



# DCI 180 01: FS: Black Mirrors and Digital Culture

## Winter 2019

T R | 1:30-3 p.m. | Washington Hall 115

*Syllabus and schedule subject to change. Check website for current syllabus.*

### Course Description

How do various web tools and platforms dictate how we interact with each other? Why do we use some platforms for personal reasons, others for coursework, and some for professional purposes? Is there one correct way to use the web? In this seminar, we will critically examine social media platforms, information repositories, apps, and other tools to create personal understandings of how a tool or company's motive influences not just our personal use of information, but how we interact with our community. Themes include online identity, privacy, democracy, and the academic web. We will explore these topics through the lenses of inclusiveness, information bias, "Big Data," and social networks. The course culminates in a multimedia narrative, giving students hands-on experience with various web publishing and content management technologies.

### Instructor Information

Professor Mary Abdoney  
[abdoney@wlu.edu](mailto:abdoney@wlu.edu)

Telford Science Library, A302A  
office hours: M 10 a.m.-noon | W 1-2 p.m.

### Learning Objectives

By the end of this course, students will be able to:

- Determine motive of informational web platforms and content, and how those motives influence coursework, personal life, and professional life
- Be aware of various levels of information privilege
- Create and promote web content sustainability
- Implement best practices for content management and preservation

### Required Course Materials

All students must bring a laptop to each class session. If you do not have access to a laptop, they are available for checkout at the Information Desk in Leyburn Library.

- All articles and book chapters are linked from course website or are posted to Sakai
- DVDs of *Black Mirror* are available on reserve in Leyburn Library. Alternatively, students are welcome to use Netflix accounts to stream episodes.
- Kobek, Jarett. *I Hate the Internet*. We Heard You Like Books, 2016.
  - <http://a.co/d/db9b3T0> (may be purchased, borrowed from library, etc.)
- Eggers, Dave. *The Circle*. 1st edition, Vintage Books, 2014.
  - <http://a.co/3dBUq5a> (may be purchased, borrowed from library, etc.)

## Class Expectations

- All readings and assignments on the schedule **must be completed and/or submitted by 9 a.m. on the day indicated**. Completing all assignments is required to pass the course.
- Students will submit **one discussion question per reading/viewing** before each class meeting.
- All viewpoints are welcome in the classroom. In turn, using threatening language or gestures to argue viewpoints are not be permitted, and students may be asked to leave the room if either or both professors find it necessary. We will create a "Student Bill of Rights" on the first day of class.
- If you find it difficult to complete your coursework because of precarious housing or finances, food insecurity, or threatening relationships, feel free to contact me immediately. **This will be confidential and I will help you**. Alternatively, note the Student Support menu in the sidebar of the course website and make use of them.

## Engagement

This discussion-based class requires active engagement from all class members, which includes attendance. **Students may miss one class session with no explanation**; after that, absences require explanation. Excessive unexcused absences will result in a failing grade.

*Religious Holidays: Students are encouraged to observe religious holidays of their practiced faith. Please let Professor Abdoney know **within the first 2 weeks of class** if you will need to miss class in order to observe a religious holiday. **This will not affect your grade in any way**, but we are required to create a plan to complete coursework in a timely manner.*

What is "engagement"?

- Asking/answering questions during class discussions
- Submitting discussion questions
- Coming to your student conferences
- Coming to office hours
- Commenting on your classmates' blog posts

If you have concerns about the Engagement part of your grade, please contact Professor Abdoney.

## Late Work

Work submitted after the due date/time will result in a **1 point grade reduction per day late**.

## Plagiarism

Students are expected to observe Washington and Lee University's Honor System. W&L defines plagiarism as "the use of another's words or ideas without proper acknowledgment." Familiarize yourself with what constitutes plagiarism and how to avoid it. For assistance, see the resources available on the library website and/or contact Professor Abdoney.

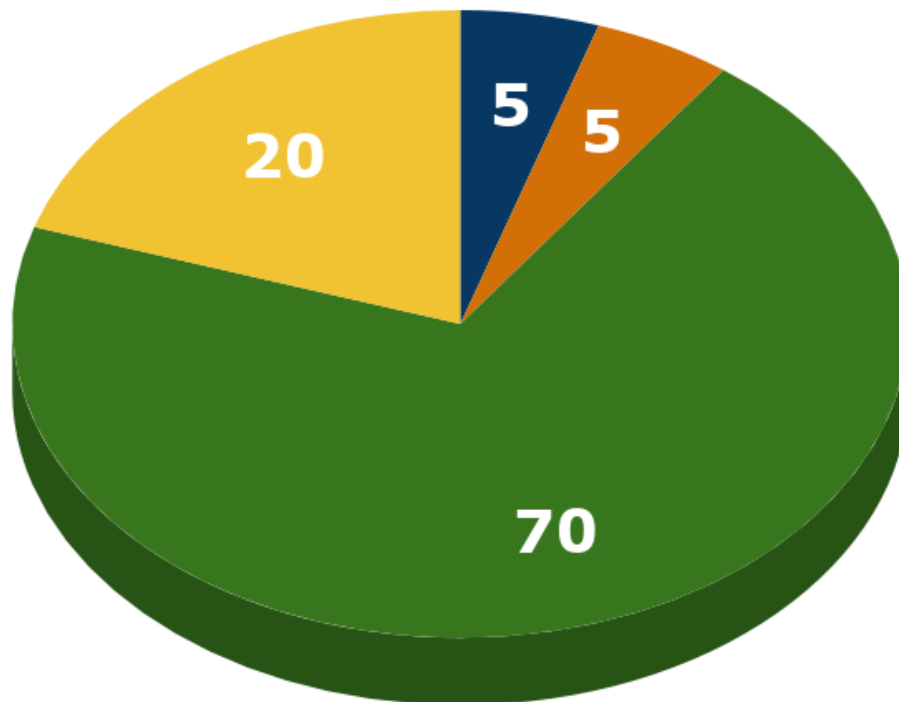
## Disability Accommodations

Washington and Lee University makes reasonable academic accommodations for qualified students with disabilities. All undergraduate accommodations must be approved through the Title IX Coordinator and Director of Disability Resources, Elrod Commons 212 (540) 458-4055. Students requesting accommodations for this course should present an official accommodation letter *within the first two weeks of the term* and schedule a meeting outside of class time to discuss accommodations. It is the student’s responsibility to present this paperwork in a timely fashion and to follow up about accommodation arrangements. Accommodations for test taking must be arranged with the professor at least a week before the date of the test or exam, including finals.

## Grading Scale

93-100 points	A	80-82 points	B-	67-69 points	D+
90-92 points	A-	77-79 points	C+	63-66 points	D
87-89 points	B+	73-76 points	C	60-62 points	D-
83-86 points	B	70-72 points	C-	0-59 points	F

## Grade Breakdown (100 possible points)



● Engagement ● Student Led Discussion ● Blog Posts (7 total) ● Multimedia Narrative

## Assignment Descriptions

### Discussion Questions

 Due: Every Class Meeting Day @ 9 a.m.

Before each class meeting, each student submits one discussion question per reading. **Submit questions via email to Professor Abdoney by 9 a.m. the day of class.** Answers to submitted questions will be explored during class time.

This will affect the Engagement part of your grade.

### Student Led Discussions (5 points)

By the second day of class, each student pair will sign up for a student led discussion, scheduled throughout the term. The students will facilitate discussion about the day's readings for 30 minutes. 48 hours prior to scheduled discussion, students will submit:

- 5 discussion questions
- 1 activity


via email to Professor Abdoney.

### Blog Post 1: One Day of Web Interactions (10 points)

 Due: 1-17-19

(500 words)

For one day, log every interaction you have with the Internet (including the "Internet of Things" and sharing economy apps). How do you use the web for your coursework? Communication? Personal fulfillment? After reviewing your interactions, explain how our networked world makes these activities easier or more difficult for you.

 *Multimedia Element:* Embed an image into your blog post that adds to your message (for example: a screenshot from your phone, a selfie, a picture of your desk or laptop)

### Blog Post 2: Stalk Your Professor (10 points)

 Due: 1-24-19

(500 words)

Google Professor Abdoney to investigate her social media presence and describe her demographically, politically, culturally, etc. In what ways do you imagine her filter bubbles influence her life? How has this exercise informed how you might change your online habits?


 *Multimedia Element:* Create a timeline of Professor Abdoney's life using [TimelineJS](#)

### Blog Post 3: Privacy (10 points)


 Due: 2-7-19

(500 words)

Describe Google, Facebook, Twitter, University Library, or other company/institution's privacy statement and interpret it for your peers.

 *Multimedia Element:* Embed an audio file into your blog post. (For example, interview fellow students and/or professors with your phone)

### Blog Post 4: Midterm Elections Redux (10 points)


 Due: 2-28-19

(500 words)

Compare and contrast the online presence of two candidates from your registered voting location (or our local district if necessary) by analyzing their strategies and predicting their success.

 *Multimedia Element:* Embed a data visualization that enhances your post

### Blog Post 5: Historical Remix (10 points)

 Due: 3-7-19

(500 words)

What would a pre-Web 2.0 event (for example, the Cuban Missile Crisis) look like in the age of digital media?

 *Multimedia Element:* Use a social media generator to enhance the remix

### Blog Post 6: Digital Exhibits (10 points)


 Due: 3-14-19

(500 words)

Evaluate one of the following exhibits following the guidelines of provided by the AHA. Explain the purpose and scope of the project. How does digital format affect the scholarship? How would the project be different in an analog format?

- Digital Harlem: <http://digitalharlem.org/>
- ORBIS: <http://orbis.stanford.edu/>
- Huon d' Auvergne Digital Archive: <http://www.huondauvergne.org/>
- Stonewall Jackson Memorial Cemetery: <https://sjcemetry.wlu.edu/>


## **Blog Post 7: Controversial Image Manipulation (10 points)**

 Due: 3-19-19

(500 words)

What are the social ramifications of image manipulation in the media? Find an image that has been manipulated. Check magazines such as Vogue, Cosmo, Men's Health, Sport's Illustrated, GQ, etc. (Try Googling the name of the magazine with the keywords "photo manipulation.") Write your own comparison of the original image to the manipulated image. How does the manipulation change the viewer's impression of the image and their perception of themselves?

## **Multimedia Narrative (20 points)**

 Due: 11:59 a.m. Friday, 4-12-19 (last day of final exams)

For your multimedia narrative, the final project, select a topic or issue we have discussed in class or in the readings and tell a story with spoken or written text and at least two of the following elements: moving or still pictures, graphics, or interactive data. This project will require a written script and some HTML skills. The resulting product will live on your website. The audience for your story is other Washington and Lee students. This project will be benchmarked throughout the term along with individual student/faculty conferences and peer review. University Library's camcorders, Video Editing Suite (M39), and the DH Space in Leyburn will be available for student use.

Date	Content for Discussion	In Class	Work Due
<b>Unit 1: Self</b>			
<b>Tuesday</b> <b>1-8-19</b>		<ul style="list-style-type: none"> <li>• Introduction to class</li> <li>• Choosing a Domain Name</li> <li>• Student Bill of Rights</li> </ul>	
<b>Thursday</b> <b>1-10-19</b>	<ul style="list-style-type: none"> <li>• Gilliard, Chris. "Digital Redlining, Access, and Privacy." <i>Common Sense Education</i>, 24 May 2016, <a href="https://www.commonsense.org/education/privacy/blog/digital-redlining-access-privacy">https://www.commonsense.org/education/privacy/blog/digital-redlining-access-privacy</a>.</li> <li>• Prushinskaya, Anna. "The Quantified Baby." <i>The Atlantic</i>, Apr. 2015. The Atlantic, <a href="https://www.theatlantic.com/health/archive/2015/04/the-quantified-baby/389009/">https://www.theatlantic.com/health/archive/2015/04/the-quantified-baby/389009/</a>.</li> <li>• Wortham, Jenna. "'Black Mirror' and the Horrors and Delights of Technology." <i>The New York Times</i>, 30 Jan. 2015. NYTimes.com, <a href="https://www.nytimes.com/2015/02/01/magazine/black-mirror-and-the-horrors-and-delights-of-technology.html">https://www.nytimes.com/2015/02/01/magazine/black-mirror-and-the-horrors-and-delights-of-technology.html</a>.</li> <li>• "Arkangel." <i>Black Mirror</i>. Writ. Brooker, Charlie, et al. Dir. Jodie Foster. Dazzler Media, 2017.</li> </ul>		<ul style="list-style-type: none"> <li>• <u>Discussion questions</u> due @ 9 a.m. via email to Professor Abdoney</li> <li>• Sign up for student led discussion</li> <li>• <u>Domain name</u> due @ 9 a.m. via email to Professor Abdoney</li> </ul>
<b>Tuesday</b> <b>1-15-19</b>	<ul style="list-style-type: none"> <li>• Hess, Amanda. "How to Escape Your Political Bubble for a Clearer View." <i>The New York Times</i>, 3 Mar. 2017. NYTimes.com, <a href="https://www.nytimes.com/2017/03/03/arts/the-battle-over-your-political-bubble.html">https://www.nytimes.com/2017/03/03/arts/the-battle-over-your-political-bubble.html</a>.</li> <li>• Weinberger, David. "A Marketplace of Echoes?" <i>Too Big to Know</i>, Basic Books, 2011, pp. 69–92.</li> <li>• "Nosedive." <i>Black Mirror</i>. Writ. Brooker, Charlie, et al. Dir. Joe Wright. Dazzler Media, 2017.</li> </ul>	<ul style="list-style-type: none"> <li>• Set Up WordPress Site/Log in to CPanel</li> <li>• Writing a blog post</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Discussion questions</u> due @ 9 a.m. via email to Professor Abdoney</li> </ul>

Date	Content for Discussion	In Class	Work Due
Thursday 1-17-19	<ul style="list-style-type: none"> <li>Weinberger, David. "Too Much Science." <i>Too Big to Know</i>, Basic Books, 2011, pp. 121–58.</li> <li>Social Media and Emergency Preparedness   FEMA.Gov. <a href="https://www.fema.gov/news-release/2018/04/16/social-media-and-emergency-preparedness">https://www.fema.gov/news-release/2018/04/16/social-media-and-emergency-preparedness</a>.</li> <li>Tantanasi, Ioanna, and Paul Reilly. "Social Media's Not All Bad – It's Saving Lives in Disaster Zones." <i>The Conversation</i>, <a href="http://theconversation.com/social-medias-not-all-bad-its-saving-lives-in-disaster-zones-101915">http://theconversation.com/social-medias-not-all-bad-its-saving-lives-in-disaster-zones-101915</a>.</li> </ul>		<ul style="list-style-type: none"> <li><u>Discussion questions</u> due @ 9 a.m. via email to Professor Abdoney</li> <li><u>Blog Post 1</u>: One Day of Web Interactions</li> </ul>
Tuesday 1-22-19	<ul style="list-style-type: none"> <li>Beck, Estee. "Breaking up with Facebook: Untethering from the Ideological Freight of Online Surveillance." <i>Hybrid Pedagogy</i>, June 2014, <a href="http://www.digitalpedagogylab.com/hybridped/breaking-facebook-untethering-ideological-freight-online-surveillance/">http://www.digitalpedagogylab.com/hybridped/breaking-facebook-untethering-ideological-freight-online-surveillance/</a>.</li> <li>Delwiche, Aaron, and Jennifer Jacobs Henderson. "What Is Participatory Culture?" <i>The Participatory Cultures Handbook</i>, Routledge, 2013, pp. 1–9.</li> <li>Kelty, Christopher M. "From Participation to Power." <i>The Participatory Cultures Handbook</i>, Routledge, 2013, pp. 22–31.</li> </ul>	TimelineJS	<ul style="list-style-type: none"> <li><u>Discussion questions</u> due @ 9 a.m. via email to Professor Abdoney</li> </ul>
Thursday 1-24-19	<ul style="list-style-type: none"> <li>Holt, Douglas. "Branding in the Age of Social Media." <i>Harvard Business Review</i>, vol. 94, no. 3, Mar. 2016, pp. 40–50.</li> <li>Leonard, David. "In Defense of Public Writing." <i>Chronicle Vitae</i>, Nov. 2014, <a href="https://chroniclevitae.com/news/797-in-defense-of-public-writing">https://chroniclevitae.com/news/797-in-defense-of-public-writing</a>.</li> <li>Wolf, Maryanne. "Skim Reading Is the New Normal. The Effect on Society Is Profound." <i>The Guardian</i>, 25 Aug. 2018. <a href="http://www.theguardian.com">www.theguardian.com</a>, <a href="https://www.theguardian.com/commentisfree/2018/aug/25/skim-reading-new-normal-maryanne-wolf">https://www.theguardian.com/commentisfree/2018/aug/25/skim-reading-new-normal-maryanne-wolf</a>.</li> </ul>		<ul style="list-style-type: none"> <li><u>Discussion questions</u> due @ 9 a.m. via email to Professor Abdoney</li> <li><u>Blog Post 2</u>: Stalk Your Professor/Your Online Identity</li> </ul>
Tuesday 1-29-19	<ul style="list-style-type: none"> <li>Watters, Audrey. "Education Technology and Data Insecurity." <i>Hack Education</i>, 17 Dec. 2016, <a href="http://hackededucation.com/2016/12/17/top-ed-tech-trends-infosec">http://hackededucation.com/2016/12/17/top-ed-tech-trends-infosec</a>.</li> <li>Kobek, Jarett. "Chapters 1-13." <i>I Hate the Internet</i>, We Heard You Like Books, 2016, pp. 1–107.</li> <li>"The Entire History of You." <i>Black Mirror</i>. Writ. Brooker, Charlie, et al. Dir. Brian Welsh. Channel 4 DVD, 2015.</li> </ul>		<ul style="list-style-type: none"> <li><u>Discussion questions</u> due @ 9 a.m. via email to Professor Abdoney</li> <li><u>Sign up for Student Conference 1</u></li> </ul>



Date	Content for Discussion	In Class	Work Due
Thursday 1-31-19	<ul style="list-style-type: none"> <li>• Mannella, L. "Science and Social Media: How to Avoid Feeding the Troll and Save Your Time." <i>Acta Horticulturae</i>, vol. 1144, 2016, pp. 1–5.</li> <li>• Phillips, Whitney. "Defining Terms: The Origins and Evolution of Subcultural Trolling." <i>This Is Why We Can't Have Nice Things: Mapping the Relationship Between Online Trolling and Mainstream Culture</i>, MIT Press, 2015, pp. 15–26.</li> <li>• ---. "The Only Reason to Do Anything: Lulz, Play, and the Mask of Trolling." <i>This Is Why We Can't Have Nice Things: Mapping the Relationship Between Online Trolling and Mainstream Culture</i>, MIT Press, 2015, pp. 27–36.</li> <li>• "Hated in the Nation." <i>Black Mirror</i>. Writ. Brooker, Charlie, et al. Dir. James Hawes. Dazzler Media, 2017.</li> </ul>	Getting to know Zotero	<ul style="list-style-type: none"> <li>• <u>Discussion questions</u> due @ 9 a.m. via email to Professor Abdoney</li> <li>• <u>Multimedia Narrative Topic</u> Due @ 9 a.m. via email to Professor Abdoney</li> <li>• <u>Create Zotero account</u> (Follow instructions @ <a href="https://library.wlu.edu/research/zotero/">https://library.wlu.edu/research/zotero/</a>)</li> </ul>
<b>Unit 2: Consumer</b>			
Tuesday 2-5-19	<ul style="list-style-type: none"> <li>• "The Data That Turned the World Upside Down." <i>Motherboard</i>, Jan. 2017, <a href="https://motherboard.vice.com/en_us/article/mg9vvn/how-our-likes-helped-trump-win">https://motherboard.vice.com/en_us/article/mg9vvn/how-our-likes-helped-trump-win</a>.</li> <li>• Briquelet, Kate. "Fitbit Could Prove a Man's Innocence. Google Could Send Another to Prison for Murder." 27 Feb. 2018. <i>The Daily Beast</i>, <a href="https://www.thedailybeast.com/fitbit-could-prove-a-mans-innocence-google-could-send-another-to-prison-for-murder">https://www.thedailybeast.com/fitbit-could-prove-a-mans-innocence-google-could-send-another-to-prison-for-murder</a>.</li> <li>• Tiffany, Kaitlyn. "Who Are Period-Tracking Apps Really Built For?" <i>Vox</i>, 13 Nov. 2018, <a href="https://www.vox.com/the-goods/2018/11/13/18079458/menstrual-tracking-surveillance-glow-clue-apple-health">https://www.vox.com/the-goods/2018/11/13/18079458/menstrual-tracking-surveillance-glow-clue-apple-health</a>.</li> </ul>		<ul style="list-style-type: none"> <li>• <u>Discussion questions</u> due @ 9 a.m. via email to Professor Abdoney</li> <li>• Student Conference 1 (by appointment)</li> </ul>
Thursday 2-7-19	<ul style="list-style-type: none"> <li>• Artwick, Claudette G. "Social Media Livestreaming." <i>The Routledge Handbook of Developments in Digital Journalism Studies</i>, Routledge, 2019, pp. 296–309.</li> <li>• Lenoir, Timothy. "From Battlezone to America's Army: The Defense Department and the Game Industry." <i>The Military-Entertainment Complex</i>, Harvard University Press, 2018, pp. 48–81.</li> </ul>		<ul style="list-style-type: none"> <li>• <u>Discussion questions</u> due @ 9 a.m. via email to Professor Abdoney</li> <li>• Student Conference 1</li> </ul>

Date	Content for Discussion	In Class	Work Due
			<ul style="list-style-type: none"> <li>• <a href="#">Blog Post 3: Privacy</a></li> </ul>
<b>Tuesday 2-12-19</b>	<ul style="list-style-type: none"> <li>• Kramer, Adam D. I., et al. "Experimental Evidence of Massive-Scale Emotional Contagion through Social Networks." <i>Proceedings of the National Academy of Sciences</i>, vol. 111, no. 24, June 2014, pp. 8788–90.</li> <li>• Levin, Sam. "Facebook Told Advertisers It Can Identify Teens Feeling 'insecure' and 'Worthless.'" <i>The Guardian</i>, 1 May 2017. <a href="http://www.theguardian.com/technology/2017/may/01/facebook-advertising-data-insecure-teens">www.theguardian.com, http://www.theguardian.com/technology/2017/may/01/facebook-advertising-data-insecure-teens</a>.</li> <li>• Hopkins, P. D. "Transhumanism." <i>Encyclopedia of Applied Ethics</i> (Second Edition), edited by Ruth Chadwick, Academic Press, 1 Jan. 2012, pp. 414–22.</li> <li>• "Men Against Fire." <i>Black Mirror</i>. Writ. Brooker, Charlie, et al. Dir. Jakob Verbruggen. Dazzler Media, 2017.</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">Discussion questions</a> due @ 9 a.m. via email to Professor Abdoney</li> </ul>
<b>Thursday 2-14-19</b>	<ul style="list-style-type: none"> <li>• Funk, McKenzie. "Cambridge Analytica and the Secret Agenda of a Facebook Quiz." <i>The New York Times</i>, 17 Mar. 2018. <a href="https://www.nytimes.com/2016/11/20/opinion/cambridge-analytica-facebook-quiz.html">NYTimes.com, https://www.nytimes.com/2016/11/20/opinion/cambridge-analytica-facebook-quiz.html</a>.</li> <li>• Marr, Bernard. "The Sharing Economy – What It Is, Examples, And How Big Data, Platforms And Algorithms Fuel It." <i>Forbes</i>, Oct. 2016, <a href="https://www.forbes.com/sites/bernardmarr/2016/10/21/the-sharing-economy-what-it-is-examples-and-how-big-data-platforms-and-algorithms-fuel/">https://www.forbes.com/sites/bernardmarr/2016/10/21/the-sharing-economy-what-it-is-examples-and-how-big-data-platforms-and-algorithms-fuel/</a>.</li> <li>• Simon, Phil. "Big Data: Big Issues and Big Problems." <i>To Big to Ignore: The Business Case for Big Data</i>, Wiley, 2013, pp. 183–96.</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">Discussion questions</a> due @ 9 a.m. via email to Professor Abdoney</li> <li>• <a href="#">Sign up for Student Conference 2</a></li> </ul>
<b>Washington Break 2-18-19 to 2-22-19</b>			
<b>Tuesday 2-26-19</b>	<ul style="list-style-type: none"> <li>• Democracy Now! Dark Data: Trump Backers Bankroll Firm Developing Psychological Profiles of Every U.S. Voter. YouTube, <a href="https://youtu.be/PCdfgwdk_aM">https://youtu.be/PCdfgwdk_aM</a>.</li> <li>• mikecaulfield. "Facebook Broke Democracy, but the Fix Is Harder Than People Realize." <i>Hapgood</i>, 11 Nov.</li> </ul>	Data exploration	<ul style="list-style-type: none"> <li>• <a href="#">Discussion questions</a> due @ 9 a.m. via email to Professor Abdoney</li> <li>• Student Conference 2</li> </ul>

Date	Content for Discussion	In Class	Work Due
	<p>2016, <a href="https://happgood.us/2016/11/10/facebook-broke-democracy-but-the-fix-is-harder-than-people-realize/">https://happgood.us/2016/11/10/facebook-broke-democracy-but-the-fix-is-harder-than-people-realize/</a>.</p> <ul style="list-style-type: none"> <li>• Eggers, Dave. <i>The Circle</i>. 1st edition, Vintage Books, 2014. (Book 1)</li> </ul>		
<b>Thursday 2-28-19</b>	<ul style="list-style-type: none"> <li>• Hamilton, Caitlin. "World Politics 2.0: An Introduction." <i>Understanding Popular Culture and World Politics in the Digital Age</i>, Routledge, 2016, pp. 3–13.</li> <li>• "The Waldo Moment." <i>Black Mirror</i>. Writ. Brooker, Charlie, et al. Dir. Bryn Higgins. Channel 4 DVD, 2015.</li> <li>• LastWeekTonight. Net Neutrality II: <i>Last Week Tonight with John Oliver</i> (HBO). YouTube, <a href="https://youtu.be/92vuuZt7wak">https://youtu.be/92vuuZt7wak</a>.</li> </ul>		<ul style="list-style-type: none"> <li>• <u>Discussion questions</u> due @ 9 a.m. via email to Professor Abdoney</li> <li>• <u>Blog Post 4</u>: Midterm Elections Redux</li> <li>• Student Conference 2</li> </ul>
<b>Tuesday 3-5-19</b>	<ul style="list-style-type: none"> <li>• Eggers, Dave. <i>The Circle</i>. 1st edition, Vintage Books, 2014. (Books 2 &amp; 3)</li> <li>• Alexander, Larry, and Michael Moore. Deontological Ethics. 21 Nov. 2007. <i>Stanford Encyclopedia of Philosophy</i>, <a href="https://plato.stanford.edu/archives/win2016/entries/ethics-deontological/">https://plato.stanford.edu/archives/win2016/entries/ethics-deontological/</a>.</li> <li>• Sinnott-Armstrong, Walter. Consequentialism. 20 May 2003. <i>Stanford Encyclopedia of Philosophy</i>, <a href="https://plato.stanford.edu/archives/win2016/entries/consequentialism/">https://plato.stanford.edu/archives/win2016/entries/consequentialism/</a>.</li> </ul>		<ul style="list-style-type: none"> <li>• <u>Discussion questions</u> due @ 9 a.m. via email to Professor Abdoney</li> </ul>
<b>Thursday 3-7-19</b>	<ul style="list-style-type: none"> <li>• Allcott, Hunt, and Matthew Gentzkow. <i>Social Media and Fake News in the 2016 Election</i>. Working Paper, 23089, National Bureau of Economic Research, Jan. 2017. National Bureau of Economic Research.</li> <li>• Bai, Stephany. "Why the First Amendment Doesn't Really Apply to Social Media." <i>Teen Vogue</i>, <a href="https://www.teenvogue.com/story/first-amendment-social-media">https://www.teenvogue.com/story/first-amendment-social-media</a>.</li> <li>• Derakhshan, Hossein. "How Social Media Endangers Knowledge." <i>WIRED</i>, Oct. 2017, <a href="https://www.wired.com/story/wikipedias-fate-shows-how-the-web-endangers-knowledge/">https://www.wired.com/story/wikipedias-fate-shows-how-the-web-endangers-knowledge/</a>.</li> </ul>		<ul style="list-style-type: none"> <li>• <u>Discussion questions</u> due @ 9 a.m. via email to Professor Abdoney</li> <li>• <u>Blog Post 5</u>: Historical Remix</li> </ul>

Date	Content for Discussion	In Class	Work Due
Tuesday 3-12-19	<ul style="list-style-type: none"> <li>Leonard, David. "In Defense of Public Writing." <i>Chronicle Vitae</i>, Nov. 2014, <a href="https://chroniclevitae.com/news/797-in-defense-of-public-writing">https://chroniclevitae.com/news/797-in-defense-of-public-writing</a>.</li> <li>Watters, Audrey. "Un-Annotated." <i>Audrey Watters</i>, 26 Apr. 2017, <a href="http://audreywatters.com/2017/04/26/no-annotations-thanks-bye">http://audreywatters.com/2017/04/26/no-annotations-thanks-bye</a>.</li> <li>American Historical Association, "AHA Guidelines for the Professional Evaluation of Digital Scholarship by Historians." <i>AHA</i>, June 2015, <a href="https://www.historians.org/teaching-and-learning/digital-history-resources/evaluation-of-digital-scholarship-in-history/guidelines-for-the-professional-evaluation-of-digital-scholarship-by-historians">https://www.historians.org/teaching-and-learning/digital-history-resources/evaluation-of-digital-scholarship-in-history/guidelines-for-the-professional-evaluation-of-digital-scholarship-by-historians</a>.</li> </ul>		<ul style="list-style-type: none"> <li><u>Discussion questions</u> due @ 9 a.m. via email to Professor Abdoney</li> </ul>
Thursday 3-14-19	<ul style="list-style-type: none"> <li>Murphy, Susanne. "Plagiarism Is Dead; Long Live the Retweet: Unpacking an Identity Crisis in Digital Content." <i>Hybrid Pedagogy</i>, Feb. 2016, <a href="http://www.digitalpedagogylab.com/hybridped/plagiarism-is-dead-long-live-the-retweet/">http://www.digitalpedagogylab.com/hybridped/plagiarism-is-dead-long-live-the-retweet/</a>.</li> <li>"Open Sesame." <i>The Economist</i>, Apr. 2012. The Economist, <a href="http://www.economist.com/node/21552574">http://www.economist.com/node/21552574</a>.</li> <li>Walker, Leila. "Beyond Academic Twitter: Social Media and the Evolution of Scholarly Publication." <i>Hybrid Pedagogy</i>, July 2016, <a href="http://www.digitalpedagogylab.com/hybridped/beyond-academic-twitter/">http://www.digitalpedagogylab.com/hybridped/beyond-academic-twitter/</a>.</li> </ul>		<ul style="list-style-type: none"> <li><u>Discussion questions</u> due @ 9 a.m. via email to Professor Abdoney</li> <li><u>Blog Post 6</u>: Digital Exhibits</li> </ul>
<b>Unit 3: Creator</b>			
Tuesday 3-19-19	<ul style="list-style-type: none"> <li>Farid, Hany. "Digital Forensics: How Experts Uncover Doctored Images." <i>Scientific American</i>, vol. 298, no. 6, June 2008, <a href="https://www.scientificamerican.com/article/digital-image-forensics/">https://www.scientificamerican.com/article/digital-image-forensics/</a>.</li> <li>Rossner, Mike, and Kenneth M. Yamada. "What's in a Picture? The Temptation of Image Manipulation." <i>Journal of Cell Biology</i>, vol. 166, no. 1, July 2004, pp. 11–15.</li> <li>"About Eating Disorders." <i>Instagram Help Center</i>, <a href="https://help.instagram.com/252214974954612/?helpref=hc_fnav&amp;bc[0]=Instagram%20Help&amp;bc[1]=Privacy%20and%20Safety%20Center">https://help.instagram.com/252214974954612/?helpref=hc_fnav&amp;bc[0]=Instagram%20Help&amp;bc[1]=Privacy%20and%20Safety%20Center</a>.</li> </ul>		<ul style="list-style-type: none"> <li><u>Discussion questions</u> due @ 9 a.m. via email to Professor Abdoney</li> <li><u>Blog Post 7</u>: Controversial Image Manipulation</li> </ul>

Date	Content for Discussion	In Class	Work Due
Thursday 3-21-19	<ul style="list-style-type: none"> <li>Alper, Meryl. "War on Instagram: Framing Conflict Photojournalism with Mobile Photography Apps." <i>New Media &amp; Society</i>, vol. 16, no. 8, Dec. 2014, pp. 1233–48.</li> <li>Shepherd, Laura J. "Aesthetics, Ethics, and Visual Research in the Digital Age: 'Undone in the Face of the Otter.'" <i>Millennium</i>, vol. 45, no. 2, Jan. 2017, pp. 214–22.</li> <li>Wheeler, Thomas H. "Old-Fashioned Fakery: Photo Manipulation in the Pre-Digital Era." <i>Phototruth Or Photofiction?: Ethics and Media Imagery in the Digital Age</i>, Routledge, 2005.</li> </ul>	Multimedia Narrative Peer Review	<ul style="list-style-type: none"> <li><u>Discussion questions</u> due @ 9 a.m. via email to Professor Abdoney</li> </ul>
Tuesday 3-26-19	<ul style="list-style-type: none"> <li>Barnhisel, Greg, and Marcia Rapchak. "Wikipedia and the Wisdom of Crowds: A Student Project." <i>Communications in Information Literacy</i>, vol. 8, no. 1, July 2014, pp. 145–59.</li> <li>Guess, Andy. "When Wikipedia Is the Assignment." <i>Inside Higher Ed</i>, 29 Oct. 2007, <a href="https://www.insidehighered.com/news/2007/10/29/when-wikipedia-assignment">https://www.insidehighered.com/news/2007/10/29/when-wikipedia-assignment</a>.</li> </ul>	Wikipedia Editing	<ul style="list-style-type: none"> <li><u>Discussion questions</u> due @ 9 a.m. via email to Professor Abdoney</li> </ul>
Thursday 3-28-19	<ul style="list-style-type: none"> <li>Campbell, W. Gardner. "A Personal Cyberinfrastructure." <i>EDUCAUSE Review</i>, vol. 44, no. 5, Sept. 2009, pp. 58–59.</li> <li>Rikard, Andrew. "Do I Own My Domain If You Grade It?" <i>EdSurge</i>, 10 Aug. 2015, <a href="https://www.edsurge.com/news/2015-08-10-do-i-own-my-domain-if-you-grade-it">https://www.edsurge.com/news/2015-08-10-do-i-own-my-domain-if-you-grade-it</a>.</li> <li>Watters, Audrey. "The Web We Need to Give Students." <i>Hack Education</i>, 19 Oct. 2015, <a href="http://hackededucation.com/2015/10/19/domains">http://hackededucation.com/2015/10/19/domains</a>.</li> </ul>		<ul style="list-style-type: none"> <li><u>Discussion questions</u> due @ 9 a.m. via email to Professor Abdoney</li> </ul>
Tuesday 4-2-19		Work on multimedia narratives	
Thursday 4-4-19		Work on multimedia narratives	