

Monday, October 7th

Morning Session: 9:00-12:00

Digital Affective Publics

Sine Nørholm Just, Roskilde University (DK)

Learning objectives:

Following this session, you will be able to:

- 1) identify and discuss different conceptualizations of digital publics, and
- 2) analyze digital communication as affective intensification.

Readings:

Chaput, C. (2018): Neoliberalism and the rhetorical invention of counterpublic attunement. *Communication and the Public*, 3(3): 176-189.

<https://journals.sagepub.com/doi/full/10.1177/2057047318794688>

Dean, J. (2019): Communicative capitalism and revolutionary form. *Millennium*, 47(3): 326-340.

<https://journals.sagepub.com/doi/abs/10.1177/0305829819840624>

Just, S. N. (2019): An assemblage of avatars: Digital organization as affective intensification in the GamerGate controversy. *Organization*, 26(5): 716-738.

<https://journals.sagepub.com/doi/abs/10.1177/1350508419842710>

Papacharissi, Z. (2022): Affective publics: Solidarity and distance. In Rohlinger, D. A. & Sobieraj, S. (eds.), *The Oxford Handbook of Digital Media Sociology* (pp. 61-75). Oxford: Oxford University Press.

Schedule Details (Breaks & Meals):

Breakfast & Introductions (9:00-9:15): Short introductions and breakfast.

Lecture Break (10:30-10:45): Free short break.

Lunch Break (12:00-13:00): Lunch served in the classroom.

Walk & Talk (13:00-14:00): Take a walk around KUA in pairs and talk about what you learned.

Coffe & Cake (14:00-14:15): Coffee to get you ready for the afternoon program.

Monday, October 7th

Afternoon Session: 14:00-17:00

Technoliberal Rhetorics

Damien Pfister, University of Maryland (USA)

Learning objectives:

In this session, students will be introduced to the concept of “technoliberalism.” Following the session, students will

1. Understand rhetoric’s role in advancing and contesting technoliberalism in digital media ecologies
2. Connect critiques of technoliberal rhetoric with broader efforts to democratize digitality

Readings:

Pfister, Damien Smith, and Misti Yang. “Five Theses on Technoliberalism and the Networked Public Sphere.” *Communication and the Public* 3, no. 3 (2018): 247-262.

Woods, Heather. “Introduction.” In *Threshold: How Smart Homes Change Us Inside and Out*. University of Alabama Press, 2024.

Johnson, Jeremy. “Introduction: Algorithmic Rhetorics.” In *Algorithmic Worldmaking: The Rhetorical Craft of Networked Order*. University of Alabama Press, 2025.

Steele, Catherine Knight, and Alisa Hardy. “I Wish I Could Give You This Feeling”: Black Digital Commons and the Rhetoric of “The Corner.” *Rhetoric Society Quarterly* 53, no. 3 (2023): 316-327.

Schedule Details:

Coffe & Cake (14:00-14:15): Coffee to get you ready for the afternoon program.

Lecture Break (15:30-15:45): Free short break.

Tuesday, October 8th

Morning Session: 9:00-12:00

Digital Culture War

Alan Finlayson, University of East Anglia (UK)

Learning objectives:

In this session we will think about the interaction between digital platforms, political ideologies and rhetorical forms through the case of 'culture war'. At the end you will:

- a) know what 'reactionary digital politics' is;
- b) understand how to start a rhetorical analysis of online political expressions;
- c) be able to make an argument about which is the greater driving force of online politics: economics, technology or ideology.

As preparation for this session please reflect on what you understand by the term 'culture war' and then select an example of it be it a meme, an online post or video, a 'channel' (e.g. on YouTube, TikTok, Twitter etc.), a particular forum or platform. There's no need to write anything about it, just come prepared to tell us about it and to think about it.

Readings:

Finlayson, Alan (2022) YouTube and Political Ideologies: Technology, Populism & Rhetorical Form', *Political Studies*, 70, 1, p. 62-80

Gallagher, R. and Topinka, Robert (2023) The politics of the NPC meme: reactionary subcultural practice and vernacular theory. *Big Data & Society* 10 (1), pp. 1-16.

Massanari, A. L., & Chess, S. (2018). Attack of the 50-foot social justice warrior: the discursive construction of SJW memes as the monstrous feminine. *Feminist Media Studies*, 18(4), 525–542. <https://doi.org/10.1080/14680777.2018.1447333>

Tuters, Marc (2019) 'LARPing & Liberal Tears: Irony, Belief and Idiocy in the Deep Vernacular Web' from the book *Post-Digital Cultures of the Far Right*, <https://mediarep.org/server/api/core/bitstreams/dc1e7514-d5a2-408b-8508-f638acd15c28/content>

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Lunch Break (12:00-13:00): Lunch served in the classroom.

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Tuesday, October 8th

Afternoon Session: 14:00-17:00

What is (rhetorical) invention for AI technologies?

Johanna Hartelius, University of Texas, Austin (USA)

Learning objectives:

In this session, students are introduced to basic concepts of rhetorical invention, expertise, and digital archiving. Through an individual and collaborative exercise, students analyze a 2024 art exhibit on human and technical categorization as intelligence to articulate generative research questions about emerging and transitional technologies.

Readings:

Hsiao, W.-J., & Shorey, S. (2023). Machine visions: A corporate imaginary of artificial sight. *New Media & Society*. <https://doi.org/10.1177/14614448231176765>

Wang, Z. (2024). Post-Rhetoric: A Rhetorical Profile of the Generative Artificial Intelligence Chatbot. *Rhetoric Review*, 43(3), 155–172.
<https://doi.org/10.1080/07350198.2024.2351723>

Steyerl, H. (2016). A Sea of Data: Apophenia and Pattern (Mis-)Recognition. *Eflux Journal*, 72.
<https://www.e-flux.com/journal/72/60480/a-sea-of-data-apophenia-and-pattern-mis-recognition/>

Hartelius, E. J. (2020). The anxious flâneur: Digital archiving and the Wayback Machine. *The Quarterly Journal of Speech*, 106(4), 377–398.
<https://doi.org/10.1080/00335630.2020.1828604>

Schedule Details:

Coffe & Cake (14:00-14:15): Coffee to get you ready for the afternoon program.

Lecture: (14:15-15:00)

Lecture Break 1 (15:00-15:15): Free short break

Activity: (15:15-16:10)

Lecture Break 2 (16:10-16:20): Free short break

Discussion: (16:20-17:00)

Wednesday, October 9th

Morning Session: 9:00-12:00

We Meet in 4A.1.13 for breakfast at 9am, then parallel small groups walk together to their parallel sessions in different rooms nearby.

Feedback Workshop in Parallel Group Sessions

Participants will deliver a 10-12 minute research presentation (ex.: an oral summary, a powerpoint presentation, a poster presentation) of their research paper followed by oral feedback by the designated teacher and peer-feedback from the small group in attendance. Please practice your presentation in advance to avoid exceeding the allotted time for presenting your work in progress: we have to ensure an equal distribution of time for feedback, so if you exceed your time for presenting, the time dedicated to feedback will be shortened as a consequence.

At the end of your presentation, make sure to indicate the type of feedback that you need from the teachers and your peers and if you want, give them an orientation to your desired feedback when you send them your materials in advance via email.

It is your responsibility to email directly **your group members and your group teacher** (see below, each group has a designated teacher and is color-coded) to share in advance both your full research paper and your 500 words extended abstract, so they can prepare to give you focused feedback during the course final workshop.

Please do so (and add the notes about desired feedback if you want) **by September 20th** as indicated to you in advance by the PhD School. You find the groups below, together with the contact information of all course participants. If you have questions about the workshop, email Pamela Pietrucci at p.pietrucci@hum.ku.dk.

GROUP 1: Feedback w. Damien Pfister in 8A.4.17

Thore, Andreas, Christine

GROUP 2: Feedback w. Johanna Hartelius in 4A.0.20

Brooke, Johan, Johanne

GROUP 3: Feedback w. Sine Just in 4A.1.13

Klara, Jonatan

GROUP 4: Feedback w. Alan Finlayson in 4A.1.31

Wenting, Katrine, Jon