

ICT 390 – Theory, Popular Culture, and ICT: Exploring Depictions of New Technology Using Netflix’s Black Mirror

Hybrid TR | Fall 2019

FACULTY INFORMATION

Professor: Renee Kaufmann, Ph.D.

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Office Hours: M 8am to noon or by appt.

Course Time: TR 9:30-10:45am (hybrid)



College of Communication
and Information

School of Information Science

COURSE INFORMATION

Course Description

Using the Netflix’s television show Black Mirror, this course will provide opportunities for students interested in exploring the darker side of new technologies and theory. Each Black Mirror episode explores our uses of technology and will be matched with theoretical frameworks for understanding potential behaviors around this phenomenon.

Students are advised to consider the following before enrolling in and completing the course. If interested, please note that Black Mirror is a fictional, future-based show with mature themes related to technology and society. With that being said, episodes can be disturbing, as they make feature graphic content that may be violent and/or sexual. These episodes will be watched on your own time and accompanied with a sheet to synthesize the theory(ies) discussed that week with the episode for class discussion.

Course Objectives

By the end of the course, you should be able to:

- Describe theories chosen for this course.
- Develop skills to be a critical consumer of popular culture/information.
- Apply theory to understand implications of technology use via selected popular culture.
- Explain the different types/impacts of technology practices have in their own life experiences and the world around them.

Required Resources

- Access to Netflix for entire semester
- Additional readings will be posted on the course’s Canvas site.
- Laptop or tablet for class

Technology Information and Requirements

Technology Requirements

Minimum technical requirements for UK courses and suggested hardware, software, and internet connections are available at [ITS Student Hardware & Software Guidelines](#).

Share any additional technology requirements, such as required software, and your preferred procedure for resolving technical complaints for each service or software used in the course.

Technical Support

For account help, contact UK’s [Information Technology Customer Services online](#), by [email](#), or by phone at 859-218-HELP (4357).

Resources

[Distance Learning Library Services](#)

[Carla Cantagallo](#), Distance Learning Librarian, 859-218-1240

Add any additional resources you feel will be helpful for your course: Writing Center, ProctorU/NCTA information, etc.

ICT 390 - Course Policies

Student Evaluation

Course grades are earned and are NOT negotiable. Final grades will be rounded (e.g., 89.5 is reported as an A but 89.4 will be reported as a B). Course grades will not be discussed via email or in class. Students must make an appointment or see me during office hours. Extra credit opportunities may be made available at the discretion of the instructor.

Grading Scale

90% – 100% = A (Exceptional Achievement)

80% – 89% = B (High Achievement)

70% – 79% = C (Average Achievement)

60% – 69% = D (Below Average)

0% – 59% = E (Failing)

Submission of Assignments

All assignments, including papers, presentations, etc., should be submitted via Canvas. Assignments are due BEFORE class unless noted otherwise. Prepare and submit all assignments on time. Please submit assignments as doc, docx., or pdf files. Late work **IS NOT** accepted in this course. Assignments are also NOT accepted via email.

Civility and Professionalism

Students must learn to meet the standards of professional behavior and treat each other with respect. Critical inquiry is important, but attacking other persons, verbally or otherwise, is not accepted. Students must learn to receive and act on constructive criticism, be reliable and responsible, polite and respectable of others, and focus on producing above quality work.

Thus, everyone is expected to conduct themselves professionally during class. This includes arriving on time. Arriving late or using laptops or other devices for entertainment distracts everyone. Students who arrive at class more than ten minutes late, leave early without advance permission of an instructor, or use electronic devices may not receive attendance and/or participation credit for the day, at the discretion of the instructors. Professional behavior also entails being respectful of others and their opinions—even and especially when you do not agree with them.

Technology Policy

Cell phones should not be used for noninstructional purposes during class. Use of cell phones during class (texting, social media, internet use, gaming, etc.) for noninstructional purposes could lead to minor deductions in attendance/participation points.

However, cell phones may be left on vibrate for emergency notification purposes. If you expect an important phone call, please inform me before class and quietly excuse yourself when you receive it. Additionally, there are a variety of reasons you will be permitted to use cell phones for learning purposes during class. You are encouraged to use cell phones for note taking purposes during class. Additionally, cell phones may be used to take pictures of course content. Finally, feel free to use your cell phone to look up pertinent information that relates to class content during lectures or activities on social media or the internet. I am confident that you can use discernment to use cell phones in a non-distracting, productive way during our class.

Email Policy

Please give me up to 24 hours to reply to your emails, and I will do the same for you. Please remember to sign you email with your first and last name. I expect the language and structure of your emails to be professional. This includes punctuation, salutations/signature, etc.

Changes to the Syllabus

This syllabus is subject to change as the semester progresses. I will communicate the changes in class and send an announcement on Canvas. The most current syllabus will always be available on Canvas.

Midterm Grades for Undergraduate Students (Senate Rules 6.1.3.A)

Mid-term grades will be posted in myUK by the deadline established in the [Academic Calendar](#).

Excused Absences (Senate Rules 5.2.4.2)

Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit "reasonable cause for nonattendance" by the instructor of record. Students should notify the professor of absences prior to class when possible.

If a course syllabus requires specific interactions (e.g., with the instructor or other students), in situations where a student's total EXCUSED absences exceed 1/5 (or 20%) of the required interactions for the course, the student shall have the right to request and receive a "W," or the Instructor of Record may award an "I" for the course if the student declines a "W." (Senate Rules 5.2.4.2.1)

(If an attendance/interaction policy is not stated in the course syllabus or the policy does not include a penalty to the student, the Instructor cannot penalize the student for any unexcused absences.)

Verification of Absences (Senate Rules 5.2.4.2.A, B, C, and E)

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request appropriate verification when students claim an excused absence due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.)

Religious Observances (Senate Rules 5.2.4.2.D)

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays. Please check the course syllabus for the notification requirement. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through [the Ombud's website](#) or calling 859-257-3737.

Make-Up Work (Senate Rule 5.2.4.2)

Students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not

simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. Visit the [DRC website](#), [email the DRC](#), contact them by phone at (859) 257-2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

Non-Discrimination Statement and Title IX Information

UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK's Administrative Regulation 6:1 \("Policy on Discrimination and Harassment"\)](#). In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see [the electronic version of Administrative Regulations 6:2 \("Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation"\)](#). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (IEEO), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [the IEEO's website](#).

Faculty members are obligated to forward any report made by a student related to IEEO matters to the Office of Institutional Equity and Equal Opportunity. Students can *confidentially* report alleged incidences through the Violence Intervention and Prevention Center, Counseling Center, or University Health Services.

Academic Integrity– Prohibition on Plagiarism (Senate Rules 6.3.1)

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the [Code of Student Rights and Responsibilities](#). Complete information can be found on the [Academic Ombud](#) page. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rule 6.3.1 (see current [Senate Rules](#)) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Academic Integrity – Prohibition on Cheating (Senate Rules 6.3.2)

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

Academic Integrity – Prohibition on Falsification/Misuse of Academic Records (SR 6.3.3)

Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

Course Material Copyright Statement

Materials distributed or made available to students in connection with this course may be copyright protected. They are intended for use only by students registered and enrolled in this course and only for the instructional activities associated with and for the duration of this course. They may not be converted to or retained in another medium or disseminated further.

Bias Incident Support Services

Bias Incident Support Services (BISS) provides confidential support and advocacy for any student, staff, or faculty member impacted by bias, hatred, and/or an act of identity-based violence. BISS staff aid impacted parties in accessing campus and community resources, including the Bias Incident Response Team, the University's official reporting system for acts that negatively impact a sense of belonging. Campus and community consultation and educational opportunities centered on inclusion, diversity,

equity and belonging is a resource also provided by BISS. For more detailed information please visit the [BISS website](#) or contact them [via email](#).

Counseling Center

The UK Counseling Center (UKCC) provides a range of confidential psychological services to students enrolled in 6 credit hours or more, psychoeducational outreach programming (including QPR suicide prevention), and consultation to members of the UK community (students, faculty, staff, administrators, parents, concerned others). Please visit the website <https://www.uky.edu/counselingcenter/> for more detailed information, or call 859.257.8701.

Martin Luther King Center

The Martin Luther King Center (MLKC) supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated as a source of strength. The MLKC's year-round programs and activities that focus on the importance of cultural awareness and cross-cultural understanding support its three primary goals: 1) sponsoring cultural and educational programming; 2) offering opportunities for student support and development; and 3) through programmatic linkages with a wide variety of civic and community agencies, promoting community outreach, engagement, and collaboration. Students can reach the MLKC via phone at (859) 257-4130, by visiting them in Gatton Student Center Suite A230, [via email](#), and by visiting [the MLKC website](#).

Office of LGBTQ* Resources

UK is committed to supporting students and upholding the University's efforts to promote inclusion among our community. UK faculty and staff employees support inclusion and diversity throughout the University, including the ways in which faculty structure classroom conversations and manage those dynamics. To assist in these efforts, students are welcome to provide the names and pronouns they prefer. One easy way to do this is by using the pronoun feature of UK's Name Change Form. (More information about the form can be found on the [Office of LGBTQ*'s website](#).) Otherwise, students can provide this information to faculty members directly.

Discrimination based on sexual orientation, gender expression, and gender identity is prohibited at UK. If you have questions about support, advocacy, and community-building services related to sexual orientation, gender expression, or gender identity, students are encouraged to visit the [website of the Office of LGBTQ* Resources](#).

Veteran's Resource Center

Being both a member of the military community and a student can bring some complexities. If you are a member of the military or a military veteran or dependent, please let me know when these challenges arise. Drill schedules, calls to active duty, mandatory training exercises, issues with GI Bill disbursement, etc. can complicate your academic life. Please let me know if you experience complications and I will do my best to work with you.

If you are a military student serving in the National Guard or Reserve it is in your best interest to let all of your professors know that immediately. You might also consider sharing a copy of your training schedule as well as any orders activating you. The Veterans Resource Center (VRC) can provide a letter for your professors validating your absence but be aware that there is no current UK policy protecting military students who miss class due to short term activations such as long weekend drills, annual training or emergency activations. See the instructor or the VRC for details.

The VRC is a great resource for members of our military family. If you have questions regarding your VA benefits or other related issues, the VRC has a full complement of staff to assist you. The VRC also provides study and lounge space, as well as free printing. Please visit the [VRC website](#), [email the DRC](#), visit them in the basement of Erikson Hall, or call the director, Tony Dotson, at (859) 257-1148.

Violence Intervention and Prevention (VIP) Center

If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA/RA/GA, understand that as a "Responsible Employee" of the University these individuals MUST report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEO Office. If you would like to speak with someone who may be able to afford you confidentiality, you can visit the [Violence Intervention and Prevention \(VIP\) Center's website](#) (offices located in Frazee Hall, lower level; [email them](#); or call (859) 257-3574), [the Counseling Center's \(CC\) website](#) (106 Frazee Hall; (859)), and the [University Health Services \(UHS\) website](#); the VIP Center, CC, and UHS are confidential resources on campus. **The VIP Center accepts walk-in appointments.**

ICT 390 – Course Assignments

(1) Weekly Theory Application Papers - (100 points, 10 points each)

Each week you will be assigned a theory to read about and discuss during our lecture portion of class. You will watch the assigned episode and fill-out the theory application paper to help with our discussions on Thursday. The application papers need to be completed PRIOR to coming to class on that assigned Thursday (the application paper and rubric are posted on Canvas).

(2) Weekly Theory Discussions - (100 points, 10 points each)

Each week we will have discussion based on that week's theory and viewed episode (R). You will be graded on your engagement with discussion, discussion questions, and how well you present yourself during discussion (rubric will be provided). You will be able to use your theory application paper to help guide you during your discussion – note: these discussions might be online, whole group, small group, and dyadic.

(3) Theory and Popular Culture Podcast (130 points)

For the final project in this class, you and a partner* will be required to create a 10 to 11-minute podcast. You will need to choose ONE episode and ONE theory from class. You can pick any episode (even if we used it for class). Only condition: You may not use the same theory and episode combination from class (e.g., SCOT and San Junipero). Each person must speak for a minimum 5 minutes. In the podcast, you need to address the following in your podcast:

- (1) Have a theme for the episode.
- (2) Debrief the episode for your listeners. You can assume that your audience for the podcast has seen the episode, but you will summarize the highpoints/highlight.
- (3) Bring in theory from the class (at least one). Talk about how theory could help explain some of the show's messages about technology consumption.
- (4) Make sure to end with a thinking point – what should your audience think about in regard to what you discussed in the podcast?
- (5) Make a connection to a real-life news event.

- You will need at least 3 oral citations; ONE should be the theorist of the theory.
- You will need connect the episode you choose with one real-life current news event.
- You need to have an introduction (see rubric details)
- You need to have a conclusion (see rubric for details)
- You and your partner* need to be conversational.
- BE CREATIVE AND HAVE FUN.

Points Allotted for the Podcast Final Project:

- Outline Brainstorm Topic Approval (5 points)
- Rough Draft Transcript (10 points)
- Peer Review (10 points)
- Transcript (15 points)
- Podcast (90 points)

(4) Reflection Paper (50 points)

At end of the semester, you will individually have the opportunity reflect on your peers' podcasts. You will need to listen to 5 podcasts (10 points each; at least 200 words per podcast) and answer the following questions for each (total of 1,000 words ~3-4pages):

- (1) Make sure to state who created the podcast. Rate the podcast (A, B, C, D, F)
- (2) What were the strengths and weaknesses of the podcast?
- (3) Based on your knowledge of the theory, evaluate the analysis of the episode and the theory applied.

(6) Hybrid Day Assignments (20 points)

On the days that are labeled "online days" you will have an online lecture and a task/assignment to complete. These will range in point value.

(7) Attendance (100 points)

Each class period, attendance will be taken. At the end of the course, points will be allotted based on the percentage of classes attended throughout the semester.

Total: 500 points

Tentative Schedule: Fall 2019

9:30-10:45 TR

Note: + readings on Canvas means **EVERYONE** has a reading to complete for that day. Alternative show: Students may choose an “alternative episode” from the Twilight Zone or Star Trek to apply the theory for the week. This is the student’s responsibility to find an appropriate alternative show/episode.

Date	Topic	Assignment Due
Week 1		
8/27	First day: What is ICT 390?	Read the syllabus
8/29	Introduction to theory	+ readings on Canvas
Week 2		
9/3	Introduction to theory (part II)	+ readings on Canvas
9/5	Theory Day: Social Construction of Tech	+ readings on Canvas
Week 3		
9/10	Episode Discussion: Social Construction of Tech	San Junipero, Season 3, Episode 4 WTA 1 due before class
9/12	Theory Day: Technological Determinism	+ readings on Canvas
Week 4		
9/17	Episode Discussion: Technological Determinism	Nosedive, Season 3, Episode 1 WTA 2 due before class
9/19	Theory Day: Mutual Shaping	+ readings on Canvas
Week 5		
9/24	Episode Discussion: Mutual Shaping	Hang the DJ, Season 4, Episode 4 WTA 3 due before class
9/26	Theory Day: UTAUT and Diffusions of Innovations	+ readings on Canvas
Week 6		
10/1	Episode Discussion: UTAUT and Diffusions of Innovations	Arkangel, Season 4, Episode 2 WTA 4 due before class
10/3	Theory Day: Cognitive Dissonance	+ readings on Canvas
Week 7		
10/8	Episode Discussion Cognitive Dissonance	White Christmas, Season 2, Episode 4 WTA 5 due before class
10/10	Theory Day: Domestication Theory	+ readings on Canvas
Week 8		
10/15	Episode Discussion Domestication Theory	USS Callister, Season 4, Episode 1 WTA 6 due before class
10/17	Introduce Final Project	<i>Possible podcast workshop*</i> <i>Listen in class to an example*</i>
Week 9		
10/22	No Class – Fall Break	No Class – Fall Break
10/24	Theory Day: Uses and Gratifications	+ readings on Canvas +complete MIDTERM SURVEY
Week 10		

10/29	Online Day: WTA DISCUSSION Uses and Gratifications	WTA 7 due in discussion board by 9:30AM EST Response to at least two peer's post due today before 11:59PM EST.
10/31	Online Day: THEORY DAY Media Enjoyment	+ readings on Canvas
Week 11		
11/5	Episode Discussion: Media Enjoyment	Playtest, Season 2, Episode 2 WTA 8 due before class
11/7	Theory Day: Computers as social actors	+ readings on Canvas
Week 12		
11/12	Episode Discussion: Computers as social actors	Be Right Back, Season 2, Episode 1 WTA 9 due before class
11/14	Online Day: THEORY DAY Media Ecology	+ readings on Canvas
Week 13		
11/19	Episode Discussion: Media Ecology	Rachel, Jack, and Ashley Too, Season 5, Episode 3 WTA 10 due before class
11/21	Review Theories/ Mapping Out: Final Project	Mapping out the final project
Week 14		
11/26	Out of Class Work Day	
11/28	No Classes – Holiday	No Classes - Holiday
Week 15		
12/3	In-Class Work Day	We will meet and discuss your podcast. You must have your transcript ready to review that day with me.
12/5	Peer-Review Day	You must have a rough draft of audio. ****Final Podcast Due Before 11:59PM on FRIDAY, 12/6 discussion board and on assignment link.****
Week 16		
12/10	Podcast Listening Day	
12/12	Wrap-up/Debrief Discussion	Reflection Paper Due – Be ready for small group discussions!