

# Bibliography

In order to make the book as readable as possible I've avoided using footnotes or references in the text. As befits a book discussing the digital age I'm assuming that if the reader wants to trace anything mentioned in the text or find out more about any author, idea or book discussed they can do so using Google, Wikipedia, Amazon and Google Books, etc. It isn't worth listing here the details of every text mentioned when the reader can quickly find out online its current availability or even find the book itself. The aim of this bibliography, therefore, is not to provide an exact reflection of the text but rather to indicate the most important sources I've used and act as a guide for further reading on selected topics.

First, students would benefit from a detailed knowledge of the history of mass media, computing and networking, as covered in Chapters 1 and 2. For the discussion of the development of mass media I've drawn from a number of good overviews, including Briggs and Burke (2005), Curran and Seaton (2010), Crisell (1997), Gorman and McLean (2003), McDonnell (1991), Wheen (1985) and Williams (1998). Information on writing and the alphabet can be found in Jean (1992); printing is discussed by Eisenstein (1983), Febvre and Martin (1997) and Man (2002), whilst Wilson (2005), Conboy (2004) and Williams (2009) offer histories of journalism and the newspaper. Altick (1978) offers an astonishing survey of the range of entertainments and media available in the 18–19th century, whilst the visual media of the era are well covered by Crompton, Franklin and Herbert (1997), Greenacre (1999), Heard (2006), Mannoni (2000), Merrin (2005), Stafford and Terpak (2002) and Weynants (2008). Bajac (2002) provides an introduction to photography, Wichard and Wichard (1999) cover Victorian cartes-de-visite, whilst the development of cinema is covered by Nasaw (1993), Chanan (1995), Gunning (1990), Robinson (1996) and Toulet (1995). Developments in electricity through this era are covered by Fara (2002), Bodanis (2005) and Rhys Morus (2004), whilst Standage (1998) offers a superb account of the electrical telegraph. Information on the development of sound-recording and the music industry can be found in Welch and Stenzel Burt (2006), Gronow and Saunio (1999), Millard (1995) and Steffen (2005).

Introductory surveys of the history of computing can be found in Agar (2001), Barrett (2006), Campbell-Kelly and Aspray (2004), Ceruzzi (2000), Frauenfelder (2005) and Hally (2005), whilst Campbell-Kelly (2003) provides a history of software. More specifically, Swade (2000) discusses the life of Babbage and Conway and Siegelman (2005) provide a good account of the life of Norbert Wiener. The history of networked computing is covered in Hafner and Lyon (1996) and Naughton (2000). Banks (2008) gives a good history of the early years of the web whilst Ryan (2010) also covers the main points of



the invention of the internet. Knowledge of the technical principles of digital media would also be useful for media students and Challoner (2002) and Lax (2009) are useful introductory texts whilst Manovich's two books (2001, 2008) are also important.

The third chapter discusses the idea of media ecology and students would benefit from understanding key theoretical approaches and sources such as Shannon (in Shannon and Weaver, 1963), Hall (2006), McLuhan (1994), Bolter and Grusin (1999), Strate (2004), Channell (1991), Wiener (1948; Conway and Siegelman, 2005) and Shamberg (see Shamberg and the Raindance Corporation, 1971 and Merrin, 2012). The best way to understand the actual digital ecology isn't from a book but from the digital world itself. I'd recommend students spend time following and researching news about digital developments, new technologies, digital companies and issues relating to digital media. The best way to do this is to follow a selection of news pages, newspaper sites and technology news sites and to tag stories you're interested in on sites such as Diigo so you can easily find them again for your essays or research.

Chapter 4's discussion of the move to a post-broadcast era draws upon an emerging academic and popular literature exploring the digital changes that students should be following. I'd recommend especially Benkler's discussion of non-market peer-production (2006); Bruns on user generated content (2008); Gillmor on citizen journalism (2006), Shirky (2008, 2010) and Leadbetter (2008) on the empowered individual; Anderson on the 'long tail' (2006); and Howe on crowdsourcing (2008). Though they say little explicitly on media, Johnson on 'emergence' (2002) and Surowiecki on 'the wisdom of crowds' (2005) are important for understanding the idea of 'collective intelligence'. O'Reilly's essay on 'Web 2.0' is rather business-oriented but it has proven an important text in understanding a new era of web experience (2005) and Jenkins (2006, 2013) provides a good discussion of its user practices but its Culturalism needs supplementing with a material analysis of technology of the kind offered by Manovich (2001), Lessig (1997, 1998) and Zittrain (2008). Other commentators concerned with emerging controls or threats to the internet include Goldsmith and Wu (2006), Wu (2011) and MacKinnon (2012). Keen (2007, 2012), Siegel (2008), Lanier (2011, 2013) and Morozov (2010, 2013) all offer polemical critiques of contemporary digital culture that, though simplistic in places, are worth reading. Anyone wanting to read more about the historical background to the concept of media covered in Chapter 5 is directed to Tarnas (1996) and Collinson (2005) who, respectively, discuss the philosophical and historical aspects of the Protestant revolution. Pariser's concept of the 'filter bubble' is an important idea and fits well with the literature discussed above (2011).

Students also need a detailed knowledge of the academic, theoretical and institutional history of media studies covered in Chapter 6. The best discussions of the discipline itself are found in Hardt (1992), Park and Pooley (2008) and Glander (2000), whilst Berelson (1958), Gitlin (1978) and Gerbner and Siefert (1983) are important additional readings. Craig (1999), Donsbach (2006) and Nordenstreng (2004, 2007) offer useful contemporary reflections on communication studies. A range of student textbooks provide an overview of 'media theory' – such as Czitrom (1982), Mattelart and Mattelart (1998), Stevenson (2002), Katz et al (2003), Williams (2003), Laughey (2007) and Scannell (2007) – though they focus on broadcast-era thinkers, say little about the institutional discipline, begin from different points and display little agreement as to what authors or movements to include. The limitations of this broadcast-era approach are pointed up by the range of thinkers covered by Durham Peters (1999). Specific authors and texts mentioned in this chapter could be explored further by interested readers. More information about them and their availability can be found online.



The following chapters discuss the limitations of media studies and the new approaches and subjects it should follow. It's difficult to recommend readings to cover everything the discipline has overlooked or marginalised but students would benefit from a better understanding of the question of technology and for this I'd recommend Taylor's discussion of its role in the evolution of humanity (2010), Channell's remarkable historical survey of the ways in which we've conceived it (1991) and introductory surveys of the philosophy of technology such as Scharrff and Dusek (2003) and Dusek (2006). My discussion of the treatment of pre-broadcast media draws on Freedberg (1989), whose book should also be read by everyone interested in media, whilst Barasch (1992) supplements its discussion of images well. Other important areas for students to consider include the need for computer education, as discussed by Naughton (2011) and Rushkoff (2010), and the roots of the concept of 'the user' discussed in Chapter 9, which are found in a range of computing texts including Bush (1945), Wiener (1948), Licklider (1960), Licklider and Taylor (1968), Engelbart (1962, 1968) and Kay (1972, 1977, 1989).

The final chapter includes a discussion of the role of digital technologies in contemporary education. Further information about these debates can be found in Facer (2011), Selwyn (2011), Thomas and Seely Brown (2011). McLuhan's ideas are used and quoted throughout this book and *Understanding Media* remains an essential book for any media student to deal with (1994; originally 1964). Other good sources for McLuhan's work include McLuhan and Zingrone (1995), Benedetti and Dehart (1997) and McLuhan and Carson (2003) and a range of interview clips easily available on YouTube.

The idea of media studies 2.0 has attracted a lot of debate. Those interested in this can look up David Gauntlett's original essay (2007) and later Kindle book (2011) and my own article (2008; 2009). Taylor (Taylor, P., 2009) and Berger and McDougall (2012) contain important edited collections discussing the concept. Finally, my son's video, discussed in the introduction, is unfortunately still available on YouTube (Merrin, H., 2011).

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