

DIGITAL MEDIA AND PUBLIC RESPONSIBILITY

FALL 2017

DTEM 4480 | EP4 / SENIOR VALUES

CROSS LISTED: NEW MEDIA & DIGITAL DESIGN, JOURNALISM, AND AMERICAN STUDIES

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COURSE DESCRIPTION

This course is designed to critically explore the role of digital media in everyday life so as to consider the public's responsibility in ensuring a more just society. The history, geography, and practice associated with the development and distribution of digital media has enhanced equity in certain areas of contemporary life while simultaneously exacerbating inequality in others. Debates around social justice, globalization, and civic rights vs responsibility will be discussed to question and re-imagine exactly who has access to digital media, where, and for what purposes?

As one of Fordham's [Senior Value](#) and [Eloquentia Perfecta 4](#) Seminars, this course focuses on both the identification and questioning of ethical and moral issues in order to cultivate social responsibility in scholarship and living, as well as help students develop their own communicative skills. Lectures, papers, and projects are designed to encourage students to connect their lived experiences with relevant research, critical theory, and current events. Each student will develop a "Manifesto for a Digital Public" over the course of the semester that will be communicated in both written and visual form. Students are encouraged to write, discuss, and present early drafts of their manifesto in order to receive constructive feedback before the project's final submission.

LEARNING OUTCOMES ■ Students will have the opportunity to:

- Demonstrate critical thinking, writing, and speaking skills in all course requirements.
- Participate in contemporary ethical and moral debates over public access to employment, education, and infrastructure in the Information Age.
- Develop an appreciation for, and demonstrate understanding through, oral and written discussion of key concepts and current issues relevant to digital media and public responsibility.

COURSE MEDIA ■ Students are expected to engage with the course blackboard site and utilize Fordham's Google Apps as well as the KnightLab's [Timeline JS](#) and [StoryMap JS](#) for class projects. All readings are available as PDFs and are either hyperlinked within the syllabus or available via blackboard.

ASSIGNMENTS & EVALUATION

[NOTE: ASSIGNMENTS WILL BE DISCUSSED IN CLASS & MORE DETAILED INSTRUCTIONS WILL BE AVAILABLE ONLINE]

CLASS PARTICIPATION ■ 20% of final grade ■ An assessment of each student’s class participation will be made based upon their contributions to in-class discussions. Assessments will not be based on mastery of course content but rather meaningful and consistent engagement in group discussion. Additionally, each student will contribute a 5min visual supplement to one class over the semester, followed (or preceded) by a ~1min presentation that unpacks the importance of the chosen supplement and relates it to that day’s readings.

2 SHORT ESSAYS ■ 20% of final grade ■ There will be two short essays of 600-800 words. The first essay will critically reflect on a sub-set of course readings in order to argue for or against a particular social position (or practice) that entails digital media. The second essay will focus on evaluating an existing Digital Manifesto in relation to a sub-set of course readings. More detailed directions for each paper will be posted to the course site.

1 STORY MAP ■ 15% of final grade ■ Each student will complete one digital story map. This assignment requires the use of a Fordham email account and StoryMap JS to create an interactive map of Manhattan’s digital infrastructure. Students will make one on-site visit to five designated locations as well as two on-site visits to three LinkNYC Kiosks. More detailed directions for this essay will be posted to the course site.

MIDTERM EXAM ■ 15% of final grade ■ There will be a midterm covering the assigned readings, discussions, and lectures from the first half of the semester. The exam will include a combination of multiple choice and fill-in-the-blank questions as well as short essay questions.

MANIFESTO FOR A DIGITAL PUBLIC ■ 30% of final grade ■ Each student will explore a matter of social injustice that they feel is created, or exacerbate, through the public’s engagement with digital media. The manifesto should be 3,000 words and draw on at least four course readings and four external academic sources to explain the importance of this injustice, its relationship with digital media, and how it might be alleviated through more critical engagements with media. The manifesto must also include a ‘media review’ that utilizes Google Slides to create a mash-up of digital content that summarizes and supports the main themes of the manifesto. More detailed directions for this assignment will be posted to the course site.

GRADING RUBRIC ■

A	100-96	4	Outstanding		C	75-70	2	Satisfactory
A-	95-90	3.7	Excellent		C-	69-67	1.7	Less than Satisfactory
B+	89-87	3.3	Very Good		D+	66-63	1.3	Poor but Passing
B	86-84	3	Good		D	62-60	1	Minimum for Credit
B-	83-80	2.7	Above Average		F	59-0	0	Failure
C+	79-76	2.3	Average					

COURSE SCHEDULE

LEGEND:

● READ BY CLASS TIME

• IN CLASS ACTIVITY

➡ ASSIGNMENT DUE

WEEK ONE ■ WED, AUG 30 - FIRST CLASS

- IN-CLASS: McPherson, Tara. 2014. "[Digital](#)" from [Keywords for American Cultural Studies](#). NYU Press.
- IN-CLASS: Critical Commons. 2014. "[Computerization Anxieties on Mad Men Season 7.](#)"

NO CLASS ■ WED, SEP 06 (MONDAY SCHEDULE)

WEEK TWO ■ WED, SEP 13 - DEFINING DIGITAL PUBLICS & RESPONSIBILITIES

- Pasquale, Frank. 2016. "[Two Narratives of Platform Capitalism.](#)" Yale Law & Policy Review.
- Posner, Miriam, and Lauren Klein. 2017. "[Data as Media.](#)" Feminist Media Histories 3 (3): 1-5.
- Zuboff, Shoshana. 2014. "[A Digital Declaration.](#)" Frankfurter Allgemeine.

WEEK THREE ■ WED, SEP 20

- Marres, Noortje. 2005. "Issues Spark a Public Into Being: A Key But Often Forgotten Point of the Lippmann-Dewey Debate" in [Making Things Public](#). MIT Press.
- Mattern, Shannon. 2016. "[Instrumental City: The View from Hudson Yards, circa 2019.](#)" Places Journal.
- IN-CLASS: Writing Activity

WEEK FOUR ■ WED, SEP 27 - SITUATING COLLECTIVE RIGHTS

- Appadurai, Arjun. 2006. "The Right to Research." *Globalisation, Societies and Education* 4 (2): 167-77.
- Monahan, Torin. 2015. "The Right to Hide? Anti-Surveillance Camouflage and the Aestheticization of Resistance." *Communication and Critical/Cultural Studies*, 12(2): 159-178.
- ➡ DUE: First Short Essay (BY MIDNIGHT)

WEEK FIVE ■ WED, OCT 04

- Corsín Jiménez, Alberto. 2014. "The Right to Infrastructure: A Prototype for Open Source Urbanism." *Environment and Planning D: Society and Space* 32 (2): 342-62.
- Harvey, David. 2012. "The Right to the City" in [Rebel Cities: From the Right to the City to the Urban Revolution](#), 3-25. New York: Verso.
- IN-CLASS: [A guide to New York's plan to cover the city in Wi-Fi hotspots](#)

NO CLASS ■ WED, OCT 11 (MONDAY SCHEDULE)

WEEK SIX ■ WED, OCT 18 - MIDTERM EXAM

- IN-CLASS: [Homeless Hotspots](#)
- IN-CLASS: [Facebook's internet.Org Hits Global Flak](#)

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WEEK SEVEN ■ WED, OCT 25 - UNEVEN TECHNOLOGICAL DEVELOPMENT

- Browne, Simone. 2015. "Branding Blackness: Biometric Technology and the Surveillance of Blackness" in Dark Matters: On the Surveillance of Blackness. Duke University.
- Castells, Manuel. 1997. "An Introduction to the Information Age." City 2, no. 7: 6–16.
- ➔ DUE: Story Maps (BY CLASS MIDNIGHT)

WEEK EIGHT ■ WED, NOV 01

- Fine, Michelle, and Jessica Ruglis. 2009. "Circuits and Consequences of Dispossession: The Racialized Realignment of the Public Sphere for US Youth." *Transforming Anthropology* 17(1): 20–33.
- IN-CLASS: Posner, Miriam. 2017. "[We can teach women to code, but that just creates another problem.](#)" *The Guardian*.

WEEK NINE ■ WED, NOV 08 - TECHNO-SOCIAL (RE)PRODUCTION

- Gray, Kishonna L. (2016). "'They're Just Too Urban': Black Gamers Streaming on Twitch" in Digital Sociologies. Policy Press.
- Mitchell, Katharyne, Sally A. Marston, and Cindi Katz. 2003. "Life's Work: An Introduction, Review and Critique." *Antipode* 35 (3): 415–33.
- ➔ DUE: Manifesto Topic (BY CLASS TIME)

WEEK TEN ■ WED, NOV 15

- Daniels, Jessie. 2009. "Rethinking Cyberfeminism(s): Race, Gender, and Embodiment." *WSQ: Women's Studies Quarterly* 37 (1): 101–24.
- IN-CLASS: Davis, Angela. 2016. "Feminism and Abolition: Theories and Practices for the Twenty-First Century." From Freedom is a Constant Struggle. Haymarket Books.
- ➔ DUE: Second Short Essay (BY MIDNIGHT)

NO CLASS ■ WED, NOV 22 (THANKSGIVING BREAK)

WEEK ELEVEN ■ WED, NOV 29 - PRIVATIZING RESPONSIBILITY

- Adair, Stephen. 2010. "The Commodification of Information and Social Inequality." *Critical Sociology* 36 (2): 243–63.
- Donovan, Gregory T. 2014. "Opening Proprietary Ecologies: Participatory Action Design Research with Young People" in Methodological Challenges When Exploring Digital Learning Spaces in Education. Sense.
- ➔ DUE: Manifesto Outline and Bibliography (BY MIDNIGHT)

WEEK TWELVE ■ WED, DEC 06

- IN-CLASS: FINAL PRESENTATIONS

WEEK THIRTEEN ■ WED, DEC 15 - LAST DAY OF CLASS

- IN-CLASS: FINAL PRESENTATIONS, CONT.

MANIFESTOS DUE ■ MON, DEC 18 (BY MIDNIGHT)