

## **DICE 4020: Global Culture and Digital Technology**

### **Course information**

Credits: 5

Location: PIGOTT 309

Class times: Thurs. 6:00-8:05

Face-to-Face Classes:

Sept 21, Oct 5<sup>th</sup>, Oct 19<sup>th</sup>, Nov 2<sup>nd</sup>,  
Nov 30<sup>th</sup>

### **Instructor information**

Instructor: Dr. Wanda Gregory

Phone: (206) 795-9256

Email: gregoryw@seattleu.edu

Office: 901 12th Avenue, LSAX 240

Office hours: Thursday 5:00 -5:45pm and by appointment). Note that there will be in-person, video, Slack or email check-ins during online weeks.

### **Course Description:**

The goal of this course is to look at the various aspects of cultural globalization. We will begin with an understanding of globalization and move forward to globalization through a cultural lens. As the authors Lieber and Weisberg wrote: “Culture...now serves as a primary carrier of globalization and modern values, an important area of contestation for national, religious and ethnic identity.”

As part of this discuss we will look at the idea of globalization through an exploration of the many ways it manifests itself in our daily lives. This includes branding and advertising, social media, social justice and activism, sustainability, and identity. Focus will be on the role globalization has played in our consumption of various forms of media, through news sites and an understanding of the various ways news media is conveyed based on country and media corporation.

### **Course Student Learning Outcomes:**

Upon the successful completion of this course, students should be able to:

- Demonstrate awareness of key disciplinary conversations and debates about digital technologies and their impact on society and culture,
- Describe (both verbally and in clear, articulate writing) contemporary forms of social and cultural engagement that use digital technologies,
- Evaluate the relative strengths and weaknesses of research sources, digital tools, technologies, interfaces, and artifacts,

- Examine how technologically mediated identities reflect and transform cultural ideologies of gender, nationality, ethnicity, sexuality, and social class,
- Engage in collaborative critical thinking and reflect on your contribution, role, values, and identity as you engage in activities and debates about digital culture,
- Ideally, your work in this class will help you become a more organized and articulate thinker/communicator on any subject you choose to research.

**E-Portfolios:** students will produce a final project suitable for their program ePortfolio.

*Biweekly class sessions:*

These sessions will be focused on: discussing course materials and collaborating on work-in-progress.

*Biweekly check-ins:*

These will be brief face-to-face or one-on-one video, phone, Slack or email conferences for going over any questions or issues raised in the coursework, project planning, troubleshooting, and course feedback depending on your schedule. These will be individually scheduled for a mutually convenient time.

**Assignments:**

**Response Papers (7 - one page papers):**

With the exceptions of the final three weeks, you will submit a 200-300 word response to one of the articles or a question related to the topic of the week upload on Canvas by Saturday night of that week. We will discuss your responses during our face-to-face classes.

**Global Seattle Video:**

For this assignment, you will select a Seattle neighborhood and make a 3-minute video using your phone to show in class during Week 4 along with a one page paper describing your video. In the video, I'd like you to discuss the places and artifacts (restaurants, bookstores, etc.) you think reflect an aspect of globalization in Seattle.

**Mini Case Study of a Global Brand Paper:**

Similar to the cases we discussed in class, you can select a global brand and discuss the impact it has had on global culture. Minimum source requirements: 2 class readings, 2 other secondary sources, 3 primary organization profile sources, and offer 3-4 examples from the brand selected. Paper should be between three and four pages.

**Research Paper and Presentation:**

In this 5-6 page (double spaced) research paper, you will examine some aspect of globalization, drawing on class readings and conducting original primary research (political economy analysis, discourse/image analysis, and/or ethnography/in-depth interviews).

Submit both an electronic and hard copy of the paper and include word count at the top of the first page.

#### *Research Paper Deadlines:*

September 28<sup>th</sup>: Submit three possible topics for final paper via Canvas. Instructor will provide feedback and discuss possible directions during class Week Three.

During Week Five submit a 100-word research paper proposal and submit via Canvas.

Week Eight Individual meetings with Instructor on paper either in person, Zoom, Slack or phone.

Week Ten: Final Paper presentation and submittal uploaded to Canvas no later by 11:59 pm the Friday of that week.

#### **Student Led Presentations and Discussion**

As part of your face-to-face class participation grade, each student will present and lead a discussion on a global property of their choice. This can include, but not limited to movies, television, music, books, fashion, games, or food.

#### **COURSE SCHEDULE & TOPICS:**

#### **WEEK 1: [Sept 21st In Class] COURSE OVERVIEW AND INTRODUCTION TO GLOBALIZATION**

##### **Topics covered**

This week we'll do an overview of the class and introductions. We will begin our discussion of the various views of globalism throughout history. We will look at key historical phases of globalization along with perspectives on globalization.

##### **What to read/watch this week**

- Module presentation & materials
- Steger, M. (2013). Chapters One and Two from *Globalization a very short introduction*.
- Appadurai, A. (1996). "Disjuncture and Difference in the Global Cultural Economy," *Modernity at Large*.
- Hopper, P. (2007). Introduction and Chapter One. *Understanding Cultural Globalization*.

##### **To Do**

- Read the syllabus and note any questions to ask in class.
- Accept my invitation to Slack for online discussions.
- Please note that all assignments must be posted to Canvas rather than Slack.

### **Assignment**

- Weekly Response Week 1 Due: September 26<sup>th</sup> via Canvas.

## **WEEK 2: [Sept 28th Online] GLOBALISM Vs. ANTI GLOBALISM**

### **Topics Covered**

We have been discussing globalization primarily from the cultural perspective. However globalization has not gone unchallenged. As we move towards the end of class I would like us to explore some of the major critiques of globalization and discuss ways that we might apply to future studies. During this week you will send to the instructor three possible topics you are considering for your final project by September 28<sup>th</sup>.

### **What to read/watch this week**

- Stegler, M. "Anti-Globalization or Alter Globalization? Mapping the Political Ideology of the Global Justice Movement"
- House, R. The End of Globalization Debate.

Watch:

Ted talk by Ian Golden: [Navigating our Global Future](#)

### **To Do:**

- Submit three possible research project topics on the Canvas site (by 11:59pm).
- Response Paper Week 2 Due October 3<sup>rd</sup>, via Canvas.

## **Week 3: [In class] MEDIA CONVERGENCE, POP CULTURE AND GLOBALISM**

### **Topics Covered**

The previous week we looked at an overview of globalism through history, this week we will focus on cultural globalism and what it is. What is culture and what is the relationship. You can select a topic of interest.

### **What to read/watch this week**

- Jenkins, H. Ford, S. and Green, J. (2013). "The Value of Media Engagement," and "Thinking Transnationally," from *Spreadable Media: Creating Value and Meaning in a Networked Culture*.
- Jenkins, H. (2006). [Searching for the Origami.pdf](#)
- Pieterse, J. (2015). Chapter Three. *Globalization and Culture*.

### **To Do**

- Response Paper Week 3 DUE October 10th

## **WEEK 4: [Oct 4th online] GLOBALISM AND CORPORATE MEDIA**

### **Topics covered**

As part of class this week we will do an analysis of two global marketing campaigns associated with the game system PlayStation 2.

### **What to read/watch this week**

- Chapter Three. *Understanding cultural globalization*
- The global media bazaar. *International Communication: Continuity and Change*.
- *Merchants of Cool PBS (Watch)*

### **To Do**

- Week 4 Response Paper DUE October 17<sup>th</sup> via Canvas.

## **WEEK 5: [July 10<sup>th</sup> in class] GLOBAL SEATTLE**

### **Topics Covered**

- Discussion of Pokemon case study
- Ten minute presentations and discussion by 1-2 students on a related global property.
- Class Presentation - Global Seattle: For this week, you will present your 3-minute video along with a one page summary of your video and discuss how it represents the globalization of a Seattle neighborhood.

### **To Do:**

- Week 5 Response Paper DUE October 24th via Canvas.
- Ten minute presentations and discussion by 2 -3 students on a related global property.

## **Week 6: [July 16<sup>th</sup> online] GLOBALISM AND CORPORATE MEDIA (part 2)**

### **Topics covered**

This week we will discuss the impact of globalism and consumerism through the advertising we watch, brands and products we consume We will discuss the role transmedia storytelling is playing in conveying media to other countries. As part of this, we will look at two case studies of properties from the East (Pokemon)

### **What to read/watch this week**

- Allison, A. (2006). "Gotta Catch 'Em All": The Pokemonization of America" *Millennial Monster*.
- Duvall, T. The new feudalism: Globalization, the market and the great chain of consumption
- Bauman, Z. Collateral causalities of consumption.
- Go to [com](#). Explore the site and watch one of the earlier and later television episodes.

### **To Do**

- Week 6 Response Paper DUE October 31<sup>st</sup> via Canvas.

## **WEEK 7: [JULY 24th In class] THE ROLE OF SOCIAL MEDIA**

### **Topics Covered**

Discuss the role social media is playing in the development and our perceptions of our global media environment today. We will discuss the various platforms and offer examples of how they have been used to expand our view of the world.

We will also begin class with a discussion of Pokemon and its cultural impact.

### **What to read/watch this week**

- Shirky, C. (2011). The political power of social media: Technology, the public sphere, and political change.

## **To Do**

- ASSIGNMENT DUE: Mini Case Study of a Global Brand
- Ten minute presentations and discussion by 1-2 students on a related global property.

## **WEEK 8: [JULY 31st Online] GLOBALISM AND THE NEWS MEDIA**

### **Topics Covered**

This week we will explore the various ways that news stories are conveyed and interpreted globally. For example, look no further than the 2016 US Presidential Campaign to begin to understand how various news outlets (paper and digital) presented the news to their various audiences.

For class today, you will take a position on the recent US 2016 election and analyze from two different perspectives based on two different media sources. For example, you can compare the Washington post with RT.com or DailyKos with Brietbart and be prepared to present and discuss in class.

### **What to read/watch this week**

## **To Do**

- Response Paper Week 8 DUE Nov 14th via Canvas.

## **Week 9: [JULY 31<sup>st</sup> Online] SOCIAL ACTIVISM**

### **Topics Covered**

Building off our discussions of the role social media has played in the migration of culture along with its impact on the movement of news, particularly fake news, through the recent elections, today we will look at the social activism on a global platform. Topics such as climate change, elections (on a more global platform), along with human rights through the lens of global culture.

### **What to read/watch this week**

- Castells, *Networks of Outrage and Hope*, Ch 1.
- Bennett, L. and Segerburg, A. "The Logic of Connective Ation: Digital Media dn the Personalizatoin of Contentious Politics." *Information, Communication & Society* 15, 5: 737-768.

**To Do:**

- Response Paper Week 9 DUE November 21<sup>st</sup> via Canvas.

**Week 10th: [AUGUST 23<sup>rd</sup> IN CLASS] FINAL PRESENTATION AND PAPER**

- Presentation on your final paper during class
- Turn in your final research paper DUE December 1<sup>st</sup> by 11:59 pm via Canvas.
- Reflection Paper DUE December 1<sup>st</sup> by 11:59 pm via Canvas

**GRADING BREAKDOWN**

- **Globalization of Seattle:** 15 points
- **Brand Paper Analysis:** 20 points
- **Response Papers (8 papers):** 35 points
- **Research paper and presentation:** 30 points
- **Reflection Paper:** 5 points

**Grading scale**

A	100–	B–	82–80	D+	69–67
94	Superior	C+	79–77	D	66–63 Poor
A–	93–90	C	76–	D–	62–60
B+	89–87	73 Adequate		F	59 or
B	86–83 Good	C–	72–70	less	Failing

**Library and Learning Commons**

<http://www.seattleu.edu/learningcommons/>

**Academic integrity tutorial**

<https://www.seattleu.edu/academicintegrity/>

## **Support for students with disabilities**

If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

## **Missed classes**

If you expect to be absent, please e-mail me well beforehand so I can set up a videoconference for you to attend synchronously. If for any reason you can't be present or attend class via video, this will affect your grade unless you have a documented emergency.

## **Academic policies on the Registrar website**

<https://www.seattleu.edu/registrar/academics/performance/>

Be sure that you understand the university policies below, posted on the Registrar's website:

Academic integrity policy

Academic Grading Grievance Policy