LPS Summer Session I
T/TH 1:15-3:15 EST

Instructor: Heather Jaber
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Happy, Sappy, Creepy: Social Media and Feeling

Description: Why does Zoom make you sad? Why does it feel good to troll online? Has digital media desensitized us, or are we more sensitized than ever? In the context of protests against systemic injustice across the world, a global pandemic, and rising inequalities, our relationship with digital media is more complicated than ever. This course discusses call-outs, trolling, leaks, scandals, and activism online through the lens of the emotional, thinking about the pleasure, fear, outrage, disgust, shame, and joy that come with these everyday practices. We'll also examine the ways that our emotions are monetized, shaping and reshaping the platforms we interact with. By developing a critical eye to the platforms we use to protest, socialize, pay bills, and scroll through on a Sunday night, we'll also learn about the way that emotion powers university life, the corporate world, and political movements. Throughout the course, we will read articles and engage with digital media, including podcasts, videos, and other mediums. This course will help students who want to learn about both the theoretical and practical components of digital media, whether you are interested in a career in industry, activism, or academia.

Course objectives
1- To recognize emotions as social processes shaped by and shaping media environments.
2 - To explore the relationship between social media technologies and emotions and how this matters to contemporary political and social issues.
3- To have a working knowledge of concepts like affect, emotion, affordance, and technological determinism.
4- To critically assess the way that emotions are channeled through media and how this relates to issues of power.

Grading break-down and deadlines

Note: This is a crazy time. If you come to class, engage in the chat, and learn something through the assignments, you will do well. All graded items will have the benefit of class and instructor feedback.

Grades will be distributed using a points-based system, with a total of 200 possible points.

50% Put it on Slack: We'll have a Slack channel for this class with the name Media&Emotions. The idea is to get some conversation going about the relationship between emotion and social media, but it's also to build some rapport and community. Once a week, you will:

1) Write a 200-ish word paragraph that responds to a prompt. This might be a response to a podcast, video, website, or text. You might link this to the readings or from class discussions.
2) Respond meaningfully to at least one of your colleague's posts. Engage with their analysis and offer a question or a thought about how it connects to our class themes.

20 points x 5 weeks = 100 points

40% Scaffolded final project: You will work on a final project, developing small pieces of it along the way. We'll also reserve some time once a week to workshop these projects together during class time. The idea is to spread the work into manageable pieces throughout the semester so that the final project idea is thought-out by the end.

Idea and question/topic = 10 points
Brainstorm and come up with the topic and research question you would like to explore.

Refined idea and explanation = 10 points
Refine your idea based on feedback from instructor and from classmates.

Annotated bibliography = 15 points
Choose up to 10 sources that will help you with your final project. Write 1 sentence explaining how they connect to your project.

Outline/Sketch = 15 points
Come up with an outline for the final project. Include the argument and the evidence you are providing throughout the piece.

Final project = 30 points
To be discussed in class.

Total = 80 points

10% participation: Attend and engage in both synchronous and asynchronous sessions.

20 points

Assignments are due Thursday 11:59 PM EST and Sunday 11:59 PM EST. Here is a timezone converter to check what time that might be for you. Please see me for any timezone related issues.

Late submissions will be penalized by 10% for each day past the deadline.

Assignments will be due on our Slack channel and on Canvas where specified.

A+	97% and above	194 points and above
A	94% and above	188 points and above
A-	90% and above	180 points and above
B+	87% and above	174 points and above
B	84% and above	168 points and above
B-	80% and above	160 points and above
C+	77% and above	154 points and above
C	74% and above	148 points and above

C-	70% and above	140 points and above
D+	67% and above	134 points and above
D	60% and above	120 points and above

Synchronous sessions
We'll meet synchronously twice a week for two hours. During these meetings, we'll discuss readings, videos, and podcasts, as well as discussions that come up in the Slack channel. After talking for an hour, we'll likely break out into break-out rooms and you'll discuss a prompt amongst yourselves, before returning to class. Other times, we'll workshop your projects through class discussion. We may also have some guest lectures.

I will work to do my part in making this class a generous and generative space to grapple with ideas about our everyday world, one which makes a course on emotions and social media all the more relevant. Please commit to doing the same and this will be a space we are excited to return to as the weeks progress. You don't have to be the most talkative to be engaged, and you can let me know when you are having an off day, but please commit to engaging with the materials and your classmates.

Asynchronous sessions
The asynchronous component will consist of your Slack responses and discussions, your scaffolded assignment, and multimedia viewing and listening.

Just as with the synchronous sessions, please practice the same generosity as we engage on Slack. This will be a place where you can get feedback on ideas, continue class conversations online, and build some rapport with classmates. However, do not feel that your notifications have to stay on and that you have to be continuously "tuned in" to the app. You may come and go, just like in "real" life.

Office hours
https://mediaemotions.youcanbook.me/
If these don't work, shoot me an email.

Mental health resources
If at any point you feel that counseling and psychological services would be helpful to you, I encourage you to speak to CAPS at Penn. More information can be found here: https://caps.wellness.upenn.edu/

Formal accommodations
Students with disabilities who have self-identified and been approved by the Office of Student Disabilities Services (SDS) are able to request accommodations with the university. For more information, check the SDS page.

Writing support
If you are interested in writing support or would like to make a consultation to discuss remote learning, please follow the links for resources at Penn.

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Session schedule:

Notes on schedule:
Please read the readings assigned under "synchronous" before each session.
The asynchronous section is to be completed after the synchronous class sessions.

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Each assigned podcast or video also contains a transcript or subtitles.
Readings are subject to change before semester begins.

Week 1

Session 1: Introduction: Why talk about emotion/affect today?
Overview of terms: emotion, affect, the affective turn, affordance, social media, new media, digital
Why talk about emotion and social media?

Synchronous (Please read these short readings before class)	Asynchronous
Hsu, H. (2019, March 18). Affect Theory and the New Age of Anxiety. The New Yorker. http://www.newyorker.com/magazine/2019/03/25/affect-theory-and-the-new-age-of-anxiety Schaefer, D. (n.d.). What is affect theory? *Donovan Schaefer, University of Pennsylvania*. Retrieved February 20, 2021, from http://donovanschaefer.com/what-is-affect-theory/ Lindgren, S. (2017). *Digital media and society: Theories, topics and tools* (1st edition). SAGE Publications - Read sections of "Feeling Digital" - p. 155-158.	• *Listening/read transcript: TBA.* • *Put it on Slack: Share a meme that expresses your feelings about learning online.*

Session 2: The sociality of media and emotion
Distinguishing between digital and social media, affect and emotion, relating emotion to the social.

Synchronous	Asynchronous
Ahmed, S. (2014). Introduction: Feel your way. In The cultural politics of emotion (Second edition, pp. 1–16). Edinburgh University Press. Dean, J. (2021). **Preface.** In M. Boler & E. Davis (Eds.), Affective politics of digital media (p. viii-xi): Propaganda by other means. Routledge. Lindgren, S. (2017). *Digital media and society: Theories, topics and tools* (1st edition). SAGE Publications, p. 11-20, p. 37-41, p. 52-55	• *Listen/read transcript: Episode TBA.* • *Scaffolded project: Idea and question/topic.*

Week 2

Session 3: Affordances and technological determinism
How does technology shape feeling and feeling shape technology?
+ What makes a good paper/project topic?

Synchronous	Asynchronous
Gibson, James 1977. "The Theory of Affordances." In Robert Shaw and John Bansford (Eds.), Perceiving, Acting, and Knowing. Hillsdale, NJ: Lawrence Erlbaum Associates. Chun, W. H. K. (2017). **Introduction:** Habitual new media, or updating to remain (close to) the same. In *Updating to remain the same: Habitual new media* (First MIT Press new paperback edition, pp. 1–19). The MIT Press.	*Watch: Movieclips Indie. (2020, July 18). Feels Good Man Trailer #1 (2020)	Movieclips Indie. https://www.youtube.com/watch?v=ZEiqZWw5vYs&ab_channel=TheTake* *Put it on Slack: TBA.*

Session 4: Sticky objects and affective economies
How does emotion and affect circulate through media? How does this relate to memes, hashtags, and the viral? What other ways are there to describe movement and circulation online?

Synchronous	Asynchronous
Ahmed, S. (2004). Affective economies. Social Text, 22(2), 117–139. https://doi.org/10.1215/01642472-22-2_79-117 Schaefer, D. O. (2020) Whiteness and civilization: shame, race, and the rhetoric of Donald Trump, *Communication and Critical/Cultural Studies,* 17:1, 1-18, DOI: 10.1080/14791420.2019.1667503	*Listen/read transcript: Abumrad, J. (n.d.). The Flag and the Fury	Radiolab. Retrieved March 1, 2021, from https://www.wnycstudios.org/podcasts/radiolab/articles/flag-and-fury* *Scaffolded project: Refined idea and explanation.*

Week 3

Session 5: Algorithms and monetization
How does platform monetization and algorithmic bias impact our experiences on and offline?

Synchronous	Asynchronous
Pages TBD. Ellis, D., & Tucker, I. (2020). Emotion in the Digital Age: Technologies, Data and Psychosocial Life (1st ed.). Routledge. https://doi-org.proxy.library.upenn.edu/10.4324/9781315108322	*Listen/read transcript: Roose, K. (n.d.). One: Wonderland. Retrieved January 31, 2021, from*

Noble, S. U. (2018). Introduction: The power of algorithms. In *Algorithms of oppression: How search engines reinforce racism* (pp. 1–15). New York University Press. **(Trigger warning: descriptions of violence)** #Trending: Social Media is a Killer of Emotions | Porsche Kelly | TEDxOakland: **https://www.youtube.com/watch?v=-z9tZCzrZsE&ab_channel=TEDxTalks**	*https://www.nytimes.com/2020/04/16/podcasts/rabbit-hole-internet-youtube-virus.html* *Put it on Slack: Begin with "[URL TBD]." Click through 10 videos that are of interest. Consider the way that the podcast illuminates the YouTube "hole" you are "falling" into. Briefly describe your beginning to end point. Are there other ways of describing this besides "falling"? Is it the same for other mediums?*

Session 6: Audiences, publics and community
What is the role of emotion in creating, maintaining, and dissolving communities? How can we understand publics through the lens of emotion?

Synchronous	Asynchronous
Pages TBD. Papacharissi, Zizi (2015). Affective publics. Oxford: Oxford University Press. Rutgers University, & Thelandersson, F. (2017). Social M Sad Girls and the Normalization of Sad States of Being. Capacious: Journal for Emerging Affect Inquiry. https://doi.org/10.22387/CAP2017.9	*Listen/read/watch: TBD* *Scaffolded project: Annotated bibliography.*

Week 4

Session 7: Call-outs, scandal, and exposure
Is there a particular ethos or culture of exposure that social media has brought about?

Synchronous	Asynchronous
Pages TBD. Chun, W. H. K. (2017). *Updating to remain the same: Habitual new media* (First MIT Press new paperback edition). The MIT Press. Munar, A. (2010). Digital exhibitionism: The age of expo Culture Unbound, 2, 401-422. I'm a Black Feminist. I Think Call-Out Culture Is Toxic. https://www.nytimes.com/2019/08/17/opinion/sunday/cancel-culture-call-out.html	*Listen/read transcript: [Trigger warning: Discussion of sexual abuse] Spiegel, A., & Rosin, H. (2018, April 13). The Callout: NPR. Retrieved February 23, 2021, from https://www.npr.org/2018/04/13/601971617/the-callout* *Put it on Slack: TBA.*

Session 8: Social movements, activism, and labor
What is the role of emotion in movements and activism? What kind of labor powers these movements?

Synchronous	Asynchronous
Pages TBD. Gould, D. B. (2009). Introduction: Why Emotion? In *Moving Politics: Emotion and ACT UP's Fight against AIDS*. University of Chicago Press. Lopez, L. K. (2014). Blogging while angry: The sustainability of emotional labor in the Asian American blogosphere. *Media, Culture & Society*, *36*(4), 421–436. https://doi.org/10.1177/0163443714523808	*Listen/watch:* *https://www.youtube.com/watch?v=9hmY1gSAuRk&ab_channel=extratv* *https://podcasts.apple.com/us/podcast/rachel-sounds-off-on-chris-harrisons-problematic-extra/id1515152489?i=1000508690832* *Scaffolded project:* *Brief outline/sketch.*

Week 5

Session 9: Empathy machines and environmental media

Synchronous	Asynchronous
Nakamura, L. (2020). Feeling good about feeling bad: virtuous virtual reality and the automation of racial empathy. Journal of Visual Culture, 19(1), 47–64. https://doi.org/10.1177/1470412920906259 Griffith, E. (2021, February 22). Why an Animated Flying Cat With a Pop-Tart Body Sold for Almost $600,000. The New York Times. https://www.nytimes.com/2021/02/22/business/nft-nba-top-shot-crypto.html	*Listen/watch/explore:* *Check out* *https://theanthropocene.org/* *Put it on Slack:* *Explore the site and think through Nakamura's discussion of labor and the "empathy machine." What does this site make visible or invisible? What emotions does it evoke? From whose point-of-view is it produced? Who is it meant for?*

Session 10: TBA
This is an open session. The topic will be decided on as a class at the start of the semester

Synchronous	Asynchronous
Readings TBA during course	*Listen/watch:* *TBA* *Scaffolded project:* *Work on your project! Share a question/qualm you are having about your project for feedback. Put it on Slack.*

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Week 6

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<u>**Session 11:**</u> **Wrap-up**
Project presentations (getting feedback for your final project)

Final paper/project due date: TBA