research on Children
**R 7/6 History of Media Panic**
- Kristen Drotner, “Dangerous Media? Panic Discourses and Dilemmas of Modernity” Paedagogica Historica 35.3 (1999), 593-619

**Week 5: Family, Media, and Gender**

**M 7/10 TV**

**T 7/11 Mothers and Media**

**W 7/12 Media-Rich Homes**

**R 7/13 Video Games in the Home**

**Week 6**
**Wrapping Up**

**M 7/17 No Class/Online Exam due 11:10 am**

**T 7/18 Presentations I**

**W 7/19 Presentations II**

**R 7/20 Presentations III**

**Final Paper due: Friday, July 21, 5 pm**

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**Grade scheme:**
- 93-100 A
- 90-92 A-
- 87-89 B+
- 84-87 B
- 80-83 B-
- 77-79 C+
- 74-76 C
- 70-73 C-
Workload Statement
This 3-credit course should take 144 of your time.
In-class or equivalent (re midterm exam/conferences): 35 hours
Studying for and writing exams: 15 hours
Reading: 3 hours per week or 42 hours
Working on Reading Responses: an hour each, times 10 = 10 hours
Working on first project: 10 hours
Working on final project: 32 hours
TOTAL: 144