
 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval <u>12-7-20</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department School of Communication and Multimedia Studies College Arts and Letters <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix DIG Number 2021	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course <div style="border: 1px solid black; padding: 2px; display: inline-block;">Lecture</div>	Course Title Digital Culture
Credits <i>(Review Provost Memorandum)</i> 3	Grading <i>(Select One Option)</i> Regular <input checked="" type="radio"/> Pass/Fail <input type="radio"/> Sat/UnSat <input type="radio"/>	Course Description <i>(Syllabus must be attached; Syllabus Checklist recommended; see Guidelines)</i> This course introduces key concepts and practices related to studies of digital culture and technologies. It examines the origins of the digital in early computing practices, infrastructures and ecologies of digital systems, and how digital technology shapes personal and collective identities and practices. Students will also interrogate their own relationships to the digital environment.	
Effective Date <i>(TERM & YEAR)</i> Spring 2021	Prerequisites, with minimum grade* None		Corequisites None
		Registration Controls <i>(Major, College, Level)</i> None	
*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course			
WAC/Gordon Rule Course <input type="radio"/> Yes <input checked="" type="radio"/> No <small>WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines.</small>		Intellectual Foundations Program (General Education) Requirement <i>(Select One Option)</i> <div style="background-color: yellow; padding: 2px; display: inline-block;">Society/Human Behavior</div> <small>General Education criteria must be indicated in the syllabus and approval attached to the proposal. See GE Guidelines.</small>	
Minimum qualifications to teach course PhD in Media Studies, Digital Studies, Science and Technology Studies, or related discipline.			
Faculty Contact/Email/Phone Gerald Sim / gsim@fau.edu / 7-2050		List/Attach comments from departments affected by new course	
Approved by Department Chair <u></u> College Curriculum Chair _____ College Dean _____ UUPC Chair <u>Jerry Haky</u> Undergraduate Studies Dean <u>Edward Pratt</u> UFS President _____ Provost _____		Date <u>9/30/20</u> <u>10.27.20</u> <u>10-27-2020</u> <u>12-8-20</u> <u>12-8-20</u> _____ _____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

FAU School of Communication and Multimedia Studies, Florida Atlantic University
DIG 2021: Digital Culture (CRN: XXXXX)
Spring 2021, PA-101, Mondays 1PM-3:50PM, Credit Hours: 3
Prof. G. Sim/Prof. A. Miller (gsim@fau.edu, millera@fau.edu), CU-217, 561-297-2050

Course Description and Objectives:

This course introduces key concepts and practices related to studies of digital culture and technologies. Students will learn the origins of “the digital” in early computing practices, the broader infrastructures and ecologies of digital systems, and the ways in which the digital shapes personal and collective identities and practices. The course facilitates understanding of how the digital informs who we are and how we interact with the world around us. Students will learn about how the digital reinforces and reimagines existing social structures and inequalities such as race, gender, class, and ability. Students will also attain a critical appreciation of the political implications of the digital—including the ways in which it is a space of both political possibility and control. Students will be encouraged to interrogate their own relationships to digital technologies and culture throughout the course.

This is a General Education (IFP) course and fulfills the Foundations of Society and Human Behavior requirement of FAU’s Intellectual Foundations Program. Students who satisfy the Society and Human Behavior requirement will demonstrate the ability to:

- describe patterns of human behavior.
- describe how political, social, cultural, or economic institutions influence human behavior and how humans influence these institutions.
- apply appropriate disciplinary methods and/or theories to the analysis of social, cultural, psychological, ethical, political, technological, or economic issues or problems.

Required Texts:

Alessandro Delfanti and Adam Arvidsson, *Introduction to Digital Media* (Hoboken, NJ: Wiley-Blackwell, 2019) ***coded as IDM throughout syllabus**

All other readings will be posted on Canvas or can be found at online links provided in the syllabus

Assignments (100 points):

1. Class Participation (10 points)
2. Journal Entries (10 x 5 points each)
3. Midterm (15 points)
4. Cumulative Final (25 points)
5. Total Attainable (100)

Grade Scale:

93-100 - A; 90-92.9 % - A-; 88-89.9 % - B+; 83-87.9 % - B; 80-82.9 % - B-;
93-101 78-79.9 % - C+; 73-77.9 % - C; 70-72.9 % - C-; 68-69.9 % - D+; 63-67.9 % - D;
93-102 60-62.9 % - D-; 0 – 59.9 % - F

Class Participation – 10 points – This is a discussion-based class, which requires your active participation. Active participation means that in addition to contributing to classroom discussions and in-class assignments, I ask that you bring copies of your readings, turn in any assignments before the beginning of class, and engage in discussion and collaboration with your peers with respect, courtesy, and by practicing active listening. Readings should be completed before each class meeting to facilitate active and engaged discussion.

Digital Reflections Journal – 10 x 5 points each – The goal of each journal entry is to encourage you to reflect on how your relationship to the digital informs who you are and your relationship to the world. Journal entries will prepare you for class by training you to gain deeper understandings of key concepts and main arguments, to be able to put the texts we read in conversation with one another, and to explore your own relationships, interests, and ideas in relation to course texts. Each journal entry must be **at least 3 paragraphs in length** and provide specific references from that week’s assigned text(s). Each entry should be posted to Canvas before the class period when it is due. **FINE PRINT:** As you will notice, the syllabus includes 12 journal entry due dates, but you will only be graded for 10 journal entries. This means that you may skip 2 journal assignments during the semester. It is your responsibility to keep track of whether or not you have used your skip during the term.

Midterm Exam – 15 points

Cumulative Final Exam – 25 points

Attendance

Excused absences are provided for in university policy, as stated in relevant Provost’s memoranda: <http://www.fau.edu/provost/files/religious2011.pdf> and <http://www.fau.edu/provost/files/studentabsences.pdf>

OTHER POLICIES

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity policy statement: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://wise.fau.edu/regulations/chapter4/Reg_4.001_5-26-10_FINAL.pdf

Counseling and Psychological Services (CAPS) Center: ^[L]_[SEP]Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/> ^[L]_[SEP]

Course Schedule:

Unit 1: Early Computing and the Information Society

- Week 1a Course Introduction and Syllabus
IDM Chapter 1 - “Media and Digital Technologies,” sections 1.1–1.3
- Week 1b *IDM* Chapter 1 - “Media and Digital Technologies,” sections 1.4–1.5
- Week 2a Networks Land, “The Physical Internet,” <http://networks.land/reference/physical/>

Ingrid Burrington, “How Railroad History Shaped Internet History,” <https://www.theatlantic.com/technology/archive/2015/11/how-railroad-history-shaped-internet-history/417414/>
- Week 2b *IDM* Chapter 2 – “The Information Society” (*IDM*)
DUE: Digital Reflections Journal Entry 1
- Week 3a Fred Turner, “The Shifting Politics of the Computational Metaphor,” pages 11–28
- Week 3b Fred Turner, “The Shifting Politics of the Computational Metaphor,” pages 28–39
DUE: Digital Reflections Journal Entry 2

Unit 2: The Digital Subject

- Week 4a *IDM* Chapter 3 – “Cultures and Identities” (*IDM*), sections 3.1–3.3
- Week 4b John Cheney-Lippold, Introduction to *We Are Data: Algorithms and the Making of Our Digital Selves*, 3–19
DUE: Digital Reflections Journal Entry 3
- Week 5a Ruha Benjamin, “Engineered Inequity: Are Robots Racist?,” in *Race After Technology*, pages 49–63
- Week 5b Ruha Benjamin, “Engineered Inequity: Are Robots Racist?,” in *Race After Technology*, pages 63–76
DUE: Digital Reflections Journal Entry 4
- Week 6a Catherine D’Ignazio and Lauren Klein, “The Power Chapter,” in *Data Feminism*, 21–35

Week 6b Catherine D'Ignazio and Lauren Klein, "The Power Chapter," in *Data Feminism*, 35–48
DUE: Digital Reflections Journal Entry 5

Week 7a In-Class Midterm Exam

Unit 3: The Digital Economy

Week 7b *IDM* Chapter 4 – "From Collaboration to Value," sections 4.1–4.3

Week 8a *IDM* Chapter 4 – "From Collaboration to Value," sections 4.4–4.5

Week 8b Christopher Kely, "There Is No Free Software,"
<http://peerproduction.net/issues/issue-3-free-software-epistemics/debate/there-is-no-free-software/>
DUE: Digital Reflections Journal Entry 6

Week 9a Safiya Umoja Noble, "Geographic Information Systems: A Critical Look at the Commercialization of Public Information," pages 88–102

Week 9b *IDM* Chapter 6 – "Work and Economy," sections 6.1 and 6.2
Shoshana Zuboff, "The Real Reason Why Google and Facebook Won't Change,"
<https://www.fastcompany.com/90303274/why-facebook-and-google-wont-change>
DUE: Digital Reflections Journal Entry 7

Week 10a Naomi Klein, "Screen New Deal," <https://theintercept.com/2020/05/08/andrew-cuomo-eric-schmidt-coronavirus-tech-shock-doctrine/>

Week 10b *IDM* Chapter 6 – "Work and Economy," 6.3 and 6.5

Syed Faraz Ahmed, "The Global Cost of Electronic Waste,"
<https://www.theatlantic.com/technology/archive/2016/09/the-global-cost-of-electronic-waste/502019/>
DUE: Digital Reflections Journal Entry 8

Unit 4: Digital Politics

Week 11a *IDM* Chapter 5 - "The Public Sphere and Power," 5.1–5.3

Week 11b *IDM* Chapter 5 - "The Public Sphere and Power," 5.4–5.6
DUE: Digital Reflections Journal Entry 9

Week 12a Guobin Yang, "Activism," in *Digital Keywords*, pages 1–14

- Week 12b Kate Crawford and Ryan Colo, “There Is a Blind Spot in AI Research,” pages 311–313
 McKenzie Funk, “How ICE Picks Its Targets in the Surveillance Age,”
<https://www.nytimes.com/2019/10/02/magazine/ice-surveillance-deportation.html>
DUE: Digital Reflections Journal Entry 10
- Week 13a Christina Dunbar-Hester, “History, Heresy, Hacking,” pages 38–45
 Gabriella Coleman, “The Ethics of Digital Direct Action,”
<https://www.aljazeera.com/indepth/opinion/2011/08/20118308455825769.html>
- Week 13b Bonnie Rubert and Amanda Phillips, “Not Gay as in Happy: Queer Resistance and Video Games,” http://gamestudies.org/1803/articles/phillips_ruberg
DUE: Digital Reflections Journal Entry 11

Unit 5: Digital Making

- Week 14a Manissa M. Maharawal and Erin McElroy, “The Anti-Eviction Mapping Project: Counter Mapping and Oral History toward Bay Area Housing Justice,” 380–389

Click: The Anti-Eviction Mapping Project, <https://www.antievictionmap.com/>
- Week 14b Postcommodity, “Repellent Fence (2015),”
http://postcommodity.com/Repellent_Fence_English.html

*Watch: Postcommodity, *Repellent Fence*, <https://www.youtube.com/watch?v=SZBNqwNMkQE#action=share>*
DUE: Digital Reflections Journal Entry 12
- Week 15 Course wrap-up

Final Exam