

MODULE MM32

The 3rd semester (1st October 2012 – 30th November 2012)
University of South Bohemia, České Budějovice, Czech Republic

Representation, Ethnicity and Nation State
12 ECTS

Module description

The aim of the course is to introduce students into the migration and nationalism phenomenon – the stereotypes creation and the functioning of the game “Us” and “Them” in everyday relations and in everyday motion in society in the sense of receiving information via media, commercial culture, politics creation and history understanding. The laboratory of Czech lands will serve the students as a base for this task as the Czech Republic is situated in the Centre of Europe and that makes it a permanent intersection of cultures and concepts of the West and East. The Czech lands will be for us not only the area for discussions on history and its tragic stories but also as an attempt to identify the changes of the Czech Republic. The Czech Republic was one of the most heterogeneous places in Europe and thanks to sad history at the beginning of the 90’s appeared as one of the most homogeneous ones. At the moment thanks to migration, EU membership and globalisation, the Czech Republic is rapidly becoming diverse again. The module consists of two submodules (for details see below). Relevant information is available on the website of the Department of Social Sciences, Faculty of Education, USB: http://www.pf.jcu.cz/stru/katedry/spol_vedy/emmir.html.

Learning outcomes

Although each submodule offers different learning outcomes (for details see below) in general they can be summarized as follows. Students will learn:

- to apply learned theories from the study of migration area, visual sociology and politics
- to understand the importance of stereotypes in the past and the present, to understand what new methods are used to create stereotypes, to understand the new divisions between us and the other
- to learn historical background, facts about ethnical, language diversity of Czech lands
- to understand the position of the Czech Republic in today’s Europe from the course point of view
- to understand visual dimensions of identity construction and stereotyping
- to design and conduct image based research
- to apply visual methods for collecting data on migration and sameness/otherness issue
- to cultivate sociological imagination through the application of visual methods
- to present research findings in multimedia forms
- to recognize borders between science and non-science and to overcome these mostly irrelevant borders
- to reflect on visual and other sensory aspects of sociological (scientific) understanding and imagination

Academics in charge

Salim Murad, e-mail: murad@pf.jcu.cz

Michal Šimůnek, e-mail: simunek@pf.jcu.cz

Workload

300 hrs in total

Contact hours:

90 hrs (45 + 45), approx. 10 hrs a week

Independent studies and fieldwork:

110 hrs

Assignments:

100 hrs

Forms of learning and teaching

Lectures, guest lectures, tutorials, workshops, field visits.

In order to provide students with as wide experience as possible, the lectures as scheduled in this syllabus, will be accompanied by complementary guest lectures, panel debates, field trips and further activities. For the full overview of activities, please see the Annex I. You can also follow the activities on Facebook (Migration and Intercultural Relations – University of South Bohemia): <http://www.facebook.com/pages/Migration-and-Intercultural-Relations-University-of-South-Bohemia/158845157566544>.

Assignments

See below the assignment description in every particular submodule syllabus.

Grading

Students are graded in every particular submodule according to EMMIR study and exam regulations. Weighted average of student's submodule grades is used to calculate their finale grade.

SUBMODULE 1

1st October – 31st October

Tutor: Salim Murad

Grading policy

20%	Attendance and active participation
20%	Weekly responses to readings
60%	Final paper

Paper

Final paper is the most important part of the students' work during the submodule. The topic will be chosen from the list of themes from the syllabus. While writing the final paper, students should benefit from obligatory and suggested readings, lecturers and their own experience. The minimal length of the text is 2500 words. The paper has to follow the academic standards concerning the form. Students are asked to deliver the paper by Week 3.

Weekly responses to readings

Students are asked to submit a position paper (300 words at least) based on the reading for the week. This position paper should reflect issues and important questions from the texts and also students' understanding of connection with the overall goals of the course. The deadline for the submission of the position paper is at midnight on Monday before the class.

WEEK 1 (3rd Oct 2012)

Introduction:

The Mystery of Central Europe. Who cares?

Guest lecture:

Ivo Hrbek – Experience of Czechs in Germany

Suggested reading:

Batt, J. 'Introduction : Defining Central and Eastern Europe' in : White, S., Batt, J., Lewis, P. G. (eds.) *Developments in Central and East European Politics*. New York: Palgrave, 2003. ISBN 0-333-94878-7 (pp. 3–22)

Kundera, M. 'The Tragedy of Central Europe' in: *The New York Review of Books* (pre-1986), Vol. 31, No. 007 (Apr. 26, 1984). ProQuest Central. (pp. 33–38)

WEEK 2 (10th Oct 2012)

Topic:

Ostalgia: Another form of exclusion?

Voluntary photo project:

The definition of the task is very broad on purpose – students are asked to take a picture of what you see as symbolizing the East. What is East, Eastern for you (it can be architecture, design, advertising, type of behavior etc.). Students can send pictures before class via e-mail or bring it on USB flash disks.

Obligatory reading:

Berdahl, D. *Where the World Ended: Re-Unification and Identity in the German Borderland*. Berkeley, Los Angeles and London: University of California Press, 1999. ISBN 0-520-21477-3 (Borderlands – The Afterlife of the Wall, pp. 167–183)

Betts, P. 'The Twilight of the Idols: East German Memory and Material Culture' in: *The Journal of Modern History*, Vol. 72, No. 3 (Sep., 2000). The University of Chicago Press. (pp. 731–765)

Luthar, B. 'Remembering socialism: On desire, consumption and surveillance' in: *Journal of Consumer Culture*. Sage Publications, 2006. 6. (pp. 229–259)

Suggested reading:

Berdahl, D. ‘(N)Ostalgic’ for the Present: Memory, Longing, and East German Things’ in: *Ethnos*, Vol. 64, No. 2 (1999). Routledge. (pp. 192–211)

Berdahl, D. *Where the World Ended: Re-Unification and Identity in the German Borderland*. Berkeley, Los Angeles and London: University of California Press, 1999. ISBN 0-520-21477-3 (Introduction, pp. 1–22; The Politics of Consumption, pp. 122–126)

Recommended links:

→ Web of the Good Bye Lenin movie:

<http://www.sonyclassics.com/goodbye/>

→ Museum of East Germany not far from the Czech border:
(The web is unfortunately only in German)

<http://www.ddr-museum-dresden.de/cod/php/ddr-museum.php>

→ The nostalgic - ostalgic camera product and community:

<http://www.lomography.com/about>

→ The only pocket electronic game available to the generation in eighties – the *Nu Pagadi* game (the wolf and eggs):

http://deepblue.sk/~r0b0/nu_pagadi.swf

→ Small example of the Trabant car culture:

http://www.tvn24.pl/wideo/z-anteny/zemsta-honeckera-ulicami-berlina-mknie,177257.html?playlist_id=13700

WEEK 3 (17th Oct 2012)

Topic:

Roma, the issue of exclusion: Roma, the most foreign of foreigners in Czech lands.

Obligatory reading:

Barša, P. ‘Ethnocultural Justice in East European States and the Case of the Czech Roma’ in: Kymlicka, W., Opalski, M. (eds.) *Can Liberal Pluralism be Exported? Western Political Theory and Ethnic Relations in Eastern Europe*. Oxford: Oxford University Press. ISBN 0-19-924815-X (pp. 243–258)

Hate Crime Laws: A Practical Guide. Warsaw: OSCE Office for Democratic Institutions and Human Rights, 2009. ISBN 978-92-9234-757-4 (p. 53)

Immigration and Refugee Board of Canada, Czech Republic: *Information on skinheads and other extremist groups*, 1 January 1998, CZE28659.E. Available on: <http://www.unhcr.org/refworld/docid/3ae6ad092c.html> [accessed 2 January 2010]

Růžička, M. ‘Researching and Politicizing Migration: The Case of Roma/Gypsies in Post-Socialist Czecho-Slovakia’ in: Hofirek, O., Klvaňová, R., Nekorjak, M. (eds.)

Boundaries in Motion: Rethinking Contemporary Migration Events. Brno: Centre for the Study of Democracy and Culture, 2009. ISBN 978-80-7325-191-8 (pp. 79–103)

Unwanted Journey: Why Central European Roma are fleeing to the UK. Refugee Council, March 1999. ([Long whip, small yard: evidence of prejudice and violence against Roma in the Czech Republic, Slovakia and Romania, pp 11–31](#); [Wolfing down the scapegoat: media coverage of the arrival of Czech, Slovak and Romanian Roma asylum seekers in the UK pp. 67–70](#))

Suggested reading:

Pavelčíková, N. ‘Roma culture as a specific phenomenon of the Czech Republic’s multicultural society’ in: Kroupová, A., Urban, D. (eds.) *Tolerance in Multicultural Society of Central Europe*, Vol. 21. Prague: EIS-SVLP UK, 2006. (pp. 50–57)

Sedláková, R. ‘The Media as a Tool of Social Exclusion – an Example of Presentation of the Roma in the Czech Media’ in: Sirovátka, T. et al. *The Challenge of Social Inclusion: Minorities and Marginalised Groups in Czech Society*. Brno: Společnost pro odbornou literaturu – Barrister & Principal, 2006. ISBN 80-87029-06-2 (pp. 155–181)

Recommended links:

→ The best source about the Roma is:

<http://romove.radio.cz/en/>

→ See also this text:

<http://romove.radio.cz/en/article/24239>

→ More info is on:

<http://www.romea.cz/english/>

→ One very topical issue in the Czech Republic, please see:

<http://edition.cnn.com/2010/WORLD/europe/10/20/czech.republic.arson.verdict/?hpt=T2>

→ Map of Socially Excluded Communities in the Czech Republic:
(In Czech)

http://www.esfcr.cz/mapa/int_CR.html

→ Latest sociological pool concerning the extremism issue in the Czech Republic:

<http://www.mvcr.cz/clanek/ministerstvo-vnitro-zmapovalo-postoj-verejnosti-k-extremismu.aspx>

→ Online game - Out of the Ghetto:

www.ghettout.cz

WEEK 4 (24th Oct 2012)

Topic:

The concept of Czech national identity

Obligatory reading:

Bryant, C. "Czechness" *Then and Now*. Multicultural Center Prague (Sept., 2005). (pp. 1–9)

Holy, L. *The Little Czech and the Great Czech Nation*. Cambridge: Cambridge University Press, 1996. ISBN 0-521-554691 (Introduction, pp. 1-15; Self-stereotypes and national traditions, pp. 72–113)

Malešević, S. 'The chimera of national identity' in: *Nations and Nationalism* 17 (2), ASEN/Blackwell Publishing Ltd., 2011. (pp. 272–290)

Nedomová, A., Koštelecký, T. 'The Czech National Identity: Basic Results of the 1995 National Survey' in: *Czech Sociological Review*, Vol. 5, No. 1 (SPRING 1997). (pp. 79–92)

Pithart, P. (2000) 'The Division/Dissolution of Czechoslovakia: Old Sins and New Forms of Selfishness' In: Kraus, M.; Stanger, A. (eds.) *Irreconcilable Differences? Explaining Czechoslovakia's Dissolution*. Lanham, Boulder, New York and Oxford: Rowman & Littlefield Publishers, Inc., 2000. ISBN 0-8476-9020-2. (pp. 227–233).

Suggested reading:

Balabanis, G. – Diamantopoulos, A. – Mueller, R. D. – Melewar, T. C. 'The Impact of Nationalism, Patriotism and Internationalism on Consumer Ethnocentric Tendencies' in: *Journal of International Business Studies*. Vol. 32 No 1 (1st Qtr., 2001) Palgrave Macmillan journals (pp. 157–175)

Bryant, C. 'Either German or Czech: Fixing Nationality in Bohemia and Moravia, 1939-1946' in: *Slavic Review*, Vol. 61, No. 4 (Winter, 2002). (pp. 683–706)

Cohen, G. B. 'Recent Research on Czech Nation-Building' in: *The Journal of Modern History*, Vol. 51, No. 4 (Dec., 1979). The University of Chicago Press. (pp. 760–772)

Danforth, L. M. 'Chapter I. Ethnic nationalism: the construction of national identities and cultures' in: *The Macedonian Conflict: Ethnic Nationalism in a Transnational World*. New Jersey: Princeton University Press, 1995. ISBN: 0-691-04357-4. (pp. 11–27)

Havel, V. 'The Oslo Conference on "The Anatomy of Hate"' in: *The Art of the Impossible. Politics as Morality in Practice*. New York and Toronto: Alfred A. Knopf, 1997. ISBN 0-679-45106-4. (pp. 55–65)

Recommended links:

→ Ivan Blatný:

<http://www.radio.cz/en/section/books/ivan-blatny-a-great-czech-poet-lost-and-found>
<http://www.radio.cz/en/section/books/god-the-linguist-teaches-us-to-breathe#0>

→ Karel Kryl:

<http://www.radio.cz/en/section/special/a-brief-look-at-protest-music-plus-the-underground-scene-in-czechoslovakia-from-1968-1989>

- Jaroslav Hutka:
<http://www.radio.cz/en/section/archives/biggest-of-all-is-human-freedom-jaroslav-hutka-and-the-velvet-revolution-1>
- Milan Kundera:
<http://www2.arts.gla.ac.uk/Slavonic/Kundera.htm>
- Documentary of the Czech Television about the Czech school in Queens:
<http://www.ceskatelevize.cz/ivysilani/1131721572-babylon/409236100152014/>
- Czech Centre in NY:
<http://new-york.czechcentres.cz/cs/>
- Story of the Czech Centre in NY:
<http://www.ceskatelevize.cz/ivysilani/1131721572-babylon/409236100152016/titulky/>

WEEK 5 (31st Oct 2012)

Topic:

České Budějovice cosmopolitan?

Assignment:

The next class will be about the forces of globalization and contemporary immigration to the Czech Republic. Please, write only very brief reflection page this time (summarize the reading in few sentences). In addition to this usual reflection page, describe the Cosmopolitan Experience as you will learn the concept and methods in the text of Surrenti, S. (2009): *The Consumption of Experience and the Ethnic Market*. Please describe your Cosmopolitan Experience according the outline on page 209. You can visit an Indian restaurant in České Budějovice, an Asian bistro, an Irish pub or some other similar place. Or choose one particular street, read newspaper article about the street Champs-Élysées in Paris, read Krase, J. (2009): *A Visual Approach to Multiculturalism*, and make pictures and describe the cosmopolitan character of one particular street or square in České Budějovice.

Obligatory reading:

Erlanger, S. *A Parisian avenue far from romantic*. Available on:
http://www.nytimes.com/2012/09/15/world/europe/americas-mass-market-invasion-of-the-champs-elysees.html?pagewanted=all&_r=0

Krase, J. 'A Visual Approach to Multiculturalism' in: Prato, B. G. (ed.): *Beyond Multiculturalism: Views from Anthropology*. Surrey: Ashgate, 2009. (pp. 21–38)

Murad, S. 'Migration and a New Role of Central Europe in Enlarged European Union' in: Sehnálková, J. – Nohavicová, P. *Prague Colloquy on Forced Migration*. Prague: Human Rights Education Centre, Charles University, 2003. ISBN: 902345-7-7. (pp. 99–110)

Murad, S. 'Immigration or Europe? – The Question of Migration in the Czech Republic before the 2009 Economic Crisis'. *Looking over the wall and beyond the fortress:*

New spatialities of migration and migration control in the context of EU enlargement. edited by M.Walton-Roberts and J.Hennebry, Springer.

Surrenti, S. 'The Consumption of Experience and the Ethnic Market: Cosmopolitan Identity beyond Multiculturalism'. In: Prato, B. G. (ed.): *Beyond Multiculturalism: Views from Anthropology* (pp. 201–216). Surrey: Ashgate, 2009.

Suggested reading:

Caldwell, M. L. 'Domesticating the French Fry: McDonald's and Consumerism in Moscow' in: *Journal of Consumer Culture*. Sage Publications 2004. (pp. 4–26)

Drbohlav, D. – Džúrová, D. "'Where Are They Going?": Immigrant Inclusion in the Czech Republic (A Case Study on Ukrainians, Vietnamese, and Armenians in Prague)' in: *International Migration*, Vol. 45, No. 2 (2007). (pp. 69–93)

Kocourek, J. 'A brief history of Czech-Vietnamese relations and activities of the Vietnamese in the Czech Republic' in: Kroupová, A., Urban, D. (eds.) *Tolerance in Multicultural Society of Central Europe*, Vol. 21. Prague: EIS-SVLP UK, 2006. (pp. 82–89)

Pehe, J. 'Refugees in Modern Czech History' in: *Flight and Exile in Art*. Prague: UNHCR, 2002. (pp. 22–24)

Sarkozy, N. 'Immigration: A Crucial Challenge for the Twenty-First Century' in: *European View: Europe and Immigration*, Vol. 5 (Spring, 2007). Brussels: European People's Party. ISSN 1781-6858 (pp. 101–107)

Recommended links:

→ Article on the series of short documentary movies *Národnost v pubertě* (Nationality in the adolescence):

(The article is in Czech)

<http://www.ceskatelevize.cz/ct24/kultura/175795-rozbiha-se-cyklus-dokumentu-narodnost-v-puberte/>

→ Documentary movie about personal experience of Czech-Vietnamese students in the Czech Republic:

(The movie is in Czech, a DVD with English subtitles available at the USB EMMIR office)

<http://www.ceskatelevize.cz/porady/10389790616-narodnost-v-puberte/211562210340001-mari-a-lili/>

→ Documentary movie about personal experience of Roma students in the Czech Republic: (The movie is in Czech, a DVD with English subtitles available at the USB EMMIR office)

<http://www.ceskatelevize.cz/porady/10389790616-narodnost-v-puberte/211562210340002-jak-byla-jitka-chuda/>

→ Documentary movie about experience of young Muslims living in the Czech Republic:

(The movie is in Czech, a DVD with English subtitles available at the USB EMMIR office)

<http://www.ceskatelevize.cz/porady/10389790616-narodnost-v-puberte/211562210340003-rihla/>

→ Documentary movie about personal experience of Ukrainians in the Czech Republic:

<http://www.ceskatelevize.cz/porady/10389790616-narodnost-v-puberte/212562210340001-ana-lesha-a-vania/>

SUBMODULE 2

1st November – 30th October

Tutor: Michal Šimůnek

Submodule description and requirements

The objective of the 2nd submodule is to deepen understanding of otherness through reflection on visual social sciences and consideration of several issues related to the so called visual turn, sensory turn, digital turn and dialogical turn in the social sciences. The submodule will introduce students to visual and digital research methodology and to selected new media and digital storytelling techniques and authoring tools used for producing and publishing sociological and socially relevant representations. Selected representational techniques will be introduced along with the current methodological and epistemological debates (the shift from positivism to post-positivism, from visual to sensory, dialogical and digital turn, from science to activism/publicly engaged science etc.).

Students will be taught to utilize digital visual and audio recording devices and apply sociological imagination to tell audiovisual stories. During the first two weeks of the submodule students are asked to reflect on the obligatory literature, visual and hypermedia projects and actively participate in the seminars. During the week 7 and 8 students are asked to work on their experimental audio-photo slideshow project focused on the issues discussed in the 1st submodule of the course or issues relevant to students' internship experience.

Students will be introduced to basic techniques of photographing, audio recording, editing and online publishing. In this respect students should be aware that they receive some practical experience, but they will not learn to produce photographs, audio slideshows and online representations meeting professional standards of journalism and documentaries. The objective of the course is not to train professional journalists or documentarists, but to engage visuals and digital media in our sociological imagination.

Required technical equipment:

- digital audio recorder (available for borrowing)
- digital camera
- scanner is available on the previous appointment at the room TL 425
- computer (freeware editing software is available for PC and Mac platform)

Although there are some possibilities to borrow cameras and computers, students are asked – if possible – to use their own recording equipment and computers (it is even sufficient to use mobile phone cameras and audio recorders)

Grading policy

50 %	Writing a reflection papers (week 5 and 6)
50 %	Writing a project report and production of a final audio-photo slideshow/multimedia story (week 7 and 8)

WEEK 6 (7th Nov 2012)

Topic:

Newton has not arrived but the Other is behind the door

Key topics of discussion:

Visual turn, sensory turn, visual social sciences, positivism vs. post-positivism, science, publicly engaged science and activism, social indexicality and multiplication of photographic indexicality, multimodality, subject – object debate

Assignment:

Students are asked to read obligatory literature (see below) and to write a reflection page (aprox. 500 words) guided by the following guidelines: there are two obligatory articles. I recommend you to start your reading with Ball's & Gilligan's article *Visualising Migration and Social Division...*. This is partly editorial introduction article for the visual-migration issue of FQS, partly brief but very useful and accessible overview of visual methodologies, visual research strategies and its possible applications to social research on migration and social division. The second obligatory article is famous Latour's article on the ways how (scientific) knowledge is usually represented. After reading these two papers browse through the book *A Seventh Man* (John Berger and Jean Mohr) – it is classical and still highly evaluated visually based research/photodocumentary on migration. Your task is to read *A Seventh Man* through the perspective of the upper mentioned articles and try to reflect mainly on the following issues:

- How (if at all) photographs enrich your understanding of the book's topic?
- What are the relations between image and text? What kind of knowledge are photographs able to deliver? What do photographs convey? Can they convey something without being accompanied by words/text? Are images really worth a thousand words?

Deadline for submission is 6th November, 10.00 PM (e-mail your reflection page to the tutor).

Obligatory reading:

Ball, S. – Gilligan, C. 'Visualising Migration and Social Division: Insights From Social Sciences and the Visual Arts.' *Sozialforschung/Forum: Qualitative Social Research*, 2010, 11(2), Art. 32.

Berger, J. – Mohr, J. *A seventh man: The story of a migrant worker in Europe*. Harmondsworth: Penguin, 1975.

Latour, B. 'Drawing Things Together' in Lynch, M. – Woolgar, S. (eds.) *Representation in Scientific Practice*. Cambridge, London: The MIT Press, 1990. (pp. 19–68)

Suggested reading:

Pauwels, L. 'Visual Sociology Reframed: An Analytical Synthesis and Discussion of Visual Methods in Social and Cultural Research' in: *Sociological Methods & Research*, 2010, 38(4). (pp. 545–581)

Prosser, J. – Schwartz, D. 'Photographs within the Sociological Research Process' in: Prosser, J. (ed.) *Image-based Research. A Sourcebook for Qualitative Researchers*. London: Routledge, 2005. (pp. 101–115)

Rose, G. *Visual Methodologies. An Introduction to the Interpretation of Visual Materials*. London, Thousand Oaks, New Delhi: Sage. (Chapter 11: Making photographs as part of a research project: photo-elicitation, photo-documentation and other uses of photos, pp. 237–256).

WEEK 7 (14th Nov 2012)

Topic:

How to open the door? On the digital and dialogical turn in the social sciences

Key topics of discussion:

From visual to digital and dialogical turn, participatory/user generated representations, new devices and authoring tools, from activism to clictivism, the ethnography for the digital age (visual and multi-semiotic/multimodal forms of communication, ethnographic representations, authorship and readership), ethnographic hypermedia environment, interactive documentary (i-docs), collabdocs, webdocumentary, crowdsourcing, serious games, mixed media, techno-optimism and techno-pessimism, obstacles of digital/dialogical turn: methodological dogmatism, information/sensual overload, digital divide, black box, decontextualisation and disembeddin, digital storytelling projects etc.

Assignment:

Students are asked to read obligatory literature (see below) and to write a reflection page (aprox. 500 words) on one of the following multimedia projects:

- Forgotten Flags: <http://www.vergessene-fahnen.de/korsakow/>
- Hometown Baghdad: <http://chattheplanet.com/index.php?page=videos>
- Crisis Guide Darfur: <http://www.cfr.org/sudan/crisis-guide-darfur/p13129>
- 6 Billion Others: <http://www.6billionothers.org>
- One In 8 Million:
<http://www.nytimes.com/packages/html/nyregion/1-in-8-million/index.html>
- Behind the Veil:
<http://www.theglobeandmail.com/static/world/behindtheveil/index.html>
- Narrative (several different projects, choose just one):
<http://www.narrative.info/productions/>
- Talking to the Taliban: <http://v1.theglobeandmail.com/talkingtothetaliban/>
- Iron Curtain Diaries: <http://www.theironcurtainediaries.org/map.html>
- Prison Valley: <http://prisonvalley.arte.tv/?lang=en>
- Storming Juno: <http://www.stormingjuno.com>
- Global Lives Project: <http://globallives.org>
- Out My Window: <http://interactive.nfb.ca/#/outmywindow/>

Try to reflect mainly on the following issues:

- Do you consider the multimedia project as scientific or rather journalistic, documentary, activist or something else?
- What are the limits and strengths of the multimedia projects (in terms of possible effects on depicted people and scenes, of our understanding the world of depicted people)?
- How can these projects increase mutual understanding between “we” and “other”?
- In what sense could multimedia projects be an inevitable instrument of social domination of scientists/activists over their object of study?
- How (if at all) multimedia presentations enrich your understanding of a particular research findings or social phenomena?
- What kind of knowledge are multimedia projects able to deliver?

I expect your answers to be informed by readings, but it is sufficient if your answers are rather subjective and "dilettante" (do not worry to mention banalities and obvious matters), your reflections can be not-theoretically-and-conceptually-illuminated. Simply saying, just try to reflect on hypermedia projects from the position of you-as-a-reader/looker/listener.

Deadline for submission: 13th November, 10.00 PM (e-mail your reflection page to the tutor).

Obligatory reading:

Dicks, B. – Soyinka, B. – Coffey, A. ‘Multimodal ethnography’ in: *Qualitative Research*, 2006, 6(1). (pp. 77–96)

Heng, T. ‘Recent Methodological Opportunities in Online Hypermedia – a Case Study of Photojournalism in Singapore’ in: *Sociological Research Online*, 2011, 16 (2).

Murthy, D. ‘Digital Ethnography: An Examination of the Use of New Technologies for Social Research’ in: *Sociology*, 2008, 42 (5). (pp. 837–855)

Suggested reading:

Buckingham, D. ‘Creative Visual Methods in Media Research: Possibilities, Problems and Proposals’ in: *Media, Culture and Society*, 2009, 31 (4). (pp. 633–652)

Pauwels, L. ‘The video- and multimedia-article as a mode of scholarly communication: toward scientifically informed expression and aesthetics’ in: *Visual Studies*, 2002, 17 (2). (pp. 150–159)

Sandercock, L. – Attili, G. ‘Digital Ethnography as Planning Praxis: An Experiment with Film as Social Research, Community Engagement and Policy Dialogue’ in: *Planning Theory and Practice*, 2010, 11 (1). (pp. 23–45)

Recommended links:

→ Ethnography for the Digital Age:

<http://www.cardiff.ac.uk/socsi/hyper/p02/index.html>

- Interactive Documentary:
<http://www.i-docs.org>
- Collabdocs:
<http://collabdocs.wordpress.com>
- NFB:
<http://www.nfb.ca/interactive>
- Magnum In Motion:
<http://inmotion.magnumphotos.com>
- Documentary Organisation of Canada:
<http://www.doctoronto.ca/docshift-index>
- Clickivism:
<http://www.clickivism.org>
- Klikivismus:
(In Czech)
<http://www.klikivisti.cz>

WEEK 8 (21st Nov 2012)

Topic:

Trying to Open the Door or On Digital and Dialogical Storytelling

Workshop:

Planning a digital storytelling project (topic, research questions, methods, framework for a fieldwork, selecting a case, etc.), learning practical skills of audio-visual data collection and editing (basics of digital photography and audio recording; producing and presenting audio slideshows, software for digital storytelling, using Photoshop Express Editor, Audacity and Soundslides software); ethics of participatory and visual research (informed consent, problems of anonymisation); composing audio visual narratives; launching the "course's website/blog"; discussion about selected digital storytelling projects etc.

Assignment:

Students are asked to create two groups composed of one EMMIR student and 3-5 Czech students. Czech students are asked to be guides for EMMIR students and to help them to cope with language barriers and to produce their audio slideshow (for example contacting informers, adding English subtitles etc.) The EMMIR students are asked to question assumptions and recommendations of the Czech students and help them to avoid the risk of the so called homeblindness.

Students are asked

- to organize and realize "filed visit" and collect data (audio, visual, textual,...)
- to edit one approx. 3-5 min. long audio slideshow
- to write a project report (approx. 500 words) to accompany the audio slideshow

- to publish an audio slideshow and project report on the course's webpage/blog and to present it during the final presentation day

Deadline for submission is 27th November, 10 PM (publish your audio slideshow and project report on the course's webpage/blog).

Obligatory reading:

There is no obligatory literature for this week, if necessary consult the following manuals:

→ Audacity manual is available on:

<http://manual.audacityteam.org/o/>

→ Soundslides manual is available on:

<http://support.soundslides.com/index.php?pg=kb.book&id=2>

Suggested reading:

Grady, J. 'Working with Visible Evidence: An Invitation and Some Practical Advice' in: Knowles, C. – Sweetman, P. (eds.) *Picturing the Social Landscape: Visual Methods and the Sociological Imagination*. London: Routledge, 2004. (pp. 18–32)

Hancox, D. 'The Process of Remembering with the Forgotten Australians: Digital Storytelling and Marginalized Groups' in: *An Interdisciplinary Journal of Human in ICT Environments*, 2012, 8(1). (pp. 65–76)

Hartley, J. – McWilliam, K. (eds.) *Story Circle*. Digital Storytelling Around the World. Chichester: Wiley-Blackwell, 2009.

Lambert, J. *Digital Storytelling*. Capturing Lives, Creating Community. Berkeley, CA: Digital Diner Press, 2009.

Reitmaier, T. – Bidwell, N. J. – Marsden, G. 'Situating digital storytelling within African communities' in: *International Journal of Human-Computer Studies*, 2011, 69. (pp. 658–668)

Wiles, R. – Prosser, J. – Bagnoli, A. et al. *Visual Ethics: Ethical Issues in Visual Research*. NCRM, 2008.

Recommended links:

→ Centre for Digital Storytelling:

<http://www.storycenter.org/>

→ Audacity:

<http://audacity.sourceforge.net/>

→ Soundslides:

<http://www.soundslides.com/>

- Photoshop Express Editor:
<http://www.photoshop.com/tools/expresseditor>
- Jessica Lum, How to Make an Audio Slideshow:
<http://www.petapixel.com/2009/11/20/how-to-make-an-audio-slideshow/>
- Mastering Multimedia, How to Make Your Audioslideshows Better:
<http://masteringmultimedia.wordpress.com/2008/02/20/how-to-make-your-audio-slideshows-better/>

WEEK 9 (28th Nov 2012)

Presentation day, summary of the course and evaluation
The Door Is ...?

Recommended online resources for further study and inspiration:

- International Visual Sociology Association
<http://www.visualsociology.org/>
- PHOTHEREL (European e-learning project on the conservation and dissemination of photographic heritage via a "justified" digitization)
<http://www.photherel.net/photherel.net/www.photherel.net/index.html>
- Society for Visual Anthropology
<http://societyforvisualanthropology.org/>
- Visual Anthropology
<http://www.visualanthropology.net/>
- Overlap (Laboratory of audio/visual anthropology)
<http://www.vimeo.com/groups/overlap>
- Rina Sherman
<http://www.rinasherman.com>
- Visual Anthropology of Japan
<http://visualanthropologyofjapan.blogspot.com/>
- ArtLab
<http://www.artlab.org.uk/>
- International Communication Association
<http://www.icahdq.org/>
- Tomáš Pospěch: Hranice dokumentu
http://fotoprednasky.ffa.vutbr.cz/index.php?option=com_content&view=article&id=44&Itemid=56

- Études Photographiques
<http://etudesphotographiques.revues.org>
- Doc Alliance: Your online documentary cinema
<http://docalliancefilms.com/>