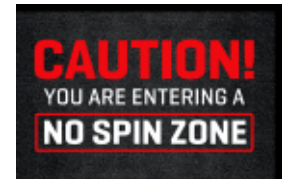
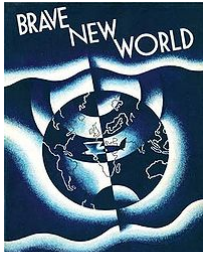


CL 364 MEDIA, CULTURE, AND WORSHIP
United Theological Seminary of the Twin Cities
January 2010
Monday – Tuesday, Thursday-Friday 1:00-4:15
Room E

Instructor: Jann Cather Weaver
E-Mail: jweaver@unitedseminary.edu
Appointments upon request



I. COURSE DESCRIPTION

The primary texts of this course will be the daily media coverage of local and world political and cultural events, seen through critical analysis provided by *1984* (George Orwell) and *Brave New World* (Aldous Huxley), in relationship to the Revised Common Lectionary. Students will explore new media literacies required for navigating and contributing to today's social and news networks. Students will also critically explore the increasingly various forms of media for accessing news, differing faith and world perspectives, cultural 'happenings', and worship resources, gaining fuller, culturally-conscious insights on particular events. Given daily events and learnings, students will substantially reflect on these events and learnings using Twitter, Facebook, and blogs while in critical, theological conversation with the weekly Revised Common Lectionary. The task is for students to bring the events of the world into worship with liturgical, pastoral, and theological integrity. This is not a course on how to turn worship into news commentary. Rather, this course will explore how worship can proclaim the Word of God amid current events vis-à-vis media's representations.

II. LEARNING OBJECTIVES

At the end of the class, participants will be able –

- To explain the nature of medium, media, and “the message”/content
- To explain the nature of media transmissions (e.g., wave length, bandwidth, analog vs. digital, genome media) and systems of media distribution, interaction, and negotiation

- To explain the nature of technological forms of media and their impact on content and culture
- To explain the nature of culture, postmodern context (“the sense of ‘place’”), realities, and matrices (false universes)
- To explain critically the ways media and culture construct realities
- To explore the ways media are used in literature dystopias, as examples, to mediate social and cultural constructions of particular realities for social control by the reading of dystopian literature: *1984* (George Orwell), and *Brave New World* (Aldous Huxley)
- To write significant and substantial content appropriate for various media forms: liturgy, Twitter, blogs, Facebook, websites
- To relate the Revised Common Lectionary (and/or other denominationally appropriate materials for worship) in significant ways to world/local events and cultural ‘happenings’ as re-presented in various media forms
- To write or re-write liturgical components for worship that consider living in the world and how this is re-created when proclaiming the Word of God
- To be skilled in a medium of dialogue that is “both/and,” civil, and participatory in method
- To interact (“play,” “perform”) and negotiate content and ideas via blogs, Twitter, and Facebook
- To utilize “new media literacies” of the New Media Literacies Community Site (<http://projectnml.ning.com/>)
 - To utilize the media literacy of critical transmedia navigation (podcasts, YouTube, web searches) for meaningful appropriation/remixes/mashups
 - To utilize the media literacy of “Distributed Cognition”
 - To utilize the media literacy of “Collective Intelligence”
 - To utilize the media literacy of media “Judgment”
 - To utilize the media literacy of “Networking”
 - To utilize the media literacy of “Negotiation”
 - To utilize the media literacy of “Visualization”
- To use the above skills to discover, expand, and judge a multitude of media news sources from around the world, especially alternative news and commentaries on world/local events
- To use the above skills to investigate critically the intrinsic bias in media, cultural assumptions, and re-presentations of world events



Looks more like five cows.

$2+2=5$ (in some realities/matrices)

III. COURSE FORMAT

Review of material through discussion led by instructor and students
Introduction of new material through presentations by instructor and students
Dialogue in a “both/and” method around course material and assignments

IV. REQUIRED MATERIALS



👍 **Lectionary texts** and/or other denominationally appropriate material for each upcoming Sunday. **Bring your bible/religious material to each class.**

👍 **Books:**

Huxley, Aldous. *Brave New World*. Harper Perennial Modern Classics, 2006.
Orwell, George. *1984*. Signet Book; Reissue edition, 1990.

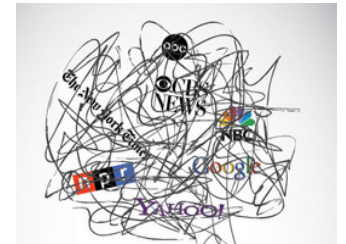
👍 **Articles and papers:**

Garfield, Bob. Excerpt from *Chaos Scenario*. Stielstra Publishing, 2009), introduction. **(On Moodle. PDF)**

Jenkins, Henry. “Confronting the Challenges of Participatory Culture: Media Education for the 21st Century.” An occasional paper on digital media and learning. (MacArthur Foundation, 2006). **(On Moodle. PDF)**

_____. “The New Media Literacies.” (MacArthur Foundation, 2006). **(On Moodle. PDF)**

Weaver, Jann Cather. “A Shared Critical Ethic for Media Images and Liturgy.” Paper presented for the Arts and Christianity Enquiry Conference, July 2009. **(On Moodle. PDF)**



👍 **Audio Files and/or Podcasts:**

Garfield, Bob. “Chaos Scenario.” On *Talk of the Nation*, August 6, 2009. 30 Minutes.

<http://www.npr.org/templates/story/story.php?storyId=111623614>

Listen Each Sunday @ 3 PM to *On The Media*, produced by New York Public Radio, available through National Public Radio via Minnesota Public Radio (91.1 FM). Students choose to listen to the program ‘live’, podcast (iTunes (arrives on Saturday)), or download as MP3 audio stream

broadcast (need RealPlayer© or Windows Media Player©, or iTunes), before Monday class. <http://www.onthemediacorp.org/>
“NBC, Comcast, and the Future of Television.” *Midmorning: Minnesota Public Radio*. December 29, 2009.
<http://minnesota.publicradio.org/display/web/2009/12/29/midmorning2/>

👍 **Media Sources:** *The Daily Show*, Jon Stewart, Comedy Channel or at <http://www.thedailyshow.com/>
The Bill O'Reilly Factor, Fox News Channel: “No party lines, no distortion, no spin political coverage — no show tackles tough issues like 'The Factor'!”
<http://www.foxnews.com/oreilly/>
The NewsHour with Jim Lehrer, PBS
One of the following: ABC, CBS, NBC, BBC, or Al Jazeera English <http://english.aljazeera.net/>

Optional:

👍 **Films:**

The Matrix, ‘fiction’. Dir. Wachowski brothers. Warner Studios, 1999. 136 minutes. www.whatisthematrix.com/
Screenplay available at <http://www.imsdb.com/scripts/Matrix.-The.html>

Morpheus: “The Matrix is a system, Neo. That system is our enemy. But when you're inside, you look around, what do you see? Businessmen, teachers, lawyers, carpenters. The very minds of the people we are trying to save. But until we do, these people are still a part of that system and that makes them our enemy. You have to understand; most of these people are not ready to be unplugged. And many of them are so inured, so hopelessly dependent on the system, that they will fight to protect it.”
<http://www.imdb.com/>

Control Room, ‘documentary’. Dir. Jehane Noujaim. Magnolia Pictures, 2004. 86 m. About Al Jazeera News Network. <http://www.imdb.com/title/tt0391024/>

Wall Street Journal ★★★★★
Winner of Grand Jury Prize for Best Film at the 2004 Full Frame Documentary Festival
Official Selection at Sundance Film Festival 2004

“*Control Room* . . . explores how ‘Truth’ (*quotation marks mine*) is gathered, presented, and ultimately created by those who deliver it.”
Tagline: *Different channels. Different truths.*

V. REQUIRED WORK



It hurts me more than it does you.

- 👍 Class Participation Essential: Members of the class may not miss more than **one** class session without impact on their grade. Extenuating circumstances excluded.
- 👍 Leading opening worship/reflection.
- 👍 To be prepared to engage the assigned reading and listening materials.
- 👍 To bring to each class ideas and research on world/local religious/political/cultural events. (Daily reading of newspaper/s, blogs, morning talk shows, on-line news, *et cetera*.)
- 👍 Create a blog if you do not already have one. The blog is P/NC. Submit blog URL to instructor via email: jweaver@unitedseminary.edu by **Tuesday, January 11**.
- 👍 Explore Podcasting and subscribe to one or more programs related to this class. Subscription to a significant podcast needs to be 'evident' in discussion with class by **Tuesday, January 11. You do not need an iPod or MP3 player.**
- 👍 Write three (3) tweets to class members and instructor each week, one/day max. Each tweet needs to be significant and substantial in content, as well as pertaining to class materials. Each tweet needs to communicate something of importance. If student does not already have twitter account, student will need to establish one. (Will be discussed in class.)
- 👍 Collectively, as a class, use <http://january2010.ning.com/> as a place for "collective intelligence," "negotiation," and "visualization." Use this website to post and create discussions for the class, as well as post your transmedia resources for exploring media, culture, and worship, including actual worship resources. This "Huddle Workspace" is not meant to be a collection of hyperlinks to resources. I am looking for the class to share diverse liturgical, denominational, media, and cultural resources (traditional and alternative; local and world-wide), your interpretations and ideas, including art and embedded videos/audio streams, that you and others can use for worship development. The instructor is looking for students to navigate transmedia resources to post, engage each other in civil dialogue, negotiate, and visualize resources to contribution to your worship outlines and/or worship media remixes. Play, discover, and experiment.

 **Due first Friday:**

An outline of a worship service related to the week's lectionary and/or other denominationally appropriate materials for worship that integrates the world/local events in worshipful way/s.

Elements:

- 1) Synopsis of how you have integrated world/local event/s with the current lectionary and/or other denominationally appropriate materials in worshipful ways
- 2) Include the following components in your outline (be specific):
 - a) A written call to worship or prayer of invocation
 - b) Appropriate music/hymns for service
 - c) A written confession and affirmation on the journey of grace
 - d) Scripture text/s or other materials used
 - e) Sermon/Homily synopsis
- 3) List of resources used for developing worship service, cited in footnote style according to APA or Turabian Manual on Style. See below.

N.B. The components of this worship need to related to each other and reflect your synopsis (#1)

 **Due second and/or third Friday:**

As stated above, an outline of a worship service related to the week's lectionary and/or other denominationally appropriate materials for worship that integrates the world/local events in worshipful way/s.


OR

A media remix/mashup for use in worship that is related to the week's lectionary and/or other denominationally appropriate materials for worship that integrates the world/local events in worshipful way/s.

In addition to the media mix, include a written synopsis of how you have integrated world/local event/s with the current lectionary and/or other denominationally appropriate materials in worshipful ways in the media mix

Cite your sources of media. Play, discover, and experiment.

N.B.

 All work in this class is expected to follow the Copyright Compliance Policy in the Masters Student Handbook (103). The full Copyright Policy is at the Circulation desk in the Spencer library.

👍 All work in this class is expected to follow the **Academic Integrity Policy** in the Masters Student Handbook (52).

Writing papers, preparing oral and written presentations, and conducting scholarly research are an important part of seminary education. When students use the ideas or words of others, they must acknowledge their sources in accordance with a standard form for footnotes, such as the Social Science Style Sheet (APA), or Turabian's *A Manual for Writers of Term Papers and Dissertations*. [7th Edition].

👍 All work in this class is expected to follow the **Inclusive Language Policy** in the Masters Student Handbook, with opportunities for discussion on differences (114).

“Exclusive language is any form of communication which demeans, discounts, or ignores the experiences and full humanity of a group of people on the basis of gender, race, ethnic group, class, age, sexual orientation, or differing abilities and hence fosters oppression and injustice. Language shapes relationships between persons and shapes the self-image of persons. UTS seeks to affirm the human community in all its diversity. In a tradition of seeking justice as an educational community and while embracing the diversity of faith traditions, UTS strongly encourages all of its members to use language in writing and speech that is inclusive in regard to gender, race, ethnic group, class, age, sexual orientation, or differing abilities.

Implications

3. Racially and ethnically inclusive language rejects the equating of color with virtue and does not equate darkness with negative qualities or lightness with positive qualities. It also rejects the use of or construction of “otherness” in language that connotes superiority of the dominant group.
4. Inclusive language also rejects the identification of single physical characteristics with a whole person, particularly in the case of physical or mental limitations, and instead strives to name the personhood first (e.g., “person who is blind” instead of “the blind person”).

👍 All persons in the class, including the instructor, are expected to follow the **Policy Regarding Confidentiality and Disclosure within Small Group Settings** (124-125)

👍 Regarding **Professorial Boundaries**, see **Statement on Boundaries** in the Masters Student Handbook (115-117)

► **Extensions:** (4/28/00; Revised 1/17/01) (48)

N.B. “All extensions need to be approved by the instructor. The student is responsible for filing with the Registrar the form for an extension.”

“The work for a course is terminated at the end of the final class session. The performance in the course is evaluated on the basis of the work submitted by that time, unless an exception is made by the instructor, in which case a formal petition for extension must be approved by the instructor by the end of the final class session. Extensions (of course work) beyond the end of the semester will be approved only under **extraordinary** circumstances. Each instructor will include this policy on each course syllabus as well as the criteria by which she or he will grant such an exception. (Serious illness; Serious injury; Death or serious illness in family.)

In the event, such as exception is agreed to, the student shall complete the petition for extension form and the instructor shall file the extension form with the registrar by the date grades are due. The Student Review Committee shall monitor extensions. If no petition for extension is filed, a final grade will be submitted.

An extension may be granted for a period not to exceed six months from the end of the term. If the work is not completed by the date petitioned, a final grade will be submitted. Any renewal of an extension must be approved by the instructor and filed with the registrar prior to the due date on the original petition. No extension or its renewal will exceed six months from the end of the term in question.”

VI. CLASS EVALUATION PERCENTAGES

Preparation for class and class participation*	25%
Participation on class Huddle Network http://january2010.ning.com/	10%
Blog and Podcast Subscription (P/NC)	5%
Twitter Feeds	15%
Worship Service Outlines/Media Mixes	15% each (Three total = 45%)

*Class participation includes:

- 1) The skill of self-monitoring the number of times you contribute,
- 2) ‘The quality’ of input. That is, the self-awareness to remain focused on topic and contribute thoughtful material,
- 3) Listening to differing perspectives non-defensively (‘Both/And’),
- 4) Allowing for appropriate silence to allow others to provide input, and
- 5) To work intentionally to participate (verbally)

VII COURSE SCHEDULE



FIRST WEEK

Monday

Lectionary: The Baptism of Jesus

Isaiah 43:1-7 • Psalm 29 • Acts 8:14-17 • Luke 3:15-17, 21-22

Opening Worship/Reflection

Introductions

Review of Syllabus and Class Expectations

Reading of the Lectionary Texts

Populating Moodle

Setting up Twitter account

Setting up <http://january2010.ning.com/> for class

“Assignments” of Media Sources

The Nature of Medium and Media

The Nature of Culture and its expressions

Audio: Tentative: *On the Media* (segments), January 3, 2010

Tuesday

Readings:

Jenkins, Henry. “Confronting the Challenges of Participatory Culture: Media Education for the 21st Century.” An occasional paper on digital media and learning.

(MacArthur Foundation, 2006). **(On Moodle. PDF)**

_____. “The New Media Literacies.” (MacArthur Foundation, 2006). **(On Moodle. PDF)**

Lectionary: The Baptism of Jesus

Isaiah 43:1-7 • Psalm 29 • Acts 8:14-17 • Luke 3:15-17, 21-22

Audio/Internet/Print:

Assigned media source

Opening Worship/Reflection

Reading of the Lectionary Texts

Discussion of assigned media sources

To learn the nature of media transmissions (e.g., wave length, bandwidth, analog v. digital, genome media, and systems/monopolies of distribution)

Insights from Jenkins: play, performance, critical transmedia navigation, meaningful appropriation/remixes/mashups, distributed cognition, collective intelligence, media judgment, networking, and negotiation

Hermeneutic of Suspicion and Commitment: Critical methods in investigate the intrinsic bias in media, cultural assumptions, and representations of world events



Is it “media is” . . . or “media are” . . .”?

Thursday
Readings:

Garfield, Bob. Excerpt from *Chaos Scenario*. Stielstra Publishing, 2009), introduction.
(On Moodle. PDF)

Weaver, Jann Cather. “A Shared Critical Ethic for Media Images and Liturgy.” Paper presented for the Arts and Christianity Enquiry Conference, July 2009.
(On Moodle. PDF)

Lectionary: The Baptism of Jesus

Isaiah 43:1-7 • Psalm 29 • Acts 8:14-17 • Luke 3:15-17, 21-22

Audio/Internet/Print:

Assigned media source

“Chaos Scenario” Video **(On Moodle and <http://january2010.ning.com/>)**

Garfield, Bob. “Chaos Scenario.” On *Talk of the Nation*, August 6, 2009. 30 Minutes.

“NBC, Comcast, and the Future of Television.” *Midmorning: Minnesota Public Radio*. December 29, 2009. 54 Minutes.

<http://minnesota.publicradio.org/display/web/2009/12/29/midmorning2/>

Opening Worship/Reflection

Reading of the Lectionary Texts

Discussion of assigned media sources

Insights from Garfield and *Midmorning's* “NBC... Television”

Insights, if any, from Weaver

The ways realities are constructed through media and culture

Friday

Due: Worship Service Outline

Due: Third Tweet of week

Opening Worship/Reflection
Discussion of assigned media sources
Discussion of worship outline
Blogs and Tweets
View *The Matrix*, in class if time allots

SECOND WEEK

Monday

Readings:

Orwell, George. *1984*. Appendix: “The Principles of Newspeak” and Chapter One
Lectionary: Second Sunday of Epiphany (Ordinary Time)
Isaiah 62:1-5 • Psalm 36:5-10 • 1 Corinthians 12:1-11 • John 2:1-11

Audio/Internet/Print:

Assigned media source

Opening Worship/Reflection
Reading of the Lectionary Texts
Discussion of *On the Media*
Discussion of assigned media sources
The Matrix – Construction/Creations of realities: For what reasons?
How do faith and religion construct/create realities: For what reasons?
Introduction to Utopia/Dystopia: *1984*
1984 Discussion: The Nature of Oceania’s “Newspeak”
(Vocabularies A-C) and *doublethink* in relationship to language of faith
Discussion of *1984* in relationship to current media, culture, and worship

Tuesday

Due: Blog Address (URL) to instructor (email to jweaver@unitedseminary.edu)

Due: Podcast ‘Subscription Evidence’: URL and paragraph summary of one episode

Readings:

Orwell, *1984*, Chapter Two
Lectionary: Second Sunday of Epiphany (Ordinary Time)
Isaiah 62:1-5 • Psalm 36:5-10 • 1 Corinthians 12:1-11 • John 2:1-11

Audio/Internet/Print:

Assigned media source

Opening Worship/Reflection
Reading of the Lectionary Texts
Discussion of assigned media sources

Continued discussion of *1984*:

The Nature of Oceania's "Newspeak"

(Vocabularies A-C) and *doublethink* in relationship to language of faith

Discussion of *1984* in relationship to the church, faith, and worship

Thursday

Readings:

Orwell, *1984*, Chapter 3

Lectionary: Second Sunday of Epiphany (Ordinary Time)

Isaiah 62:1-5 • Psalm 36:5-10 • 1 Corinthians 12:1-11 • John 2:1-11

Audio/Internet/Print:

Assigned media source

Opening Worship/Reflection

Reading of the Lectionary Texts

Discussion of assigned media sources

Continued discussion of *1984*:

Discussion of *1984* in relationship to the church, faith, and worship

In Class Viewing: *Control Room* (86 m.)

Friday

Due: Worship Service Outline or Media Mix

Due: Third Tweet of Week

Opening Worship/Reflection

Discussion of worship outlines

Discussion of assigned media sources

Discussion of *1984* in relationship to the church and faith and worship

THIRD WEEK

Monday No Class. Martin Luther King, Jr. Birthday Observance: School Closed

Tuesday

Readings:

Huxley, *Brave New World*, Chapters 1-11

Lectionary: Third Sunday after Epiphany (Ordinary Time)

Nehemiah 8:1-3, 5-6, 8-10 • Psalm 19 • 1 Corinthians 12:12-31a • Luke 4:14-21

Audio/Internet/Print:

Assigned media source

Opening Worship/Reflection
Reading of the Lectionary Texts
Discussion of *On the Media*
Discussion of assigned media sources
Discussion of *Brave New World* in relationship to current media,
culture, and worship

Wednesday No Class

Class session will be for students to work on Friday's Assignment outside of class. The class will not meet.

Thursday

Readings:

Huxley, *Brave New World*, Chapters 11-18
Lectionary: Third Sunday after Epiphany (Ordinary Time)
Nehemiah 8:1-3, 5-6, 8-10 • Psalm 19 • 1 Corinthians 12:12-31a • Luke 4:14-21

Audio/Internet/Print:

Assigned media source

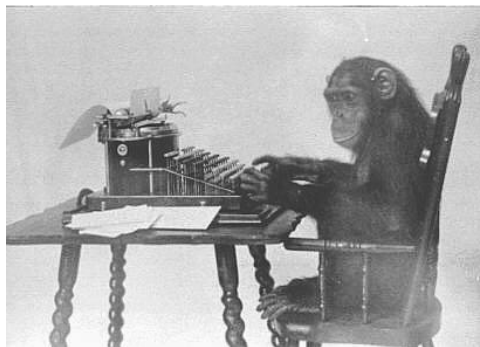
Opening Worship/Reflection
Reading of the Lectionary Texts
Discussion of assigned media sources
Discussion of *Brave New World* in the church, faith,
and worship

Friday – Last Class Session All work is due at end of class.

Due: Worship Service Outline or Media Mix

Due: Third Tweet of the Week

Opening Worship/Reflection
Discussion of worship and media concerns
Evaluations



Shakespeare, move over.