



Digital cultures (DC) consist of the cultures that are situated in, and supported by, the new digital media platforms and devices.

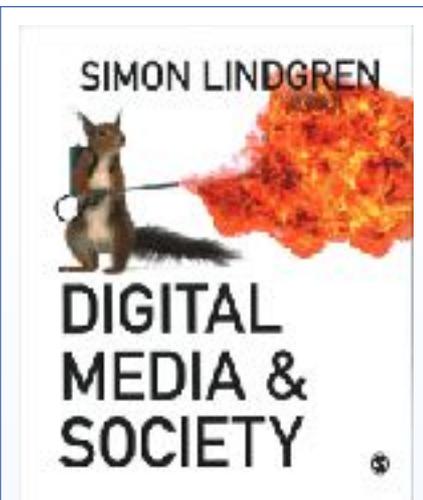
The major differences between DC and pre-digital culture stem from the affordances and characteristics of the new tools media techniques, such as interactivity, simultaneousness, multitasking, convergence and immediacy. These devices and techniques and our adoption of them have altered the way people express cultural identity.

Culture is a complex and difficult concept and digital likewise. The culmination of the two gives for a problematic theoretical concept that is hard to describe, let alone definitively define. The study of DC explores the consequences and meaning of technical innovations in social media, economics, politics, social life and more through the observation of the artifacts and rituals connected with digital technologies and new media.

As the digital media landscape is constantly evolving, this course will take a specific interest in understanding the evolution of media technologies and investigate the emergence of older forms of “new” media, from the original internet to big data, from graphical user interfaces to social media platforms. As we do so, we will focus on how we use digital media, and how that use impacts individual identities, connections between people, our knowledge levels, relationships of power, and so on.

Course Objectives

- Students will gain an understanding of core concepts of digital content, such as mobility, interactivity, networking, as well its technical components and how it impacts communication and information.
- Students will historicize media technologies we consider(ed) “new” media.
- Students will understand and contribute to contemporary debates over changes in identity, sociality, the economy, education, and play associated with the emergence of new media.
- Students will recognize how digital media constantly impact and/or structure their everyday social interactions, identities, and seemingly-mundane or rote behaviors.



Course book

Lindgren: *Digital Media & Society*

(ISBN-13: 978-1473925014)

Cost at Uni bookstore: \$36

Other material on Blackboard

Course Schedule

Tu & Fri 10:00 - 11:15

Faculty Memorial Hall 316

Contact

E-Mail: mklang@fordham.edu

Phone:

Office:

Office Hours: Wed 10 - 14 , Fri 11:30 - 12:30 Pls email.

How to email your professor

http://klangable.com/blog/?page_id=4746

MATERIAL		TO DO
Week 1 1 Sept	Introduction to Digital Cultures the course & topic	
Week 2 5 & 8 Sept	What is Culture/Subculture? How do you study culture? Hebdige: Subculture Chap 6 Schudson: How Culture Works	DISCUSSION Hebdige, Schudson
Week 3 12 & 15 Sept	Shaping Digital Culture Chap 1-3 Digital Media, Social Media, Cyber Debates Delwiche & Jacobs Henderson: What is Participatory Culture	DISCUSSION Delwiche & Jacobs Henderson
Week 4 19 & 22 Sept	Community & Networks Chap 5 Communities & Networks Jemielniak: Common Knowledge? Chap 8 Litt & Hagittai: The Imagined Audience	DISCUSSION Jemielniak, Litt & Hagittai
Week 5 26 & 29 Sept	Identity Chap 4 Interaction & Identity Van Dijck: You have one identity Sharma: Black Twitter Nakamura: Queer female of color	DISCUSSION Van Dijck, Sharma, Nakamura
Week 6 3 & 6 Oct	Open Source From DIY to Right to repair Chap 12 Software, Algorithms & data Winner: Do Artifacts Have Politics	DISCUSSION Winner
Week 7 10 & 13 Oct	Visibility Online Chap 6 Visuality & Visibility Madison: Technologies of Visibility	DISCUSSION Madison Midterm handed out
Week 8 17 & 20 Oct	Digital Experience Chap 7 Feeling Digital Papacharissi: Affective Publics Chap 5 Phillips: This is why we cant have nice things Chap 8	Mon 10/17 Midterm DUE DISCUSSION Phillips, Papacharissi

READING		TO DO
Week 9 24 & 27 Oct	<p>Disobedient Electronics to Citizen Science</p> <p>Murillo: New expert eyes over Fukushima</p>	DISCUSSION Murillo
Week 10 31 Oct & 3 Nov	<p>Activism Online</p> <p>Citizenship & Activism Chap 8 & 10</p> <p>Milan: From social movements to cloud protesting</p> <p>Gerbaudo: Protest avatars as memetic signifiers</p>	DISCUSSION Milan, Gerbaudo
Week 11 7 & 10 Nov	<p>Twitter Activists</p> <p>Chap 9 Power/Exploitation</p> <p>Brown: #SayHerName</p> <p>Jackson & Foucault Welles: Hijacking #myNYPD</p> <p>Gerbaudo: Tweets & the Streets Conclusion</p>	DISCUSSION Brown, Jackson & Foucault Welles, Gerbaudo
Week 12 14 & 17 Nov	<p>Library Session</p> <p>Writing Abstract</p>	11/17 Abstract DUE
Week 13 21 Nov	<p>Maps & Geography</p> <p>Mobile Culture Chap 11</p> <p>Wynn: Covert leisure and public spaces: Geocaching in post-9/11</p>	DISCUSSION Wynn
Week 14 28 Nov & 1 Dec	<p>Death & Preservation</p> <p>Owens: Theory and Craft of Digital Preservation</p> <p>Pitsillides et al: Museum of the self and digital death</p> <p>Isaacson: Storing Digital Data for Eternity</p> <p>Brubaker et al: Beyond the Grave</p>	DISCUSSION Pitsillides et al, Brubaker et al, Owens
Week 15 5 & 8 Dec	<p>Conclusion</p> <p>A Theory of Digital Media & Social Change Chap 17</p> <p>How to Write a Paper</p>	Final Paper DUE December 13

Grading

<i>Discussion Leads</i>	<i>10 points</i>
<i>Project: Twitter</i>	<i>10 points</i>
<i>Participation</i>	<i>10 points</i>
<i>Abstract</i>	<i>10 points</i>
<i>Midterm</i>	<i>25 points</i>
<i>Final Paper</i>	<i>35 points</i>
TOTAL	100 points

The final grade for the course is based on the following percentage scale:

A 94 or above	A- 90 – 93	
B+ 87 – 89	B 83 – 86	B- 80 – 82
C+ 77 – 79	C 73 – 76	C- 70 – 72
D+ 67 – 69	D 63 – 66	D- 60 – 62
F 59 or below.		



On Being Prepared for Class

Come to class prepared to answer the following questions regarding each of the readings: (a) what is the basic argument, and what are its strengths and weaknesses? (b) if you disagree with the argument, what would it take to convince you (/what is missing)? (c) what are the similarities and differences between this argument and others put forward by readings in the same and in previous weeks?

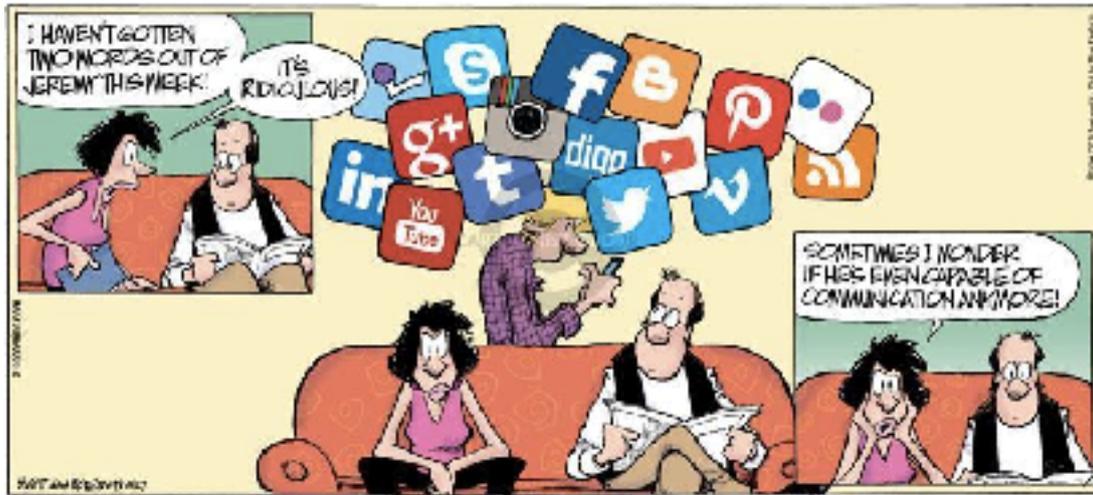
Twitter Assignment for Digital Cultures

Purpose

The purpose of this assignment is to introduce you to some professional benefits of using Twitter for *content curation*, *information sharing*, and *communication* and invite you to professionally experience it. This is intended to be an opportunity to expand your professional and personal network. This is a multi-part assignment **stretching over the entire course** that is intended to give you a flavor for some of the benefits and uses of using Twitter to learn, ask questions, share questions, and engage with colleagues. More than many other tools, the true value of Twitter is often not understood until it is experienced.

Setting up (week 1 - 2)

- Create a Twitter account (if you do not have one already). It should be a public account so others can see your Tweets. It can be anonymous, and does NOT have to include your name (but you may find an anonymous account without a real name may not be taken as seriously as one where it is really listed as you).



- Follow me @klangable and (if I know it is you) I will follow you back. Tweet any question or comment to me at any time, though remember DO NOT INCLUDE PERSONAL OR GRADE INFORMATION PUBLICLY (cf. HIPAA, FERPA, etc.,). If you would not announce it publicly in the middle of Grand Central Terminal, don't do it on Twitter.
- Follow our course hashtag — #FHAM17
- Find and follow AT LEAST 20

accounts

Weekly work (week 2 – 15)

- Contribute or share something related to our course at least 2x / week. Include our course tag.
- Reply at least 2x / week to other accounts. If it relates to our course, be sure to include the course tag #FHAM17
- ReTweet at least 1 post / week with something related to our course. Include our course tag.
- Weekly media diary: Once a week I want you to summarize your Twitter work. Write up a report in two brief sections. Section one detailing number of tweets, retweets, follows etc. Section 2 evaluates your user experience on Twitter. What worked? What didn't? What did you learn? Has it been useful? How? Etc.

See BlackBoard for more details

The Abstract Assignment

An abstract describes the basic content of the project to the reader. It includes

1. What you are doing
2. Why you are doing it
3. How you are doing it
4. The relevance of the results and the conclusion.

An abstract is a self-contained single paragraph that describes the work. It should not include abbreviations, acronyms, or bibliographic information. The point is to enable someone unfamiliar with the topic to quickly understand what is being done, and the wider relevance of the work. **Your abstract should be between 400-450 words and must include 3 academic and 2 non-academic sources.** See BB for more instructions.

Discussion Lead Assignment

Students will be required to lead one class discussion this term. The main role of the Discussion Lead is to construct a discussion prompt/question for the class. Discussion prompts/questions should be contextualized by a 10 minute presentation on an aspect of the reading or a related topic to the reading that directs the class to think meaningfully about the discussion question.

Discussion Lead Guidelines

Your presentation should not provide an in depth review of all the reading material assigned for that class meeting. Ten minutes is not enough time to review pages of dense theoretical work. Choose one theme or idea that stands out to you.

Novice: You could summarize an idea to the best of your ability, and then introduce a related discussion question.

Proficient: You could make an effort to explain the significance of an idea then and/or now, and then introduce a related discussion question.

Advanced: You could demonstrate how to apply an idea - perhaps by showing how it is still relevant to our lives today by making a connection to something current that exemplifies this idea, and then introduce a related discussion question.

You are expected to reference section(s) of the material that are relevant to your discussion question you want us to engage in - this is highly recommended as it is constructive to "frame" the discussion; however, you are not to overview the entirety of the course readings due that day.

You are more than welcome to quote sections of the reading to draw our attention to specific ideas.

However:

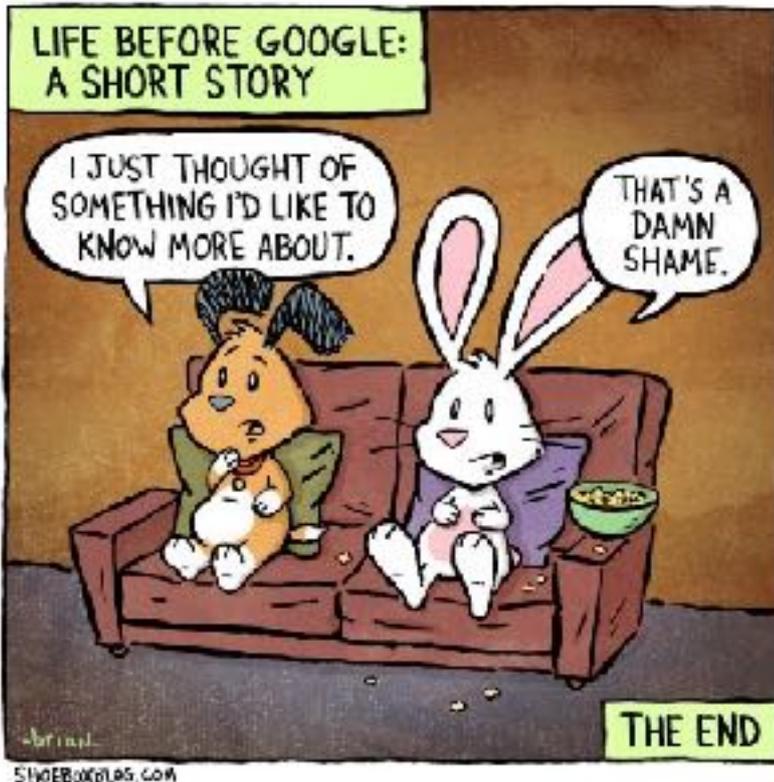
Do not read verbatim the text on a slide to us - we are capable of reading it for ourselves.

A good alternative option is to paraphrase any text written on a slide.

The best option is to use (relevant) images, graphs, or content and then *tell us* what would have otherwise been written on the slide.

Finally, try to think of questions that don't have "easy" answers but make us think about the material in constructive ways. This is a difficult assignment do not take it lightly. Be prepared and try your best. When in doubt contact me in advance.





Good essays contain catchy introductions: Explain to the reader why this is an important topic.

- Make sure your thesis statement is clear and that it provides a preview of what your paper will address.
- Use reliable and authoritative references and sources for your paper.
- Get rid of any B.S. Instructors will dock your paper for irrelevant information used to fill space.
- Don't plagiarize.
- If you're struggling, get help.

Final Paper

The final paper is an original piece of research. The topic must be within the parameters of the course and is chosen by the participant, and approved of by the instructor. The paper is to be double spaced, **2500 words** in length, not including footnotes or bibliography.

- Find a question that interests you, try to be unique. Pick a research question early. Make sure it fits the assignment.
- Make sure to come up with a topic that is a good fit for the assignment. If

you struggle choosing a topic, conduct some brainstorming and seek suggestions from your instructor.

- Prepare an outline with the question, some ideas it may include and an early analysis. Add some sources. Don't be too detailed since your ideas might change as you conduct research and write the essay. After you've finished an outline, don't hesitate running it by your instructor.
- You must support the claim made in your essay with evidence. Claims can be supported with empirical evidence, expert opinion, and logical anecdotes.



What I Expect From Final Paper

1. The paper has an interesting and relevant topic/research question to explore.
2. The paper clearly states what the paper and question is about.
3. The paper is a presentation of thoughtful arguments supporting a conclusion.
4. The paper has a clear conclusion. This does not mean that the conclusion is easy or uncomplicated. Not all questions have easy answers – what I am looking for is a clear answer to the question posed in the paper.
5. The answer is well written.

Well Written

- FOCUSED:** Provide all the arguments needed to support your thesis/answer your question. Do not add random facts or quirky points of interest. Unrelated or unsupported facts/arguments lower the legibility and grade.
- STRUCTURED:** You may know what you mean but you are not there when the paper is being graded. Expect to be misunderstood. Creating an outline, putting arguments in order, & rereading your paper are excellent ways of improving structure.
- DOCUMENTED:** The point of the paper is to provide strong arguments. The weakest argument is the unsupported argument. I may agree with you but its still weak. Provide support for the positions you take. For example if I was to argue that smoking is healthy you wouldn't believe me if all I said to support the argument was "because I said so". Show me the expert. Show me that you have read and understood the expert.
- WELL PRESENTED:** You are students of communication. This course is not about grading your grammar or spelling. However, turning in a badly written paper will not improve your grade.

I am looking for your ability to present analytical substance in a structured argument. I want to see you use supporting material in a clear and persuasive manner. I want you to show me that you have thought about the issue you are discussing and are

- Organization & paragraph: 15 %
- Sources & citation 20 %
- Grammar, usage & spelling 10 %

Guidelines for essay grading – total possible score 100.

- 90 – 100 %: This work fulfills all of the requirements of the assignment in an original, interesting and creative manner. The work goes beyond the basic guidelines of the assignment, showing the student took extra initiative in creating an original and creative essay in regards to content, argumentation, organization, and style.
- 80 – 89 %: This is good solid work that completes all of the requirements of the assignment. The work is successful in terms of content, but requires some improvement in organization, argumentation and style.
- 70 – 79 %: This is good work that completes most of the requirements of the assignment. Though the content, argumentation organization, and style are logical and coherent, they require revision and may not reflect a high level of originality and creativity on the part of the author.
- 60 – 69 %: This work either does not complete the requirements of the assignment, or meets them quite inadequately. This work requires a good deal of revision, and is largely unsuccessful in content, argumentation, organization, and style.
- Below 59 %: The work does not complete the requirements of the assignment. In general, students who put forth genuine effort will not receive an essay grade this low.



able to argue in a way that does not confuse assumptions and value judgments with analysis and argument. And I want you to do all this with a high quality of writing.

Grading

- Thesis and Argument: 40 %
- Introduction and conclusion: 15 %

Information

Attendance.

You will notice that participation is 10% of your grade. This does not just mean attending class, but speaking up in class and group discussions. Attendance wise, you are allowed to miss TWO classes without a penalty to your grade, exclusive of serious emergencies. [If you are very ill, or have extenuating circumstances, you need to be proactive about contacting me. If you do that, makeup assignments are possible—but they MUST be cleared with me first]. 3 absences automatically take your final grade down one tier of grade lower (i.e. from an A- to a B+). 4 absences result in a full letter grade lowering (A- to B-). Fordham’s university-wide policy is that 4 unexcused absences results in a failing grade. It is your responsibility to get readings/assignments for missed days from other students, and you are encouraged to come to my office to discuss topics you’re unclear on.

Once you have read this syllabus to completion please email me a picture of a dinosaur.

Class Cancellation.

Should classes be cancelled due to extreme weather or other unforeseen circumstances the classes will be conducted online via Blackboard. If many classes are cancelled, there may be additional classes scheduled at the end of the term.

Readings.

Readings must be completed before the day they are assigned on the course schedule. Be sure to do the readings in light of the discussion questions and take notes while reading.

Deadlines.

All assignments and exams must be completed and turned in on or before the date assigned. As they form the basis for the

class discussion on a specific date they cannot be submitted after the final deadline.

Digital Devices.

Unless you have prior approval from the instructor, all digital devices (phones, tablets, laptops) must be silenced and put away. Students who disregard the policy will be asked to leave class and will be considered absent that day.

Grading.

For more on my grading practices see <http://klangable.com/blog/teaching/grading/>



Academic Honesty.

Academic Integrity/Plagiarism: The following is a university-wide policy and those violating it will be subject to failure of the course. If you have any question concerning the plagiarism policy or about documentation of sources in work you produce in this course, come talk to me.

UNIVERSITY STATEMENT ON ACADEMIC INTEGRITY: A University, by its nature, strives to foster and recognize

originality of thought. Originality can only be recognized, however, when people acknowledge the sources of ideas or works that are not their own. Therefore, students must maintain the highest standards with regards to honesty, effort and performance. As a Jesuit, Catholic University, Fordham is committed to ensuring that all members of the academic community strive not only for excellence in scholarship but also for integrity of character. In the pursuit of knowledge and personal development, it is imperative that students present their own ideas and insights for evaluation, critique and eventual reformulation. As part of this process, each student must acknowledge the intellectual contribution of others....

Violations of academic integrity include, but are not limited to, plagiarism, cheating on exams, falsification, unapproved collaboration, and destruction of library materials. For further details, consult the Standards of Academic Integrity on the University website.”

Citations.

All coursework shall be original and created by the student. Plagiarism (taking credit for ideas/work that are not ones own) is not tolerated. Students are required to adhere to the University Policy on Academic Standards and Cheating, to the University Statement on Plagiarism and the Documentation of Written Work, and to the Code of Student Conduct as delineated in the Catalog of Undergraduate Programs.

All assignments must fully and properly cite all sources using [American Psychological Association \(APA\)](http://www.apa.org) citation format. For more information about how to cite see <http://klangable.com/blog/teaching/honesty-plagiarism-citations/>

Accommodations.

EQUAL EDUCATIONAL ACCESS FOR ALL STUDENTS: The Office of Disability Services at Fordham University helps to ensure equal educational access and opportunity for all members of our community. In the Jesuit tradition of cura personalis, members of the ODS staff work individually with each student to understand his or her strengths and limitations in order to develop their most effective and comprehensive accommodation plan. Fordham will offer reasonable and appropriate auxiliary aids and services to

Changes to the syllabus may be made at the instructors discretion and if circumstances require. Participants will be notified of changes via Blackboard/ university email. Participants are responsible for keeping up to date with these changes.

Effort

While it may seem odd to include in a syllabus, your effort is a required component of this course.

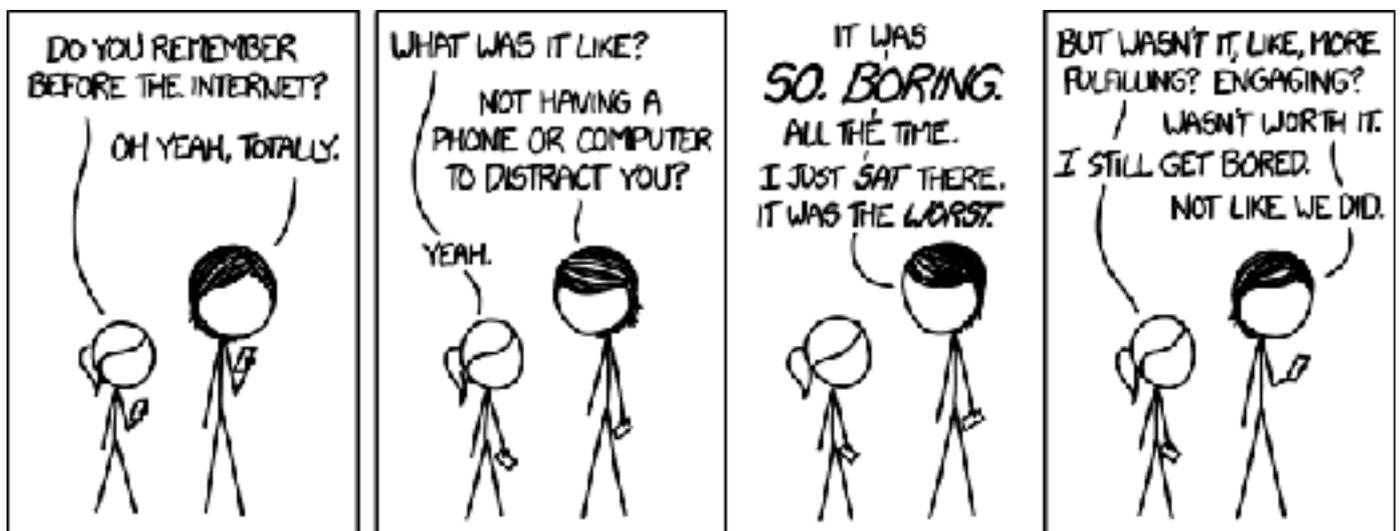
The federal definition of course credit hours assumes a minimum of “two hours of out-of-class student work per week for a semester hour.” According to this metric, a student should assume at least six hours of

Writing Center.

Writing Center: If you struggle with the writing required in this course, please make use of the Writing Center. For more information about their services see www.fordham.edu/academics/programs_at_fordham_/english/writing_center/index.asp

Counseling.

Counseling and Psychological Services: University life is full of challenges. Fordham offers support for anyone who feels like they need help dealing with the pressures of life



assist otherwise qualified persons in achieving access to its programs, services, and facilities once students meet with ODS for an initial intake meeting to develop an accommodation plan directly with the student in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. Students seeking accommodation(s) should the Rose Hill Office of Disability Services, (718) 817-0655 or email disabilityservices@fordham.edu.

If you believe that you have a disabling condition that may interfere with your ability to participate in the activities, coursework, or assessment of the object of this course, please visit the Office of Disability Services, email, or call them.

Schedule.

out-of-class work per week for each 3-credit course

Inclusivity

All students are encouraged to speak up and participate during class. Therefore everyone in class should listen actively and respect the ideas, background, and beliefs of every member of this class. For more see <http://klangable.com/blog/teaching/inclusivity-policy/>

Writing aid

Writing is a painful, but rewarding, process. For help and tips see <http://klangable.com/blog/teaching/writing-resources/>

For a handy collection of resources to help students excel in college visit <http://klangable.com/blog/teaching/>

as a student. CPS offers free individual and group counseling and psychotherapy in a safe and confidential setting. For more information about their services see www.fordham.edu/campus_resources/student_services/counseling_and_psych/index.asp

Academic Coaching.

Academic Coaching: Any student who struggles with time-management and/or organization is invited to one-on-one academic coaching sessions (typically once a week for 45 minutes). Please contact disabilityservices@fordham.edu for more information.