

**SUMMER STRETCH 2019**  
***MEDIA LITERACY: MISINFORMATION AND DISINFORMATION***

Instructor: Corey Olds  
Instructor Email: [colds@uw.edu](mailto:colds@uw.edu)  
Location: Physics and Astronomy Building B128

### **Course Description**

This course introduces students to media literacy, dystopian fiction, and critical commentaries on social media. Each of the eight principles of media literacy will be explored with an eye toward understanding how *misinformation* and *disinformation* function as strategies of propaganda. These strategies create or shape events and attitudes “to influence the relations of the public [or the masses] to an enterprise, idea, or group,” as Edward Bernays, the reputed “father of public relations,” wrote in his 1928 book *Propaganda*. Through close, guided readings, Socratic discussions, essays, micro-media content, and instant-film photo projects produced by students, we will engage and experiment with the role of media (and technology) in both our “inner” and “outer” lives.

### **Essential Questions**

- Why is it so important nowadays for human beings *to be seen* and *talked about* by others?
- What are the eight principles of media literacy? What are hot media and cool media?
- What is propaganda?
- How are populations manipulated?

### **Learning Outcomes:**

#### ***Students will understand:***

- The difference between hot and cool media
- The difference between misinformation and disinformation
- How propaganda functions
- The five news filters discussed by Herman and Chomsky

#### ***Students will know:***

- The connection between political orthodoxy and the debasement of language
- How consent is “manufactured” through propaganda

#### ***Students will be able to:***

- Articulate and identify the eight principles of media literacy
- Apply the Cornell Notes System
- Articulate and recognize the difference between hot and cool media
- Articulate and identify examples of misinformation and disinformation
- Explain the basic idea(s) behind propaganda

- Explain how consent (for economic, social, and political policies) is “manufactured” in the public mind by means of propaganda
- Make an argument about why people nowadays will do (almost) anything to be seen and talked about

### Instructional Strategies

Didactic, coaching, Socratic, and peer-to-peer methods of instruction will be coupled with clear standards and objectives; problem solving; hands-on, collaborative, project-based work; positive feedback on student writing and projects; consistent pacing of lessons; and three-tiered thinking (i.e., analysis, application, and creativity).

### Student Assessment

Along with narrative comments on quizzes, short essays, and media projects, each student will receive a weekly progress report and a transcript at the end of the course. Final letter grades will be determined as follows: quizzes = 30%; short essays = 40%; and media projects = 30%.

### Resources and Materials

Course reader and all assigned readings will be distributed the first day of class.

### Tentative Course Schedule

Date	Topic(s)	In-class Activities
July 1	Cornell Note Taking System; Principles of media literacy; <i>We</i> by Yevgeny Zamyatin	Parent in-class orientation (20-30 minutes); Exercise on & discussion of media literacy principles; Cornell Notes Practice; Daily reading in <i>We</i>
July 2	Hot & Cold Media; <i>We</i> by Yevgeny Zamyatin	Assignment on hot & cool media; Written exercise on & discussion of hot & cold media; Cornell Notes Practice; Daily reading
July 3	Misinformation & Disinformation; <i>We</i> by Yevgeny Zamyatin	Assignment on misinformation & disinformation; Written exercise on & discussion of misinformation & disinformation; Cornell Notes Practice; Daily reading
July 8	Propaganda & “New” Propaganda; <i>We</i> by Yevgeny Zamyatin	Assignment on propaganda & “new” propaganda; Written exercise on & discussion of propaganda & “new” propaganda; Cornell Notes Practice; Daily reading
July 9	Five News Filters; <i>We</i> by Yevgeny Zamyatin	Assignment on five news filters; Written exercise on & discussion of five news filters; Cornell Notes Practice; Daily reading

July 10	Manufactured Consent; <i>We</i> by Yevgeny Zamyatin	Assignment on manufactured consent; Written exercise on & discussion of manufactured consent; Cornell Notes Practice; Daily reading
July 11	Politics & Language; <i>We</i> by Yevgeny Zamyatin	Assignment on politics & language; Written exercise on & discussion of politics & language; Cornell Notes Practice; Daily reading
July 15	Being Famous vs. Being Talked About; <i>The Selfie Generation</i> by Alicia Eler	Assignment on being famous vs. being talked about or the “selfie generation”; Written exercise on & discussion of being famous vs. being talked about or the “selfie generation”; Cornell Notes Practice
July 16	George Orwell’s “Big Brother”; (the lack of) personhood; <i>You Are Not a Gadget</i> by Jaron Lanier	Assignment on “Big Brother” or (the lack of) personhood; Written exercise on & discussion of “Big Brother” or (the lack of) personhood; Cornell Notes Practice; Daily reading
July 17	Psychology of Online Life or Self-abdication; <i>You Are Not a Gadget</i> by Jaron Lanier	Assignment on psychology of online life or self-abdication; Written exercise on & discussion of psychology of online life or self-abdication; Cornell Notes Practice; Daily reading
July 18	The Noosphere as Inner Troll; <i>You Are Not a Gadget</i> by Jaron Lanier	Assignment on the noosphere as inner troll; Written exercise on & discussion of the noosphere as inner troll; Cornell Notes Practice; Daily reading
July 22	“Retropolis” or Anomaly in Popular Music	Assignment on “retropolis” or anomaly in popular music; Written exercise on & discussion of “retropolis” or anomaly in popular music; Cornell Notes Practice; Daily reading
July 23	Media Project 1: Principles of Media Literacy Public Service Announcement	Student Presentations
July 24	Media Project 2: Manifesto as Propaganda	Student Presentations
July 25	Media Project 3: Medium Manipulation	Student Presentations; Course wrap-up