

**Communication 378**  
**Media and Time**  
**Winter, 2018**  
**Wednesdays, 3:30-6:20**  
**Building 360, Room 361-A**  
**Professors Byron Reeves ([reeves@stanford.edu](mailto:reeves@stanford.edu))**  
**& Fred Turner ([fturner@stanford.edu](mailto:fturner@stanford.edu))**

**Goals:**

We begin with the understanding that as media technologies change, they radically restructure our experience of time. And because we are living through such a restructuring now, we also believe that time provides a powerful heuristic lens through which to study media today. We want to ask how time, media and human experience interact at various scales: from the moment-by-moment encounter of the individual with a computer screen to the work done by clocks and books and stories to imagine and structure the progress of centuries. And at the end of the day, we want to see if we can rejoin the study of media and psychological development to the study of media and social change in ways that might reshape our understanding of each.

This course is an experiment, a chance to think across subfields rarely joined and to do it in good company. As we work together to explore this area, we hope you will encounter new literatures, develop new questions for further research, and identify new methods you can bring to bear on that work.

**Readings:**

*At your favorite independent bookstore or online you should buy:*

Aristotle, *Poetics*, tr. S.H. Butcher, with essay by Francis Fergusson, NY: Dramabook, 1961. (Please get this edition if you can – it’s good, and cheap.)

Guldi, Jo, and David Armitage. *The History Manifesto*. Cambridge, United Kingdom: Cambridge University Press, 2014.

Nowotny, Helga. *Time: The Modern and Postmodern Experience*. Cambridge, UK, and Cambridge, MA: Polity Press; Blackwell Publishers, 1994.

Judy Wajcman, *Pressed for Time: The Acceleration of Life in Digital Capitalism*. Chicago: The University of Chicago Press, 2015.

*Other readings, and all of those from the psychological sciences, are journal articles and book chapters, and will be available on Canvas and the Web.*

**Assignments and Grading:**

Your first and most important assignment is to come to each class session well prepared to discuss the texts with your colleagues. The other assignments are designed to help you put different perspectives in conversation with each other and with media in the world.

*“Opening” a Text for Class Discussion: Due Date TBA (10%)*

At some point in the course, you will be asked to “open” a text or texts for class discussion. This is a more formal proposition than it may sound. You will be the primary discussion leader. To do it effectively, you will need to be able to summarize the key arguments of the text and suggest how they connect to themes in our ongoing discussion in a brief presentation. You will also need to identify and propose key questions for subsequent discussion. Finally, you will need to bring a “media object” with which to help the group think through the issues raised by the readings.

*Analysis Papers (15% each):*

You will be asked to write three brief analyses of the readings across the quarter, due in class in weeks 3, 5 and 7. In each paper, you will choose a media object that is important to you. You will then choose two readings from the preceding weeks written on a similar theme from different methodological or analytical perspectives. Compare and contrast the goals of these papers, their methods and their findings. Then bring them to bear on your media object. What does the individual application of each paper’s frameworks gain you? What might the study of your object gain if you could somehow bring the two papers approaches together?

Papers should be 4-5 pages long (1200-1500 words), double-spaced.

*Final Paper: The Day in the Life Project (25%):*

You will be asked to work with a new and one-of-a-kind record of a single person’s digital media use. The record you will review is from a large project that is capturing screenshots of smartphone and laptop use from people around the country and the world. We have collected about 25 million screenshots from about 400 people, one screenshot for every five seconds that the devices are turned on. We will make available one person’s record of screenshots for a single day (this will be thousands of images that you can view on a computer). More on how we will access the images when we meet in class.

You will be asked to bring together a subset of required and recommended readings in order to write an 8-10 page analysis of that media use. You will be asked to give a short presentation about your analysis at the last class meeting. The final paper is due on [date].

*Participation (20%):* We're going to be relying on each other a lot as we adventure here. That means everybody needs to come to class prepared to ask good questions, build on one another's contributions, and help move discussions forward.

**Course Schedule:**

**Week 1: January 10 -- Scale**

What is Time? And how can it help us think about media?

**Required:**

Lemke, J. (2000). Across the scales of time: artifacts, activities, and meanings in ecosocial systems. *Mind, Culture, and Activity*, 7(4), 273–290.

**Week 2: January 17 – Temporality**

**Required:**

Nowotny, Helga. *Time: The Modern and Postmodern Experience*. Cambridge, UK, and Cambridge, MA: Polity Press; Blackwell Publishers, 1994.

McGrath, J. E., & Kelly, J. R. (1986). *Time and human interaction: Toward a social psychology of time*. Guilford Press. Chapters 1 & 2.

**Recommended:**

Elias, Norbert. *Time: An Essay*. Oxford, UK; Cambridge, USA: B. Blackwell, 1992.

Adam, Barbara. *Time and Social Theory*. Cambridge England, UK: Polity, in association with B. Blackwell, 1990.

Zerubavel, Eviatar. *Hidden Rhythms: Schedules and Calendars in Social Life*. Chicago: University of Chicago Press, 1981.

**Week 3: January 24 -- Duration**

**Required:**

Kahneman, D. (2011). *Thinking, fast and slow*. Macmillan. Selections TBA.

Grondin, S. (2010). Timing and time perception: a review of recent behavioral and neuroscience findings and theoretical directions. *Attention, Perception, & Psychophysics*, 72(3), 561-582.

Latour, Bruno. "Visualization and Cognition: Thinking with Eyes and Hands." *Knowledge and Society: Studies in the Sociology of Culture Past and Present*. Ed. Kuklick, H. Vol. 6. JAI Press 1986. 1-40.

Mattern, Shannon Christine. *Code and Clay, Data and Dirt: Five Thousand Years of Urban Media*. Minneapolis: University of Minnesota Press, 2017. Chapter 3: "Of Mud, Media, and the Metropolis"

***Recommended:***

Zielinski, Siegfried. *Deep Time of the Media : Toward an Archaeology of Hearing and Seeing by Technical Means*. Electronic Culture--History, Theory, Practice. Cambridge, Mass.: MIT Press, 2006, pp. 27-38 and 205-226.

Peters, John Durham. *The Marvelous Clouds : Toward a Philosophy of Elemental Media*. Chicago; London: the University of Chicago Press, 2015.

Peters, John Durham. *Speaking into the Air: A History of the Idea of Communication*. Chicago: University of Chicago Press, 1999.

Appel, M., & Richter, T. (2007). Persuasive effects of fictional narratives increase over time. *Media Psychology*, 10(1), 113-134.

Björkman, M. (1984). Decision making, risk taking and psychological time: Review of empirical findings and psychological theory. *Scandinavian Journal of Psychology*, 25(1), 31-49.

Block, R. A. (2014). *Cognitive models of psychological time*. Psychology Press.

Newell, A., & Card, S. K. (1985). The prospects for psychological science in human-computer interaction. *Human-computer interaction*, 1(3), 209-242.

Block, R. A. (2014). *Cognitive models of psychological time*. Psychology Press.

Box, G. E., Jenkins, G. M., Reinsel, G. C., & Ljung, G. M. (2015). *Time series analysis: forecasting and control*. John Wiley & Sons.

**Week 4: January 31 Time domains**

***Required:***

Guldi, Jo, and David Armitage. *The History Manifesto*. Cambridge, United Kingdom: Cambridge University Press, 2014.

Mattern, Shannon Christine. *Code and Clay, Data and Dirt: Five Thousand Years of Urban Media*. Minneapolis: University of Minnesota Press, 2017. Introduction: "Ether/Ore."

Reeves, B. (1996). Hemispheres of scholarship: psychological and other approaches to studying media audiences. *The Audience and Its Landscape*. Ed. James Hay, Lawrence Grossberg and Ellen Wartella. Boulder: Westview, 265-81.

**Recommended:**

Meck, W. H., & Benson, A. M. (2002). Dissecting the brain's internal clock: how frontal-striatal circuitry keeps time and shifts attention. *Brain and cognition*, 48(1), 195-211. (great intro on neuro constraints to time consideration.)

Nass, C. I., & Reeves, B. (1991). Combining, distinguishing, and generating theories in communication: A domains of analysis framework. *Communication Research*, 18(2), 240-261.

Ram, N., & Gerstorf, D. (2009). Time-structured and net intraindividual variability: tools for examining the development of dynamic characteristics and processes. *Psychology and aging*, 24(4), 778.

**Week 5: February 7 -- Acceleration/deceleration**

**Required:**

Weber, R., Tamborini, R., Westcott-Baker, A., & Kantor, B. (2009). Theorizing flow and media enjoyment as cognitive synchronization of attentional and reward networks. *Communication Theory*, 19(4), 397-422.

Rau, P. L. P., Peng, S. Y., & Yang, C. C. (2006). Time distortion for expert and novice online game players. *CyberPsychology & Behavior*, 9(4), 396-403.

Scheuerman, W. E. (2004). *Liberal democracy and the social acceleration of time*. JHU Press. Chapter 1, "Social Acceleration".

Judy Wajcman, *Pressed for Time: The Acceleration of Life in Digital Capitalism*. Chicago: The University of Chicago Press, 2015.

**Recommended:**

Wajcman, J. (2008). Life in the fast lane? Towards a sociology of technology and time. *The British journal of sociology*, 59(1), 59-77.

Fred Turner, "On Accelerationism," *Public Books* September 1, 2016, available: <http://www.publicbooks.org/on-accelerationism/>.

F.T. Marinetti, "The Futurist Manifesto" (1909)

Kern, Stephen. *The Culture of Time and Space 1880-1918*. Cambridge, Mass.: Harvard University Press, 1983.

Castells, Manuel. *The Rise of the Network Society*. Information Age ; V. 1. Ed. Castells, Manuel. 2nd ed. Oxford ; Malden, MA: Blackwell, 2000. Chapter 6 “The Space of Flows” and Chapter 7 “The Edge of Forever: Timeless Time.”

**Week 6:** February 14 -- **Rhythms and synchronicity**

**Required:**

Cutting, J. E., DeLong, J. E., & Nothelfer, C. E. (2010). Attention and the evolution of Hollywood film. *Psychological Science*.

Angier, N. (2010). Bringing New Understanding to the Director’s Cut. (Related to above Psy Sci publication). <http://www.nytimes.com/2010/03/02/science/02angi.html>

Dennis, A. R., Fuller, R. M., & Valacich, J. S. (2008). Media, tasks, and communication processes: A theory of media synchronicity. *MIS quarterly*, 32(3), 575-600.

Adorno, Theodor W. “On Jazz”, 1936.

Thompson, E.P. "Time, Work-Discipline, and Industrial Capitalism." *Past and Present* 38 (1967): 56-97.

Knorr Cetina, Karen. "From Pipes to Scopes: The Flow Architecture of Financial Markets." *Distinktion*.7 (2003): 7-23.

**Recommended:**

Lubken, Deborah. "Joyful Ringing, Solemn Tolling: Methods and Meanings of Early American Tower Bells." *The William and Mary Quarterly* 69.4 (2012): 823-42. Print.

Durkheim, Emile, and Karen E. Fields. *The Elementary Forms of Religious Life*. New York: Free Press, 1995. Sections on “collective effervescence.”

Sorokin, P. A., & Merton, R. K. (1937). Social time: A methodological and functional analysis. *American Journal of Sociology*, 42(5), 615-629. (Time systems may be reduced to the need of providing means for synchronizing and coordinating the activities and observation of groups.)

Sorokin, P. A., & Merton, R. K. (1937). Social time: A methodological and functional analysis. *American Journal of Sociology*, 42(5), 615-629. (Time systems may be reduced to the need of providing means for synchronizing and coordinating the activities and observation of groups.)

Slater, M. D. (2007). Reinforcing spirals: The mutual influence of media selectivity and media effects and their impact on individual behavior and social identity. *Communication theory*, 17(3), 281-303. (spiraling influence of media over time).

**Week 7: February 21 -- Sequence**

**Required:**

Aristotle, *Poetics*, tr. S.H. Butcher, with essay by Francis Fergusson, Dramabook, 1961.

Sunstein, C.R. (2017). *#republic: Divided democracy in the age of social media*. Princeton University Press. Chapter 4, "Cybercascades"

Zacks, J. M., Speer, N. K., Swallow, K. M., & Maley, C. J. (2010). The brain's cutting-room floor: Segmentation of narrative cinema. *Frontiers in human neuroscience*, 4.

**Recommended:**

Levi, Pavle. *Cinema by Other Means*. Oxford; New York: Oxford University Press, 2012.

Wang, Z., & Lang, A. (2012). Reconceptualizing excitation transfer as motivational activation changes and a test of the television program context effects. *Media Psychology*, 15(1), 68-92. (sequence effects)

Scheufele, Dietram A., and Shanto Iyengar. "The state of framing research: A call for new directions." *The Oxford Handbook of Political Communication Theories*. New York: Oxford University Press (2012).

**Week 8: February 28 -- Fragmentation**

**Required:**

Ophir, E., Nass, C., & Wagner, A.D. (2009). Cognitive control in media multitaskers. *Proceedings of the National Academy of Sciences*, 106(37), 15583-15587.

Reeves, B., et al. (2017). Screenomics: A framework to capture and analyze personal life experiences and the ways that technology shapes them. (Submitted for publication). (read first third and look at examples in second half).

Fred Turner, *The Democratic Surround*, chapters 2, 3 & 4: "World War II and the Question of National Character;" "The New Language of Vision;" "The New Landscape of Sound"

**Recommended:**

Yeykelis, Leo, James J. Cummings, and Byron Reeves (2014). Multitasking on a single device: Arousal and the frequency, anticipation, and prediction of switching between media content on a computer. *Journal of Communication*, 64.1: 167-192.

Speer, N. K., & Zacks, J. M. (2005). Temporal changes as event boundaries: Processing and memory consequences of narrative time shifts. *Journal of Memory and Language*, 53(1), 125-140.

Pea, R., Nass, C., Mehula, L., Rance, M., Kumar, A., Bamford, H., Nass, M., Simha, A., Stillerman, B., Yang, S., & Zhou, M. (2012). Media use, face-to-face communication, media multitasking, and social well-being among 8- to 12-year-old girls. *Developmental Psychology*, 48(2), 327-336.

### **Week 9: March 7 -- Aging and development/Lifecycle**

#### ***Required:***

Jackson, Steven J. "Rethinking Repair." *Media Technologies: Essays on Communication, Materiality, and Society*. Eds. Gillespie, Tarleton, Pablo J. Boczkowski and Kirsten A. Foot. Cambridge, Massachusetts: The MIT Press, 2013.

Carstensen, L. L., Isaacowitz, D. M., & Charles, S. T. (1999). Taking time seriously: A theory of socioemotional selectivity. *American psychologist*, 54(3), 165.

Nesselroade, J. R. (1991). The warp and the woof of the developmental fabric. *Visions of aesthetics, the environment, and development: The legacy of Joachim F. Wohlwill*, 213-240.

#### ***Recommended:***

Adolph, K., et al., (2008), What is the shape of developmental change? *Psychological Review*, Vol 115, No 3, 527-543.

### **Week 10: DATE TBA – PRESENTATIONS OF FINAL PAPERS**