DIGITAL MEDIA AND PUBLIC RESPONSIBILITY
SUMMER SESSION II 2018 | T/W/TH 9:00AM-1:00PM

DTEM 4480 | EP4 / SENIOR VALUES
CROSS LISTED: NEW MEDIA & DIGITAL DESIGN, JOURNALISM, AND AMERICAN STUDIES

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OFFICE HOURS
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WED & TH 1:00-2:00
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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 a class projects. All readings are available as PDFs and are either hyperlinked within the syllabus or available via blackboard.
ASSIGNMENTS & EVALUATION

PARTICIPATION 20% of final grade
Course participation is assessed based on each student’s contributions to in-class discussions and activities. This assessment is less concerned with mastery of course content and more concerned with meaningful and consistent engagement during class time.

MEDIA SUPPLEMENT 5% of final grade
One 5min media supplement is due during a designated class period. Supplements should introduce a current event that connects with the class’ reading and must come from Youtube, Vimeo, or Soundcloud. The supplement should be followed (or preceded) by a short verbal introduction that explains the importance of the chosen supplement and how it relates to that class’ reading. Supplements must be posted to a Google Sheet in Blackboard by the start of the designated class.

1 SHORT ESSAY 15% of final grade
One short essay of 600-800 words is due on Mon, July 17th. This essay must critically reflect on four designated readings from our first two weeks of class in order to advance an argument for how "public responsibility" should be understood in the Information Age. More detailed directions for this essay will be posted to the course site.

1 STORY MAP 20% of final grade
One interactive story map is due on Wed, Aug 2nd (with a check-in on Th, July 20th). This assignment requires the use of your Fordham Gmail account and StoryMap JS to create an interactive map of Manhattan’s digital infrastructure. This assignment requires one on-site visit to five designated locations as well as two on-site visits to three LinkNYC Kiosks. Two “field days” are structured into the class in order to allow time for visiting each location. More detailed directions for this essay will be posted to the course site.

MANIFESTO FOR A DIGITAL PUBLIC 30% of final grade
A manifesto of at least 2,000 words is due at the end of the course that explores a matter of social injustice created, or exacerbated, by digital media. The manifesto must draw on at least five course readings and two external academic sources to explain the importance of this injustice, its relationship with digital media, and how it might be alleviated through a form of public responsibility. More detailed directions for this assignment will be posted to the course site.

FINAL PRESENTATION 10% of final grade
A five min in-class presentation of the manifesto is due at the end of the course. This presentation must utilize Google Slides to create a mash-up of digital content that summarizes and supports the main theme of the manifesto.

GRADING RUBRIC

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STUDENT RESPONSIBILITIES

Students are responsible for attending class on time, actively participating in class discussions, submitting assignments on time, and reading all course materials by their assigned date. Schedule time to meet with me during office hours if you experience difficulty with readings and/or assignments that can not be adequately addressed during class time. Students are also expected to regularly check their fordham.edu email accounts and the course blackboard site.

ATTENDANCE

Attendance will be taken at the beginning of each class. If you come in after attendance is taken you will be marked tardy, and two tardies equal an absence. Students are permitted no more than two absences a semester. Students who exceed two absences, will have their final grades reduced for each additional absence. Exceptions may be made for medical or family emergencies but it is the student’s responsibility to notify both me and their class dean with any necessary documentation.

LATE ASSIGNMENTS

Assignments may be submitted after their due date but will be reduced by a letter grade for each day they are late. Attendance is required for both midterm and final exams. Make-up exams will only be allowed unless documentation of an emergency can be demonstrated.

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.

STUDENT RESOURCES

Students with Disabilities: 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, call them at 718-817-0655, or email disabilityservices@fordham.edu. Under the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973, all students, with or without disabilities, are entitled to equal access to the programs and activities of Fordham University. The office will coordinate with faculty, staff, and administrators to ensure that the facilitation of reasonable and appropriate accommodations for students with documented disabilities is provided.

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 the Writing Center’s website.

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 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 the Counseling and Psych Services website.

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.
WEEK ONE — DEFINING “DIGITAL” (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.”

THU


WEEK TWO — PUBLIC RESPONSIBILITY IN A DIGITAL SOCIETY

TUE


WED

  • IN-CLASS: Homeless Hotspots
  • IN-CLASS: A guide to New York’s plan to cover the city in Wi-Fi hotspots

THU

• IN-CLASS: Writing Workshop
• IN-CLASS: StoryMap Workshop
WEEK THREE — RIGHTS IN A DIGITAL SOCIETY

TUE
- IN-CLASS: Digital Manifesto Archive
- ➡ SHORT PAPER DUE BY END OF DAY (via Blackboard)

WED - FIELD DAY FOR STORYMAPS

THU
- IN-CLASS: Manifesto Topic Workshop
- ➡ STORY MAP UPDATE DUE BY BEGINNING OF CLASS (via Blackboard)

WEEK FOUR — UNEVEN TECHNOLOGICAL DEVELOPMENT

TUE
- ➡ MANIFESTO TOPICS DUE BY CLASS TIME

WED

THU
- IN-CLASS: Manifesto Outline Workshop
- ➡ MANIFESTO OUTLINE DUE BY END OF CLASS
I WEEK FIVE — PROPRIETARY MEDIA I

TUE

WED

THU
➡ STORY MAPS DUE BY END OF CLASS (via Blackboard)

I WEEK SIX - FINAL WEEK I

(LAST CLASS)
➡ FINAL IN-CLASS PRESENTATIONS (Cont.)

FINAL MANIFESTOS DUE BY END OF EXAM PERIOD (via Blackboard)