

# the real & the virtual

## course information

**Course Code:** CINE 572 (01)

**Schedule:** Fall 2018, Tuesdays 9:30 AM - 12:15 PM

**Location:** Creative Arts Building, Room 115

## instructor contact information

**Instructor:** Dr. Katherine (Katie) Morrissey

**Pronouns:** She/Her

**Office:** FA 422

**Office Hours:** Mon/Tue 1-3 PM (and by appointment).

(Review protocol for [Meeting With the Professor](#))

**Email:** [kmorrissey@sfsu.edu](mailto:kmorrissey@sfsu.edu) (Review class [Email Policy](#).)

## about the course

This course is an advanced seminar in cinematic and media theory. This semester we will examine key works of theory related to the theme “the real and the virtual.” Students will develop effective and personalized methods for engaging with media theory. Collectively, we will consider: How do we distinguish between “the real” and “the virtual?” What forms our understanding of the real? How does media inform our notion of reality? How do emerging forms of technology and creative expression complicate our understanding of the real versus the virtual? How are these things remediating our daily (and very real) lives?

This semester we will look at a range of media-- film, television, interactive apps, websites, etc. We will converse with media theory by incorporating it into our own analyses of various media objects. Students will produce two short papers and a media analysis project. Along the way, we will use weekly check-ins and student-led discussions to guide our conversation.

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## Instruction Methods

This is a reading-heavy and discussion-driven course. Our discussions build out of weekly readings and media screenings. As an upper level course, students will play a major role in crafting our media screenings, class activities, and discussions. Since our focus is on understanding and applying theory, expect the course to be reading heavy. Both readings and screenings will require careful reading/watching practices. Prior to class meetings, students will be asked to read and reread; research theorists, terms and concepts; and identify their individual questions/interests. In class, we will synthesize readings and work through questions, as well as screen and analyze relevant media.

## Learning Outcomes

- Students will develop individual active/present viewing and reading practices for engaging theory, screening media, and developing analyses of media objects.
- Students will recognize key concepts and questions in media theory related to the theme of “the real and the virtual.” Students will differentiate between historical stages in media theory and identify dis/connections across these stages and theorists.
- Students will recognize ways in which film and other media use their formats to engage with broader questions about technology, culture, and society. Students will develop their own analyses of media connected to the themes of the course.
- Students will produce forms of writing and analysis common to cinema studies. Students will conduct research and produce work that contributes to the discipline. Students will articulate why their lines of inquiry matter and how their work is relevant to cinema studies.
- Students will deploy leadership and collaborative skills by guiding class discussions and sharing insights and questions with the class.

## texts and materials

**Class readings** will be uploaded to our [iLearn](#) course site. Feel free to save, print, or read these materials online. **However, you will always need to bring the readings with you to class.** Expect to spend significant portions of class time actively working with these readings. Take some time to consider how you want to access these materials in class and choose an option that allows you to take notes, annotate, etc. Readings are typically uploaded 2+ weeks ahead of time. If you ever need readings earlier, for any reason, please contact me. Please note: You are responsible for testing files and ensuring you can open/access them prior to deadlines.

**Class screenings** (of films, TV shows, digital texts, games, apps etc.) are a regular part of this class. In collaboration with me, your fellow students will be responsible for selecting the media you work with over the course of the semester. Generally, any media you are assigned will be screened in class. However, you may be asked to screen apps, games, or other types of digital media outside of class. Also, active viewing requires both viewing and reviewing. There will be times when you need to purchase/rent/borrow media for class and, in particular, to work on class projects. Typically, it costs between \$2-\$20 dollars to rent or purchase a film or TV show. Cost depends on which format you want the media in (DVD, digital download, etc.).

Please note: You are responsible for planning ahead, testing files/links, and ensuring you have access to the materials you need in order to complete work on time.

### **Important Captioning & Accessibility Note**

Our class will look at different kinds of media. As a general policy, I work with SFSU's captioning service to caption any media assigned. However, when we look at apps, games, and other types of digital media, some of these materials may be more accessible than others. If you need or simply prefer captions— many of us do!— you're welcome to talk with me about arranging for supplementary materials/support for anything that isn't automatically captioned. Whatever the situation, let me know at the start of the semester, so we can plan accordingly.

## **assignments & grading criteria**

### **Final Grade Calculation**

- Attendance & Participation 15%
- Discussion & Screening Assignments 15%
- Critical Analysis Essays 40%
- Final Project 30%

### **Grading and Assessment**

With the exception of assignments marked “complete” or “incomplete,” all grading adheres to a standard 100 point scale:

<b>A</b>	90% & higher (A+: 100-98; A: 97-92; A-: 91-90. Range applies to all levels.)
<b>B</b>	89 - 80%
<b>C</b>	79 - 70%
<b>D</b>	69 - 60%
<b>F</b>	59% or lower

For a more extensive discussion of the types of work required to earn various grades, see the

[Grading and Assessment Handout.](#)

### **Attendance & Participation (15%)**

Processing theory is a collaborative effort, it doesn't happen in isolation. This means discussion and collaboration are central to your development in this class. We want to hear your voice! If you are regularly unprepared for class, do not participate, and/or miss assignments this will start to seriously impact your understanding of class material and your ability to contribute. Using technology in class for non-class related reasons will have similar effects.

Participation is not just about being present and awake in class. Participation includes your overall preparation for in-class discussions and activities, as well as your willingness to test out ideas, share questions, and work with others. Your participation grade takes into account all your contributions in class and on iLearn.

→ Related Information: Review [Class Attendance Policy](#).

### **Discussion & Screening Assignments (15%)**

Each week of class, I will collaborate with a group of students to organize the week's in-class discussion. Everyone in the class will be responsible for [two discussion and screening assignments](#). Your group will give us background information about the theory/theorist we're discussing, identify important ideas for discussion, and will assign media for us to screen and analyze. Roughly 1-2 weeks before the assignment deadline, I will connect with each group to help you plan and prepare.

### **Critical Analysis Essays (40%)**

Each student will write **two short essays**. Each will be 600-900 words long (roughly 2-3 pages).

### **Final Project (30%)**

For the final project you have the option to create either a **creative project or critical essay**. If you produce an essay, it will be 1500-2100 words long (roughly 5-7 pages).

All of these assignments and their components will be discussed in detail during the semester. See the individual assignments for full details/requirements.

→ Related Information: Review [Work Submission Requirements](#) and [Late Work](#) policies.

## **important class & university policies**

### **Class Attendance Policy**

Attendance is a critical component of the course. However, life happens. Everyone can miss two classes, no questions asked. If you are sleeping in class or are more than 10 minutes late, you will not be marked absent, however, you will lose one participation point.

If you have **serious and compelling reasons** for missing additional classes, you might be permitted to continue on in the course. However, this needs to be determined on a case-by-case basis. In these circumstances, you should contact me as quickly as possible to discuss the situation and whether it qualifies as serious and compelling.

### **Work Submission Requirements**

Most of your work this semester will be submitted on iLearn. Uploaded documents should be in the .doc/.docx or pdf formats. If you have questions about converting files, please see me or ask Information Technology Services.

Unless noted otherwise, all work in this class should be formatted using the MLA academic style. If you are unfamiliar with the MLA style, consider purchasing [Diana Hacker and Nancy Sommers' A Pocket Style Manual](#). Alternatively, you can use the free [Purdue OWL MLA Formatting and Style Guide](#).

### **Late Work**

I assign deadlines to keep everyone in the class on track and to help you succeed. However, life happens. I've programmed in some wiggle room to help:

- Given the nature of the discussion and screening assignment, it isn't possible to do it late. However, if you have a serious and compelling reason, talk with me about being assigned a different week. Reassignments will be considered on a case-by-case basis.
- Critical Analysis Essays have a 5-day window for late-submissions. Every 24 hours, the project grade drops 10 additional points.
- The final project has a 48 hour window for late-submissions. Every 24 hours, the project grade drops 10 additional points.

If you have **a serious and compelling reason**, you may be eligible for extensions. However, this is determined on a case-by-case basis. In these circumstances, contact me as quickly as possible to discuss the situation and whether it qualifies as serious and compelling.

### **Email**

Part of my job is to help students prepare for professional careers. As such, our relationship needs to be a professional one. When you email me, please format your emails accordingly. If you haven't written more formal or professional-style emails before, here's a handy guide: <http://www.wikihow.com/Email-a-Professor>.

During standard working hours (M - F, 9-5), I generally respond to emails quickly. However, you should always receive a response from me in 1-2 working days. If you email outside of standard working hours my reply may take longer.

If you do not receive a reply 1-2 working days, email me again. It's rare, but occasionally an email gets lost in the shuffle or stuck in a spam/junk mail filter. If it's been more than 48 hours,

it's totally okay to send a follow up email.

I will frequently use email to contact the class. Make sure you have access to your sfsu.edu email address and check it regularly, even on the days we do not have class. If you don't like to use your SFSU email, remember, you can set up your SFSU email to forward elsewhere. Whatever method you choose, **keep an eye on that SFSU.edu address**. You don't want to miss an important email and goof something up.

### **Technology in the Classroom**

Smartphones, tablets, and computers can be helpful learning tools. We will often use them as part of our classwork. However, use common sense and make smart choices. You don't want to negatively impact anyone's work or ability to participate. Turn off the ringers on your phones and only use these tools for class-related purposes. It's important that you are creating a space where you and your peers can stay on track. If your devices are causing distractions, I may ask you to put them away and/or leave the class.

### **Content Warning**

During this semester we will be discussing a variety of subjects and looking at materials that may represent beliefs and life experiences that are different than your own. The materials for this course may contain adult material. It is important that we all approach these materials with maturity and that we are respectful of each other's views. If you have any reservations, for whatever reason, about watching, reading, or discussing certain types of content, make sure you contact me during the first week of class.

### **Accessibility**

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The **Disability Programs and Resource Center (DPRC)** is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice: 415-338-2472, video phone: 415-335-7210), or by email: [dprc@sfsu.edu](mailto:dprc@sfsu.edu)).

### **Student Disclosures of Sexual Violence**

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Title IX Coordinator.

To disclose any such violence confidentially, contact:

- The SAFE Place - (415) 338-2208; [http://www.sfsu.edu/~safe\\_plc/](http://www.sfsu.edu/~safe_plc/)
- Counseling and Psychological Services Center - (415) 338-2208; <http://psyservs.sfsu.edu/>
- For more information on your rights and available resources: <http://titleix.sfsu.edu>

## steps for success

### Our Weekly Schedule

Use our typical weekly schedule to help you plan out your semester. My office hours are Mondays/Tuesdays 1-3pm. Use these times to meet with me, bring drafts, and ask for feedback.

Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday
<b>Class Meetings</b> Discussion of readings & screenings.	<b>Work Days</b> Time for reading and research. (Short Term: Prep for next week's class. Long Term: Ongoing research and planning for major projects.)					<b>Office Hours, 1-3*</b>  *Good time for groups to meet with me or for individuals to check in on course materials or assignments.
<b>Group Presentations</b>						
<b>Group Prep Due</b>						
<b>Office Hours, 1-3*</b>						

### If you need to miss a class:

- Make sure you still turn in all your work. You don't want to lose assignment credit!
- All assignments are posted on iLearn. Look them up and make sure you're prepared for the next class.
- It's not really possible for me to recap an entire class over email. Make sure you speak with classmates to collect class notes and check on announcements.
- Consider coming to my office hours to review missed material and ask questions.

### If you need to meet regarding grades/drafts:

I would love to meet with you to discuss your work. We both need to be prepared for these meetings to be productive. Before we meet, please do the following:

1. Try to give me a heads up if you want to discuss a lengthy draft. I may be able to review the draft before you arrive.
2. Review the relevant assignment(s). This way the particulars will be fresh in your brain.
3. Take time to review the work you want to discuss. If it's graded, review the grading rubric and your feedback. Try to get a sense of what you do and don't already know, this will help guide your questions.
4. When possible, bring a copy of your work and your notes on it. Then, when I give you feedback, I'll be building on what you know, instead of repeating things you've already figured out.
5. Try to bring a list of specific questions about the work and/or your plans to revise it.

**Our meetings won't be productive if you don't prepare.** Make sure you take the time to do

this. Otherwise we may need to reschedule.

Also, keep in mind, **grades are not negotiable**. To be ethical and fair to everyone, grades are determined based on how well you've met or exceeded the assignment requirements. Typically, grades can only be adjusted if an error has occurred. For more information about grades, see the [Grading and Assessment Handout](#).

#### **Dealing with technology:**

- Make sure you're testing out technology and troubleshooting issues ahead of time.
- If you run into problems with iLearn, [contact iLearn Support](#) ASAP.
- Leave yourself time to export/upload files. Exporting/uploading at the last minute leaves you open to tech problems and missed deadlines.
- If you run into serious and unavoidable tech issues, contact me ASAP. Depending on the circumstances, I may be able to work with you on a deadline extension.

## important sfsu resources

### **LCA's Advising Resource Center**

The Advising Resource Center (ARC), in SFSU's College of Liberal & Creative Arts, provides multiple support services to students. At the ARC, you can get information about general education, requirements for your degree, and about learning resources.

To get started, make an appointment by calling (415) 338-1486, emailing [achieve@sfsu.edu](mailto:achieve@sfsu.edu), or visiting HUM 112. ARC is open Monday–Friday 9am to 5pm.

### **Learning Assistance Center (LAC)**

The LAC is a faculty-run tutoring center located in HSS 348. LAC offers tutoring in reading, writing, math, sciences and study skills. Their tutors can help you develop your academic skills, discover patterns and see connections between concepts, figure out what you know, and what you still need to learn.

Due to their hours, LAC is often called the “daytime option” for academic support. LAC is open Monday - Thursday 9 am - 4 pm and Fridays 9 am - 12 pm. To utilize LAC, visit HSS 348, call (415) 338-1993, email [lac@sfsu.edu](mailto:lac@sfsu.edu), or go to <http://lac.sfsu.edu>.

### **Campus Academic Resource Program (CARP)**

CARP is a student-run academic support program that seeks to provide resources and support services for students of all disciplines. CARP offers free tutoring and workshops for all SF State undergraduates.

Due to their hours, CARP is often called the “nighttime option” for academic support. CARP is open Monday - Thursday, 4 - 8pm and Fridays 11 am - 2pm. To utilize CARP, visit HSS 344, call

(415) 405-0971, email [carp1@sfsu.edu](mailto:carp1@sfsu.edu), or go to <http://carp.sfsu.edu>.

### **iLearn Support**

If you are having problems with iLearn, contact their help desk:

Hours: Monday through Friday, 8 am to 5 pm

Email: [ilearn@sfsu.edu](mailto:ilearn@sfsu.edu)

Phone: (415) 405-5555

Text (SMS): (510) 545-3276 or (510) 5-ILEARN

### ***Finally...***

Remember that this syllabus and the course calendar are subject to some change over the course of the semester. Always defer to the most recent version of the syllabus and course calendar. These are kept current on our iLearn site.

Whew! Did you read all that? If so, now you're ready to get started! 😊

# course calendar

Topic	Date	Assignments & Activities
	Week of 8/28	<b>8/28:</b> Introduction to the Class <b>8/30: Discussion &amp; Screening Assignment Signups Due</b>
Codes	Week of 9/4	<b>9/4:</b> Chandler, "Codes;" Storey, "Structuralism" & "Post Structuralism" <b>9/6:</b> Group #1 Prep Due
Images	Week of 9/11	<b>9/11:</b> Sontag, "In Plato's Cave" <b>9/11:</b> Group #1 Presents; Group #2 Prep Due
Cultural Codes	Week of 9/18	<b>9/18:</b> Chun, "Race and/as Technology" <b>9/18:</b> Group #2 Presents; Group #3 Prep Due
Simulacra	Week of 9/25	<b>9/25:</b> Baudrillard, <i>Simulacra &amp; Simulation</i> (excerpt); Storey, "Postmodernism" <b>9/25:</b> Group #3 Presents; Group #4 Prep Due <b>9/25:</b> Be ready to write Critical Essay Proposal in class.
Memory	Week of 10/2	<b>10/2:</b> Landsberg, "Prosthetic Memory" <b>10/2:</b> Group #4 Presents; Group #5 Prep Due <b>10/2: OPTIONAL - Virtual Feedback Session for Essay #1</b> <b>10/5: Critical Essay #1 Due</b>
Mediation	Week of 10/9	<b>10/9:</b> Postman, "Medium = Metaphor" <b>10/9:</b> Group #5 Presents; Group #6 Prep Due
Remediation	Week of 10/16	<b>10/16:</b> Bolter & Grusin, <i>Remediation</i> (excerpts) <b>10/16:</b> Group #6 Presents; Group #7 Prep Due
Virtuality	Week of 10/23	<b>10/23:</b> Levy, "Actual and Virtual;" Shields, "Virtual & Real" <b>10/23:</b> Group #7 Presents; Group #8 Prep Due <b>10/23: Be ready to write Critical Essay Proposal in class.</b>
Posthumans	Week of 10/30	<b>10/30:</b> Hayles, "Toward Embodied Virtuality" <b>10/30:</b> Group #8 Presents; Group #9 Prep Due

<b>Many Selves</b>	<b>Week of 11/6</b>	<b>11/6:</b> Turkle, “Identity Crisis;” McPherson, “Self & Other” <b>11/6:</b> Group #9 Presents; Group #10 Prep Due <b>11/6: OPTIONAL - Virtual Feedback Session for Essay #2</b> <b>11/9: Critical Essay #2 Due</b>
<b>Disconnection</b>	<b>Week of 11/13</b>	<b>11/13:</b> Turkle, “Alone Together” <b>11/13:</b> Group #10 Presents; Group #11 Prep Due
	<b>Week of 11/20</b>	Fall Break, no classes.
<b>Digital Dualism</b>	<b>Week of 11/27</b>	<b>11/27:</b> Jurgenson, “Digital Dualism” <b>11/27:</b> Group #11 Presents; Group #12 Prep Due
<b>Publics</b>	<b>Week of 12/4</b>	<b>12/4:</b> Gerbaudo, <i>Tweets &amp; the Streets</i> (excerpt) <b>12/4:</b> Group #12 Presents; Group #13 Prep Due
<b>Filters</b>	<b>Week of 12/11</b>	<b>12/11:</b> Pariser, “Filter Bubbles;” Case, “We Are all Cyborgs Now” <b>12/11:</b> Group #13 Presents
	<b>Finals Week</b>	<b>12/18: Final Project Due</b>

**If necessary, this schedule may be modified. Always defer to the “live” version on iLearn.**