Social Justice and Digital Media

Winter 2018

Tuesdays, 6:00p, ADMN 223

Office Hours: Monday 4:45-5:45p; Friday 4:45-5:45p, LSAX 240

Dr. Miles Coleman

Digital Technology and Cultures Seattle University
colemanm@seattleu.edu
(206) 296-5782

Catalog Description

Investigate how various power structures (political, institutional, local, and global) have used digital technologies to assert and maintain authority. You'll also examine how digital technologies can be leveraged for social change. Topics include guerilla media art installations, social protest, feminist game design, and disruptive digital technologies and spaces. This course has an e-service learning component. This course is a hybrid course, with most course content delivered online along with face-to-face evening classes every two weeks.

Why Social Justice and Digital Media is Important

Fair and equal distribution of access to flourishing is something that we can all objectively agree should happen. The reason social justice is important is because society is complicated. And, in that complication, sometimes injustice is lost in the fold, hidden from obvious view, covered over by factors that, for better or worse, define the human condition. Learning more about the human condition, and better defining what justice is, can help us achieve fairer and more equal distributions of power, wealth, recognition, and dignity. This is where digital media comes in. In this course we will think about, analyze, and practice micro-event practices of social justice. Macro-event interventions—like marching, and making political art—serve the important role of raising awareness. But it is the micro-event interventions in our "everyday" practices that do the work of continually inching toward change. Social justice and digital media is important, not just because it raises awareness, but also because it reminds us that the "small stuff," like choosing and designing an image at work, coding a website to be accessible, and writing copy to be inclusive, matters.
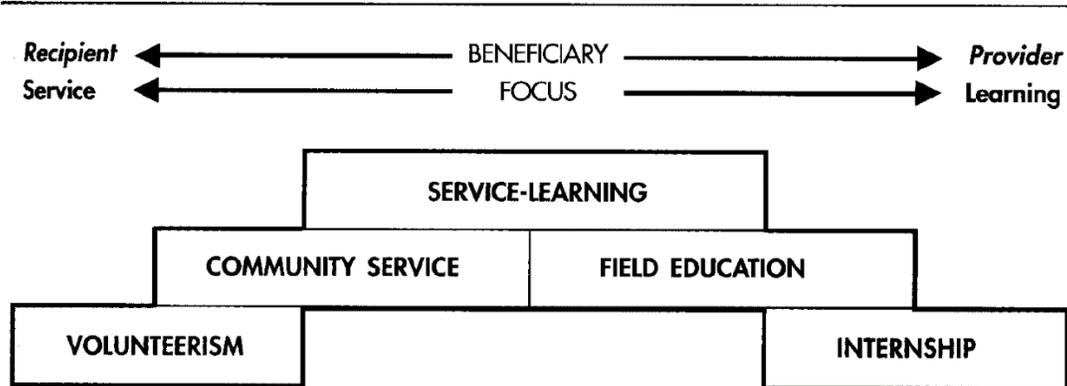
Service Learning

Over the quarter we will practice and augment our learning by working with a community partner. We will benefit from their expertise while engaging in a project that affords us opportunity to demonstrate our talents, our skills, and our knowledge. There are many ways to define and approach service learning. The specific approach to our experience will be one informed by "communication activism pedagogy" (CAP). Or, as defined by Frey and

Palmer (2014) describe as an approach to education in which:

> educators teach "students how to use their communication knowledge and resources (e.g., theories, research methods, pedagogies, and other practices) to work with [oppressed] community members [and activist groups] to intervene into and reconstruct unjust discourses in more just ways" (p. 8).

Put tersely, this means that in our service learning we will not fall into the trap of an "apolitical" education, and opt instead for one in which justice is defined and stood for directly in our actions. Though, we do want to be mindful of our roles, and to avoid the problems of forgetting that while we can take pride in our work serving the good, we are also beneficiaries of our community partner's. We will be committed to social justice, but we will also maintain awareness that we are not merely "volunteering," nor are we simply doing an internship. We are working toward a reciprocal benefit for all parties, wherein the community is served and our learning is enriched with the knowledge of our community partners.

FIGURE 2: DISTINCTIONS AMONG SERVICE PROGRAMS

Recipient ←————— BENEFICIARY —————→ Provider
Service ←————— FOCUS —————→ Learning

SERVICE-LEARNING

COMMUNITY SERVICE | FIELD EDUCATION

VOLUNTEERISM | INTERNSHIP

(Furco, 1996)

Course Outcomes

This course has been designed with the intent of building skill sets and knowledge within the arena of social justice and media. When you are done with this course you will be able to:

1. Define social justice with regard to one's own professional practice

2. Practice underscoring and acknowledging local cultural knowledge as well as broader social issues

3. Critically interrogate structural inequity in specific technologies, communities, and historic moments

4. Analyze the possibilities and limits of emergent digital technologies and digitally mediated spaces for engaging "upstream" social justice

5. Synthesize cultural knowledge, theory, and best practices into a high quality service-learning product that recognizes the value of "micro-event" interventions

6. Reflect on one's own goals, cultural situation, and value commitments with regard to social responsibility

Program Level Outcomes this Course Supports

Shade of Box Corresponds with Emphasis of Outcome (Darker = More Emphasis).

I	**EXPLAIN KEY CONCEPTS IN COMPUTING:** This outcome focuses your ability to explain key concepts in computing, technological modes of production, and information/data flow.

II	**EVALUATE RESEARCH SOURCES & DIGITAL TOOLS:** This outcome focuses on your ability to evaluate the relative strengths and weaknesses of research sources, digital tools, technologies, interfaces, and artifacts.

III	**ANALYZE TECHNOLOGY USING INTERDISCIPLINARY THEORIES & METHODS:** This outcome focuses on your ability to analyze media, technology, and digital artifacts using interdisciplinary theories and methods.

IV	**EXAMINE TECHNOLOGICALLY MEDIATED IDENTITIES:** This outcome focuses on your ability to examine how technologically mediated identities reflect and transform cultural ideologies of gender, nationality, ethnicity, sexuality, and social class.

V	**DESIGN MULTIMODAL PROJECTS:** This outcome focuses on your ability to design multimodal projects that demonstrate an engagement with and advocacy for social justice issues and are informed by digital rhetoric and an understanding of audience.

VI	**REFLECTION:** This outcome focuses on your ability to reflect upon your own work, roles, values, and identities related to digital culture.

Assignments

Participation

A portion of your grade consists of participation, both online (e.g., on discussion boards, small online activities, e-mail correspondence) and face-to-face (e.g., in class discussions and activities), and is based on frequency and quality of contributions to class. Please note that, while community partners and fellow students will not have any definitive say in your participation grade, they will be providing input regarding their experiences working with you. (You can find the specific items to be calculated into your participation score in the assignments list. [For clarity it's probably best to set the display of the assignments list to "type"].)

Social Justice Mini-Projects

Over the quarter there will be two media-making exercises (in tandem to

our main community project work). The first option will be a data visualization, using excel. The second will be a social bot, using a Twitter bot tool. These are due weeks 4 and 8. Each has a built-in participation component.

eService Learning Project

As the major project for the quarter you will work with each other to help a community partner. You will research, plan, and implement media a project. The project will not only demonstrate your understanding of things like social justice issues, multi-modal communication, digital rhetoric, and digital cultures, but also team work and collaboration, and project management. In addition to the "deliverable" you produce for your project, at the culmination of the term, you will give a formal team presentation to the community partner. Community partners will provide insight and feedback on the project to be considered when grading. You will turn in, alongside the presentation, the final project in its entirety, and your individual component contribution, a statement of social justice, wherein you will be asked to synthesize your experiences over the quarter. Rough draft due week 9. Final draft due Week 10.

Memorandum of Understanding

Students and community partners will work together to come up with project details, including what the project is, what is expected in the completion of that project, and how the student and community partner and students will know the project is complete. Included with this document will be a checklist describing what needs to be accomplished in order to finish the project, and who will be responsible for completing different sections of that checklist. The exercise is meant to be a gesture to communicate seriousness and mutual respect between partners, while also defining a feasible scope for a single quarter project. Work on memorandums will be done as a team, and will begin week 1, with a rough draft due week 2. The final draft is due to me (and the community partner) by Week 3.

Site Visit Blog Article

You will visit a community site foreseeably impacted by our work with the community partner. You will engage directly with the "place" (rather than mere "space") in which your work matters, while giving a multimodal synthesis of your personal commitments to social justice with course material. This will be due week 6.

Learning Journal Entries

In place of reading quizzes, we will keep learning journals throughout the quarter. As you meet/work with your community partner and your fellow classmates, you will keep a "log," wherein you will track your learning of course content while synthesizing with your community engagement experiences. As part of your learning journal entries you will include a special section, entitled "Weekly work check in" which will correspond with the project phase we are in at a given point in the quarter. In these sections

you will describe work done and progress made on your portion of the community project. You will also have a "learning moments" section in which you will properly cite, define, and apply an idea from the week's readings to you own experience working on the service learning project. Your journal entries will be composed and stored on a "private" blog, turned in weekly, starting Week 1 and running until Week 9. Check out Week 1's journal entry here as an example. Your response should show your understanding of the material. These will start Week 1 and run up to Week 9. *These journal entries will be used for anonymous discussion during face-to-face class time, weeks 5 and 10.*

Social Justice Mini-Projects (x2)	50pts
Participation	100pts
Learning Journal Entries (x9)	450pts
Memorandum of Understanding/Project Checklist (group work)	50pts
eService Learning Project	350pts
Site Visit Blog Article	50pts
Total	1050pts

Note: A 48-hour grace period is required after you receive a grade to discuss grades. Everyone is entitled to have a say in the grade that they get. All I require is that you first take a moment to think about what it is you have to say.

Policies and Resources

University Resources

CANVAS HELP:

http://www.seattleu.edu/canvas/students/

LIBRARY AND LEARNING COMMONS:

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

WRITING CENTER:

https://www.seattleu.edu/writingcenter/

LEARNING ASSISTANCE PROGRAMS:

https://www.seattleu.edu/learning-assistance/

 ACADEMIC INTEGRITY TUTORIAL:

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

The following policies govern this course and comply with Seattle University policies.

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.

DISABILITY SERVICES:

https://www.seattleu.edu/disabilities-services/

Academic Policies from the SU Registrar

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

ACADEMIC INTEGRITY POLICY:

https://www.seattleu.edu/media/redhawk-axis/registrar/registrar-policies/Academic-Integrity-2011-3.pdf

ACADEMIC GRADING GRIEVANCE POLICY: https://www.seattleu.edu/media/school-of-theology-and-ministry/Academic-Grading-Grievance-2004-07.pdf

Incomplete Grades

If you are unable to complete course requirements because of extenuating circumstances, please notify the instructor on or before the date the assignment is due and provide relevant supporting documentation (e.g. doctor's note, note from counselor).

An agreement to receive an Incomplete (I) grade may be negotiated if your circumstances do not allow you to finish the course on time. The Incomplete Removal Policy of the university available on the Office of the Registrar website: https://www.seattleu.edu/registrar/Policies.aspx (Links to an external site.)

Assignment Deadlines and Extensions

Assignment deadlines are visible on both the Course Syllabus and the Assignment List (as well as the individual Assignment pages themselves). You can always find links to those two pages in the left sidebar of the course.

Due to the nature of the work, and the online structure of the course materials, assignment deadlines will be automatically enforced. Generally, there will be no extensions to the assignment deadlines, primarily because falling behind on work in this course makes it exponentially more difficult to complete the course successfully.

Because our face to face sessions are limited, missing class sessions can have a negative impact on your learning experience, and that of your colleagues. If you feel you must miss a session, and you know beforehand, you will need to consult with me, schedule a 30 minute 1 on 1, and demonstrate prior completion of coursework.

If an emergency arises, please alert me as soon as you can to schedule a meeting to explore next steps. My goal is for you to succeed, so please communicate with me.

An agreement to receive an Incomplete (I) grade may be negotiated if your circumstances do not allow you to finish the course on time. The Incomplete Removal Policy of the university is available on the Office of the Registrar web site: https://www.seattleu.edu/registrar/Policies.aspx

Student Responsibilities for Learning

You are expected to budget 10 hours per week for this course. Most of the time, this will be adequate time to complete all of the requirements for each week. However, given the nature of the material in these courses, it is likely that some weeks will be more time-consuming than others due to complexity of concepts. Please communicate openly with your instructor about how the course is going and let your instructor know if you are regularly spending a lot more time to complete work. Additional tutoring or other assistance may be available depending on the nature of the issue. You are also encouraged to review the calendar at the beginning of the quarter to flag any weeks that seem to you to be especially full or challenging.

Project Definition Phase	Week 1 F2F	**New Media, Imagined Cosmopolitanism, and the Import of eService Learning**	1. Christians, C. G. (2015). Social justice and internet technology. *New Media & Society*, 1461444815604130. 2. Zuckerman, E. (2010). Listening to Global Voices. *Youtube.com* 3. Maddrell, J. (2014). Service-learning instructional design considerations. *Journal of Computing in Higher Education*, *26*(3), 213-226.	-Definition work: What do you want to work on? What are your social justice goals? i. Make Linkedin Profile that demonstrates your skills and talents. -Student survey -Learning journal 1
	Week 2 *No F2F*	**Oppression, Privilege, and Intersectionality in Digital Spaces**	1. Pease, B. (2010). Oppression, privilege, and relations of domination. In *Undoing privilege: Unearned advantage in a divided world*. (pp. 3-16). 2. Gray, K. L. (2012). Intersecting oppressions and online communities: Examining the experiences of women of color in Xbox Live. *Information, Communication & Society*, *15*(3), 411-428.	-Social Justice Mini-Project 1 -Learning journal 2 i. Definition work: What does our community partner expect from us? -Rough draft of Memorandum of Understanding
Project Research and Planning	Week 3 F2F	**Race, Ethnicity, Digital Cultural Divides, and Micro-Aggressions**	1. Baker, P., & Potts, A. (2013). 'Why do white people have thin lips?'Google and the perpetuation of stereotypes via auto-complete	-Research and planning work: What needs to be done? Who's doing it? Project checklist.

Phase				
Phase			search forms. *Critical Discourse Studies, 10*(2), 187-204. 2. Brock, A. (2005). "A belief in humanity is a belief in colored men:" Using culture to span the digital divide. *Journal of Computer-Mediated Communication, 11*(1), 357-374. 3. http://blackpeopleloveus.com/	- Learning journal 3 i. Definition work: - Memorandum of understanding due. ***Community Partner and Center for Community Engagement Visit***
	Week 4 *No F2F*	**Queer Theory and the Identify Politics of Digital Technologies**	1. Light, A. (2011). HCI as heterodoxy: Technologies of identity and the queering of interaction with computers. *Interacting with Computers, 23*(5), 430-438. 2. Kitzie, V. (2015). "Labels are for clothing": Negotiating LGBT identities within social question-answering sites. *iConference 2015 Proceedings*.	-Learning journal 4 i. Research and planning work: What do I need to know in order to do my part? How will I come to know that? -Social Justice Mini-Project 1
	Week 5 **F2F**	**Women, the Digital, and Toxic Technocultures**	1. Kay, M., Matuszek, C., & Munson, S. A. (2015, April). Unequal representation and gender stereotypes in image search results for occupations. In *Proceedings of the 33rd Annual ACM Conference on Human Factors in Computing Systems* (pp. 3819-3828). ACM. 2. Massanari, A. (2015). # Gamergate and The Fappening: How Reddit's algorithm, governance, and culture support toxic technocultures. *New Media & Society*, 1461444815608807.	-Learning journal 5 i. Research and planning work: What are some examples of the kind of work I am doing? Mockup and sketching. What should happen first? Revisit project checklist.
Project Execution Phase	Week 6 *No F2F*	**Disability, Stigma, and Cyborgs**	1. Stendal, K., Balandin, S., & Molka-Danielsen, J. (2011). Virtual worlds: A new opportunity for people with lifelong disability? *Journal of Intellectual and Developmental Disability, 36*(1), 80-83. 2. Reeve, D. (2012). Cyborgs, cripples and iCrip: reflections on the contribution of Haraway to disability studies. In *Disability and Social Theory* (pp. 91-111).	-Learning journal 6 i. Am I upholding social justice in my work? -Site Visit Blog Article

			Palgrave Macmillan UK.	
	Week 7 **F2F**	**Religion and Online Echochambers of Hate (and Love)**	1. Larsson, G. (2007). Cyber-Islamophobia? The case of WikiIslam. *Contemporary Islam*, *1*(1), 53-67. 2. Oboler, A. (2008). The rise and fall of a Facebook hate group. *First Monday*,*13*(11).	-Learning journal 7 i. Project execution work: Complete your items from the project checklist continued; feedback and revision. ***Community Partner Visit II***
	Week 8 *No F2F*	**Class, the Digital Divide, and Labor**	1. Selwyn, N. (2004). Reconsidering political and popular understandings of the digital divide. *New Media & Society*, *6*(3), 341-362. 2. Terranova, T. (2000). Free labor: Producing culture for the digital economy. *Social Text*, *18*(2), 33-58.	- Learning journal 8 i. Project execution work: Feedback and revision continued; final tweaks, proofreading, polishing. - Social Justice Mini-Project 2
Final Project	Week 9 *No F2F*	**Participatory Cultures of Media, Indigenous Peoples, and Global Justice**	1. Dreher, T., McCallum, K., & Waller, L. (2015). Indigenous voices and mediatized policy-making in the digital age. *Information, Communication & Society*. 2. Juris, J. S. (2004). 15. Networked soc ial movements: global movements for global justice. *The Network Society*, 341.	c. Learning journal 9 i. Project presentation work. -Rough draft of final project
	Week 10 **F2F**	**eService Learning Culminated; Reflection on our Service and Social Justice**	None.	-Statement of social justice. -Final project. ***Community Partner Visit III (Debrief)***