

JAMS 860 Seminar in Media Studies | Fall 2019

# SPACES OF MEDIA

Wednesdays 3:30-6:10 pm | Bolton 581

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Office hours: MW 2-3 pm or by appointment

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## Course Overview

The starting assumption of this seminar will be that the spaces of media consumption matter, that they shape the meanings of the content of media (i.e., texts) and the value of their experience, and that they are crucial to the significance of media in the lives of audiences or users. These spaces also have their own meanings and politics, which can be analyzed with the tools of critical cultural analysis.

The seminar will focus on reading academic studies of the spaces of media -- popular media of the 20th and 21st centuries in particular -- including work on cinema exhibition, television in the home and in public, video arcades, and communication in a digital age

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characterized by mediated public spaces and mobile media technologies. It will take an historical perspective on spaces of media as sites for critical analysis, considering the archives of media spaces and how they may be accessed by scholars. And it will encourage participants to be active explorers of media spaces in our everyday lives, offering critical reflections on their cultural significance.

Seminar participants will conduct an original research project on one particular space of media to submit at the end of the course.

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## **Texts**

Readings for this course include books, book chapters, and articles. The books may be purchased from the [UWM eCampus Panther Shop](#) or from other sellers. They may also be shared among seminar participants in scanned PDF versions. All books for this course will also be available on reserve at the Golda Meir Library. Additional readings will be posted to Canvas.

I give some advice here: [How to Read a Book](#).

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## **Field Trips**

At the beginning of the semester, we will plan several field trips, which will be recommended rather than required. These will include outings to the movies at both an urban historic theater (e.g., the Oriental Theater) and a suburban multiplex (e.g., Marcus Majestic Cinema of Brookfield). A field trip might also be planned based on student interest.

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## **Seminar Meetings**

### **September 4 — Course Introduction**

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## September 11 — Space & Place

Massey, "A Global Sense of Place" (146-156), "A Place Called Home?" (157-173), and "Space, Place and Gender" (185-190) in *Space, Place and Gender* (Minneapolis: Minnesota UP, 1994).

Tim Cresswell, "Defining Place," *Place: A Short Introduction* (Malden MA: Blackwell, 2004), 1-12

David Harvey, "From Space to Place and Back Again," *Mapping the Futures*, ed. Jon Bird et al. (Routledge, 1993), 3-29.

## September 18 — Space and Place + Media

Robert C. Allen and Douglas Gomery, selection of "Writing Film History," in *Film History: Theory and Practice* (New York: McGraw Hill, 1993), 194-212.

Nick Couldry & Anna McCarthy, "Orientations: Mapping MediaSpace," *MediaSpace: Place, Scale and Culture in a Media Age* (London: Routledge, 2004), 1-18.

Clive Barnett, "Neither Poison Nor Cure: Space, Scale and Public life in media theory," *MediaSpace: Place, Scale and Culture in a Media Age* (London: Routledge, 2004), 58-74.

Michael Bull, "'To Each their Own Bubble': Mobile spaces of sound in the city," *MediaSpace: Place, Scale and Culture in a Media Age* (London: Routledge, 2004), 275-293.

*Everyone chooses one more chapter of MediaSpace to read.*

## September 25 — Public Amusements

David Nasaw, *Going Out: The Rise and Fall of Public Amusements* (BasicBooks, 1993)

## October 2 — Movie Theaters: African-American Experiences

Elizabeth Abel, "Double Take: Photography, Cinema, and the Segregated Theater," *Critical Inquiry* 34 (Winter 2008), S2-S20.

Cara Caddoo, *Envisioning Freedom: Cinema and the Building of Modern Black Life* (Cambridge, MA: Harvard UP, 2014)

*Everyone reads Introduction and chapters 3 & 4, will divide into groups reading other chapters*

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## October 9 — Movie Theaters: Sexuality and Class

Samuel R. Delaney, *Times Square Red, Times Square Blue* (NYU, 1999)

## October 16 — Movie Theaters: Multiplexes

Charles Acland, *Screen Traffic: Movies, Multiplexes, and Global Culture* (Durham, NC: Duke UP, 2003).

## October 23 — Television: The Family Ideal

Lynn Spigel, *Make Room for TV: Television and the Family Ideal in Postwar America* (Chicago: U of Chicago P, 1992).

## October 30 — New Media Homes

Barbara Klinger, "The New Media Aristocrats: Home Theater and the Film Experience," *Beyond the Multiplex: Cinema, New Technologies, and the Home* (Berkeley: U of California P, 2006).

Michael Z. Newman and Elana Levine, "The Television Image and the Image of the Television," *Legitimizing Television: Media Convergence and Cultural Status* (New York: Routledge, 2012), 100-128.

Lynn Spigel, "Media Homes: Then and Now," *International Journal of Cultural Studies* 4.4 (2001), 385-411.

Lynn Spigel, "Object Lessons for the Media Home: From Storgewall to Invisible Design," *Public Culture* 24:3 (2012), 535-576.

## November 6 — Television: Public Space

Anna McCarthy, *Ambient Television: Visual Culture and Public Space* (Durham, NC: Duke UP, 2001).

## November 13 — The Video Store

Daniel Herbert, *Videoland: Movie Culture at the American Video Store* (Berkeley, CA: U of California P, 2014).

*Everyone reads the Introduction and Chapters 1 & 2; will divide into groups who will read chapters 3 & 4*

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## November 20 — The Video Arcade

Carly Kocurek, *Coin-Operated Americans: Rebooting Boyhood at the Video Game Arcade* (Minneapolis: U of Minnesota P, 2015)

## December 4 — Students' Choice

Earlier in the semester, seminar participants will each nominate one article or book chapter, and the whole class will vote on readings for this week, with the winning three or four assigned to all (these readings will ideally be secondary sources to be referenced in final papers)

## December 11 — Final Paper Show & Tell

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# Expectations, Assignments, Grading, Related Policies

## Weekly Meetings

In our seminar, we will spend most of our time discussing assigned readings, and some of our time discussing assignments. Please come prepared for a discussion of the readings and please bring the readings to class if possible. If you read using an electronic device (e.g., an app for PDFs or a Kindle), be sure to use the annotation features for highlighting and note-taking.

If you have written a reading response on the readings for that day, please bring it to class and be prepared to discuss (or read from) your response.

## Reading Responses

Five (5) minimum 500-word responses are due during the semester. Seminar participants will sign up on the first day of class for their responses. Reading responses are always due by the time class begins, i.e., 3:30 pm on Wednesday. Late responses **will not be accepted**. November 20 will be the final day for reading responses. Each reading response is worth 2 points for a total of 10.

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## **Paper Proposal**

A proposal for the final paper of at least 250 words is due Friday, October 4 at noon. Based on instructor feedback, an updated and revised version of at least 500 words is due Friday, October 18 at noon. The initial proposal will not be graded, and the revised proposal is worth five (5) points. Late proposals and/or revisions will be penalized one point per day (e.g., subtract one point from the final proposal grade if your initial submission is late one day).

## **Annotated Bibliography**

An annotated bibliography of minimum five (5) scholarly secondary sources is due Friday, November 1, at noon. Assigned course readings may not be included. Each source should be cited following the Chicago Manual of Style, and should be summarized and discussed in one paragraph, with reference to its usefulness for the final paper. The annotated bibliography is worth five (5) points. Late annotated bibliographies will be penalized one point per day.

## **Nomination for Students' Choice Reading**

A nomination of a reading to be assigned to the whole seminar is due Monday, November 18 at noon. The nomination should briefly summarize the reading and explain why it would be of interest to the whole group, and it should be at least 300 words. Make a persuasive case. All of the participants' nominations will be combined into one document to be shared with the whole seminar. The group will vote on three or four readings to be assigned for December 4. The nomination is worth two (2) points and late nominations will not be accepted.

## **Progress Report**

A final paper progress report is due Monday, December 2 at noon. This progress report should include:

- A brief narrative of the work you have done so far on the paper
- A bibliography or sources following the Chicago Manual of Style
- A draft of the paper's first one or two paragraphs

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The progress report is worth three (3) points. Late progress reports will be penalized one point per day.

### **Participation**

Participation means coming to class prepared for discussion of the readings, speaking at every class meeting in a way that shows engagement with the course, and making a good effort to further the knowledge and understanding of the whole group. The participation grade will be split into two halves. The first half of the grade will be assessed after the October 16 class, and the second half will be assessed at the end of the semester. Each half will be worth 12.5 points for a total of 25 points.

### **Final Paper (and final week Show & Tell)**

A final paper of minimum 3500 words will be due on Sunday, December 15 at 11:59 pm. The paper should be about a particular space of media, and should be based on your original research during the semester. It should also be a paper that you could only have written while taking this course. At the final meeting of the semester, we will have a “Show & Tell” (**not** formal presentations) as an opportunity for participants to share their research with one another in an informal setting. Participants will be encouraged to bring audiovisual examples and to talk about their research experience. The paper is worth 50 points, and the Show & Tell is not a graded assignment. Late papers will be penalized five (5) points a day.

### **Submission Formats**

All work for this seminar will be submitted to Canvas. The assignments in Canvas will specify whether you are going to type into a text box or upload a document, and they will specify the acceptable document formats.

All sources cited in assignments for this seminar should be formatted according to the Chicago Manual of Style.

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## Other Policies

### Disability and Accessibility

UWM supports the right of all enrolled students to a full and equal educational opportunity. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students working with the [Accessibility Resource Center](#) are encouraged to discuss their plan with the instructor in person so that every possible accommodation may be made.

### Academic Misconduct

Plagiarism and other forms of academic misconduct may result in severe sanctions. Plagiarism includes using words from sources without proper attribution, including failure to put such words in quotation marks. Please also refer to the Dean of Students' page on [Academic Misconduct](#).

### Incompletes

If a graduate student is unable to finish all of the required work for a course during the semester, a grade of incomplete may be given, but only when the student is facing extraordinary circumstances. An incomplete will only be given after consultation with the instructor in person. Please also refer to UWM's policy on [Incomplete Grades](#).

### Syllabus Links

These and other UWM policies are detailed in the Secretary of the University's [Syllabus Links](#).

### Devices and Attention

While you are encouraged to engage in class using whatever tools best meet your needs, you are also expected to avoid distracting yourself and your classmates by using connected electronic devices for non-class purposes. While you may like to use a device in class to access readings and look up information, note-taking using a pen and paper is also encouraged. You are responsible for your own attention.

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## Communication outside of Class

Students are encouraged to meet with the instructor in person during regularly scheduled office hours MW 2-3 pm or by appointment to discuss their progress in the course and their work on assignments.

At other times, email is the best way to reach the instructor. I do not check my email in the evenings or on the weekends, so if you contact me via email you may expect a response by the next weekday morning.

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## Grading Scale

A: 93-100%	B-: 80-82%	D+: 67-69%
A-: 90-92%	C+: 77-79%	D: 63-66%
B+: 87-89%	C: 73-76%	D-: 60-62%
B: 83-86%	C-: 70-71%	F: 0-59

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## Time Allotment

For this class you should expect to spend at least 150 hours over the course of the semester as follows:

- Seminar meetings: 2hr40min x 15 = 40 hours
- Weekly readings: 5 hrs x 15 = 75 hours
- Writing reading responses: 2 hrs x 5 = 10 hours
- Researching and writing final paper, including proposal/annotated bibliography and progress report: 25 hours