CMS.998/CMS.600: New Media Literacies
Dr. Alice Robison
Lecture Notes

Session 11, 3/14/07

Review of writing assignment (that can be related to or included in your final
project)
     -thought piece that reflects on what you've learned so far.
     -went over mla citation and writing and communications website from U.Wisc

Buckingham reading-
an overview of what we've already learned but nice one.
-mentioned that there is no language of media

Matt-
-liked that reading had description of a film literacy that connected to
childhood development (i.e. running away from trains on screen)
-was surprised that language of film (montage, 180 degree rule, etc.) was
ignored in reading

Alice-
-what about the grammar of video game design? (in relation to film language)
often discussed in training of game designers
-vocabulary is not the same thing as grammar

Evan
-related to other languages (ASL) that don't have same syntactical structures
(Laura, Cheryl)

Cheryl
-African-American english is different than normative school based language.

Matt-
-the making of film requires a knowledge about the "grammar" and "language" of
film.
-you can subvert them but must know them first.

Neal-
-a myth that visual language is natural, of course, but also film conventions
are themselves artificial

Matt-
-most film relies on constructive language too.

Alice-

-language relies on situated and constructed meanings.

Neal-
-not just one to one analogy to language

Matt-
-film language is of course not Chomskian idea of language (what type of language in a discourse), but a language nevertheless

Katie
-just like language, it's these social things Buckingham's looking at (a hedging move so that they don't want some some people to only concentrate on the fact that he said there is a language of film, which many educators or people in the field would argue against)

Deb -
-I understand hedging your bets in your article, but it's condescending to all film theorists. Narratologists, structuralists.

Matt-
-Pleasure vs. Analysis - low culture
-I liked Buckingham's critique of media as defining a social position (reality problems)

Deb-
-what I noticed is that any association with (or gaining any pleasure through) low or popular culture is considered bad for intellectuals, and they disassociate themselves while they are also analyzing them.

Alice-
-video game theory is like that too, academics study the video games but try to personally disassociate themselves with it.

Steve-
-many thinkers trying to bring our relationship with media into a psychoanalytic framework.
-currently our relationships with media = relationships with each other.
-our interactions with media and enactment through media becomes a metaphor with how we interact with other people

Neal-
-mentioned Sherry Turkle - psychoanalysis Lacanian analysis - "beyond the magic window." (mentioned in one of the readings)

Sarah/Steve
(Dyson)

-the structure of her study resembles traditional psychoanalysis group therapy.

Sarah/Matt-
-liked it as developmental media - tv for babies.

Sarah-
-mentioned developmental play of kids playing video games

Katie
-think of dominant Discourses of Dyson vs. Buckingham vs. other people we've read this semester
-Gee focuses on minorities and gender
-(Buckingham?) more specific focus on power in media and how it functions in the media.

Alice/Katie
-(limits of assessment of curricula) - when asking kids to already to critique (with negative bent) is already discounting what kids already know about the media inherently. (white paper skill: judgement)
-focus too much on inaccuracies of media and this distortion (look at pg. 47 and 48)

Neal
-this bias - already works out forms of other analysis discourse (like discourse around film - initially only about whether film can portray things realistically, but ignored other issues including narrative, etc., pushed out other important discussions you could have about film - because analysis that anyone could do because anyone could critique how real film is, without having to think about the wider implications of what that means.

Katie-
-dismissing something right off the bat (based on lack of realism) is discounting the other merits of the video games.

Matt-
-looking at Buckingham's critique interested in his methods of teaching.

Katie -
-pleasurable aspect of media is just as important as a critique. (earlier Buckingham article in semester)
-in some way, if you're just doing things and you're just reenacting culture as it is (power structures remain intact etc.)... we have to have a reflective look at how these media are taught.

Alice -
-play and pleasure is one of many skills needed in media literacies (in response

to Sarah's asking why can't we just make things just for the sake of doing it)

Cheryl
-asking for examples of Buckingham's critique of media education-

Matt-
-for example, if we look at pokemon - teachers would say that children are only
fooled and tricked by the media (according to BFI's curriculum mentioned in
Buckingham article) but ignores the other aspects of the media (like the fun of
it, its ability to help identity formation, other skills learned), and it limits
what we take from this media literacy.
-discounts kid's ability to critically engage with media already and destroys
their enjoyment of it.
-pointing out that something is manipulative is not the same as understanding
it.

Alice
-media literacy right now is mostly about figuring out what media represents
(that which is evil), and having problems with it. (based on consumerist
model, just passive entertainment, of no real value)
-education is only about finding the hidden message in the text.
-dyson/buckingham - consumers have important ideologies that they bring to the
text. - looking beyond what texts are you have to look at their use, and that
is a more complete way of understanding the media.

Katie
-looking microcosm of the macrocosm
-working class is enacting out their desires in media (pokemon)
-middleclass kid is supposed to show how mature/sophisticatedthey are, so
critiques it according to 'media effects' (i.e. media is bad for you)
-can't discount what that person's doing in the moment, decontextualize the
behavior and expect to understand it (that is what traditional media literacy
programs do)

Alice/Katie
-need social theory of literacy.
-social interests and identities are at stake.
-Dyson - p. 355 - focus on media texts so central to their lives.
-pariticpation in unofficial pure worlds of media (enjoyment?) and official
academic worlds.
-USE of textual practices - seldom received attention in media literacy
-hybrid nature in children's texts - in overlapping social worlds - personal
experience.
-(buckingham) theortical and (dyson) social science approach
-kids are actively negotiating what they see/expeirence in the media.

Deb-
-like book: Hop on Pop (ed. Henry Jenkins) where the goal of the book was to relate personal experiences with the media with academic critique, and how that was previously looked down upon.

Matt-
-example: being Tarzan in the backyard included in Jenkins' analysis of video games.