LLCU 311 001 Digital Studies

Thinking Digital with Digital:
Citizenry, Literacy, and Culture in a New Material Order
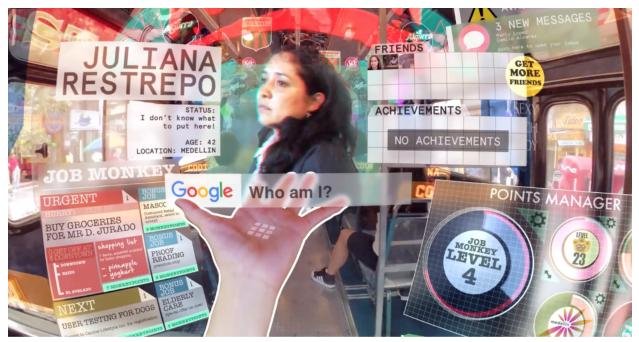
Prof. Kate Bundy

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Class Time & Location: MW 2:35-5:25 (SH 688 - Room 391)

Office location: SH 688 - 471

Office hours: MW 10am - 12pm

* Checking email on MWF only between 9am-5pm *

Hyper-Reality (dir. Keiichi Matsuda, 2016)

I.   Class Description

This digital studies survey course provides an overview of socio-cultural topics that mark the transition from the material order of print to digital and beyond. Departing with the onset of the public Internet in the 1990s (Web 1.0), continuing through to the Web 2.0 years of 2002 to present, and now on the cusp of Web 3.0, students will gain an understanding of Internet history and how materialism (digitization) and (post)humanistic epistemologies have evolved together.

And with these changes come novel challenges, concepts, and ethical dilemmas to consider as digital citizens in a digital world.

II.   Objectives

Students will be consistently engaged with the following intersecting and overlapping topics:

1. **Digital history** - students will recall significant historical events and concepts of digitization and connectivity
2. **Digital literacy** - students will engage with hands-on experience with digital tools and methods
3. **Digital culture** - students will discover, discuss, and critically analyze media and text about the web and digital topics

III. Class Format

This course will take the mixed form of a lecture/seminar with some active learning components for students such as writing prompts, comprehension checks, debates, Q&A, and more. Therefore, it is essential that students read and prepare materials before our class meetings.

Generally, the first part of the class will include a brief lecture and activities to prompt critical discussion and reflection along with any presentations that are scheduled for the day. We will take a 10-15 minute break before starting the second portion of the class which will generally feature more hands-on activities such as workshops and/or creative prompts.

Note: All readings are available as downloadable PDFs or as links on MyCourses. Sessions by Zoom for this course will be recorded. Course notes and presentation slides from the teacher and students will always be available in MyCourses.

IV. Grading

1. Participation + Workshop Tasks (20%)

Students are expected to come to class having read all the assigned readings for that session, and to participate actively during workshops and other class activities. During some weeks, activities and workshop tasks will be graded for completion in your personal Padlet environment. The participation grade will be based on the student's quality contribution to class discussions as well as their active participation during workshops and class activities.

2. Ted Talk-style Presentation (20%):

Across the semester, students will give an 8-10 minute Ted-Talk style oral presentation on a keyword, topic, or person in the presentation sign-up sheet for that class session. Students will reduce their points to 2 slides or a digital poster and focus on delivering a clear, accessible, and plain-language talk on their given topic.

3. Digital Project (30%):

Students will team up with a partner or work individually to create a digital project that ties in concepts and keywords from the course into their area of study or interest. In this class, the Digital Project is meant to give students a platform to identify problems, opportunities, and innovative potential in this moment of time or in the near future.

- Students can work in groups of 2 or individually.
- After reading week, students will submit a proposal for their digital project with at least 2 research sources for a portion (15%) of the total project grade.
- At the final class meeting, students will present their projects to the class and discuss the topics as a group. The projects will be evaluated for their completion of content requirements and the quality of presentation to the group.

4. Hyper-Paper Final Essay (30%):

The remaining portion of the grade will be dedicated to the final essay in the form of a hyper-paper (an essay in the form of a micro-website with hyperlinks and references). These essays will critically engage with a topic of investigation of the student's choice although recommended to connect with their topic of the Digital Project. Late essays will not be accepted.

- ***The due date for the final essay is 11:59pm on April 23rd.***

V. Course Outline

Week 1 (Jan 9): *Introduction to the Course + What is the Internet?*

Reading (to be prepared before class)**

- Lepore, Jill. "The Cobweb: Can the Internet be Archived?" The New Yorker. 26 Jan. 2015.
- "A Short History of The Internet" Science + Media Museum (Dec 2020)

- [“The Three Ages of Digital”](#) *Tech Crunch* (2016)

Doing:

- Sign up for a presentation week & topic [in the spreadsheet](#) + review Oral Presentation Guide in MyCourses.
- Create your [Padlet site](#)and put the link to your site [in the directory.](#)

Week 2 (Jan 16): *The Digital Revolution - Arts and Methods*

Reading:

- N. Katherine Hayles. "Chapter 3: How We Read"- *How We Think: Digital Media and Contemporary Technogenesis,* 2012.
- Burdick, Anne, et al. "Chapter 1: Humanities to Digital Humanities." [*Digital_Humanities*](#), MIT Press, 2012.
- Vonnegut, Kurt. "[Harrison Bergeron](#)" (1961)

Take a look at:

- Anna Anthropy, [Queers in Love at the End of the World](#)
- Nick Montfort, [“Taroko Gorge”](#) (2009)
- [Queering the Map](#) MTL Community Map Project

Workshop:

- [Introduction to Voyant](#) with Marcela Isuster *(first half of class*)*

Guest Speaker:

- Lisa Teichman on measuring and visualizing "world" literature in translation + talking about LACONDA workshops *(second half of class*)*

*Add/Drop deadline: Tuesday, January 17

Week 3 (Jan 23): *The New Digital (Dis)order*

Reading:

- Weinberger, David. "Prologue" + "Chapter 1: The New Order of Order." *Everything Is Miscellaneous: The Power of the New Digital Disorder*
- Pomerantz, Jeffrey. "Introduction," *Metadata,* MIT Press, 2015.

Workshop:

- Data curation and management best practices with guest speaker, Alisa Rod

Week 4 (Jan 30): *The Open Web and Wikipedia*

Reading:

- McDowell, Zachary J, and Matthew A Vetter. "Chapter 1: Wikipedia's Pillars and the Reality They Construct." *Wikipedia and the Representation of Reality*. Routledge, Taylor & Francis Group, 2022. **Pages 1-21.**
- Borges, Jorge Luis. "The Analytical Language of John Wilkins." (1942)

Workshop:

- Wikipedia workshop with Michael David Miller, The Digital Scholarship Hub

Week 5 (Feb 6): *The Platformization of the Participatory Web 2.0*

Reading:

- Grant Blank & Bianca C. Reisdorf. "The Participatory Web." *Information, Communication & Society*, 2013.
- Sunstein, Cass. "The Daily Me" *Republic.com*

Workshop:

- Digital Privacy with Dawn McKinnon and Nikki Tummon

Week 6 (Feb 13): *The "World Wide" Web & Government Intranets*

Reading:

- Tung-Hui Hu. "Introduction." *A Pre-History of the Cloud*, MIT Press, 2015.
- Laura Zoe Humphreys. "Utopia in a Package? Digital Media Piracy and the Politics of Entertainment in Cuba." *Hot Spots, Cultural Anthropology* website, March 23, 2017.

Viewing (in class):

- VICE video report: ["This is Cuba's Netflix, Hulu, and Spotify – all without the internet"](#) (2015, 7 min)
- Short Film: *[Conectifai](#)!* (dir. Zoe Garcia, 2016, 11 mins)

Doing:

- Go over Digital Project & Hyper-Paper expectations and start planning

Guest Speaker:

- Environmental Digital Humanities with Heather Rogers

Week 7 (Feb 20): *The Commodification of Personal Data*

Reading:

- Cheney-Lippold, John. "Introduction: We are Data" *We Are Data: Algorithms and The Making of Our Digital Selves*. NYU Press, 2017.
- Donnelly, Drew. ["China Social Credit System Explained - What is it & How does it Work?"](#) *Horizons* (2022).
- Schmitz, Rob. ["What's your 'Public Credit Score?' The Shanghai Government Can Tell You."](#) NPR, 2017. (4-minute listen or reading)

Viewing (in-class):

- Short Film: *[Hyper-Reality](#)* (dir. Keiichi Matsuda, 2016)

- Clips from Episode: "NoseDive" *Black Mirror*, 2013

Workshop: Digital Privacy (part ii) with Dawn McKinnon and Nikki Tummon

Week 8 (Feb 27-March 5): *Reading Week*

Week 9 (March 6): *(Mis)Information and Digital Literacy*

Reading:

- Brunton & Nissebaum, "Introduction" and "Ch. 1: Core Cases" *Obfuscation*, MIT Press, 2017.
- Boyd, Danah. "Did Media Literacy Backfire?" *Data & Society: Medium*, 2017.

Take a look at:

- [Terror Contagion](#) - Past Exhibit at MAC
- Teo, Davin. ["Digital Forensics,"](#) TedXTalk: Hong Kong Forum, 2015.

Viewing (in-class): *The Social Dilemma* (dir. Jeff Orlowski, 2020) - On Netflix

Suggested Viewing: *Don't Look Up* (dir. Adam McKay, 2021) - On Netflix

Due date: Digital Project Proposal in MyCourses

Week 10 (March 13): *The Digital Divide & Inclusive UX Design*

Reading:

- Dijk, Jan van. "What is the Digital Divide?" *The Digital Divide*. Polity, 2019.
- ["What is UX? Plus 5 Core Principles of UX Design for Websites](#)." Themeisle, Sept 2022.
- Selections from Alex Heinrich's *[Accessible Social Guidebook](#)*

Take a look at:

- Berry, Ray Slater. "[11 Amazing UX design examples to learn from](#)." *In the loop*, July 2021.

Workshop:

- Website accessibility best practices with Joyce Peralta – Director of Web Management Services

Week 11 (March 20): *Artificial Intelligence and Digital Value*

Reading:

- [A New Chat Bot Is a 'Code Red' for Google's Search Business](#). NYTimes, Dec 2022.
- ["What's an NFT and Why Are People Paying Millions to Buy Them?"](#) *NPR*, March 5, 2021.
- [How do DALL-E, Midjourney, Stable Diffusion, and other forms of generative AI work?](#) *The Future: Big Think*. Sept 23, 2022.
- Noble, Safiya Umoja. "Chapter 1," *Algorithms of Oppression: How Search Engines Reinforce Racism*. New York University Press, 2018.

Take a look at:

- Open AI - https://openai.com/

Workshop:

- Experiments with #ChatGPT + #DALL-E 2

Guest Speaker:

- Zoom chat about AI art with Christopher Wong, digital artist

Week 12 (March 27): *Towards Immersion: Web 3.0 and the Metaverse*

Reading:

- Mersch and Muirhead, "[What is Web 3.0 & Why It Matters](#)." *Medium*, 2019.
- Terry, Quharrison, and DJ Skee. *[The Metaverse Handbook : Innovating for the Internet's Next Tectonic Shift.](#)* John Wiley & Sons, 2022. - Read Intro, Chap, 1 & Chap 2.

Take a look at:

- Keiichi Matsuda Projects > http://km.cx/projects
- [Facebook's Vision of Metaverse in 3 minutes](#). YouTube, 2022.

Viewing in class:

- [Screening Surveillance - Short Films](#)
- *[.Sub](#)* (dir. Jossie Malis Álvarez, 2013)

- *Sight* (dir. Eran May-raz and Daniel Lazo, 2013)

Week 13 (April 3): *Envisioning and Composing Digital Futures*

Reading:
- Selections from Richard C. Dorf, *Computers & Man*, 1974.
- Mimi Onuhua & Mother Cyborg."Chapter 4: Equity" *People's Guide to AI*, 2017.
- D'Ignazio, Catherine, and Lauren F Klein. "Chapter 7: Show Your Work." *Data Feminism*. MIT Press, 2020.

Watching (in class) :
- Episode of *The Future Of* on Netflix (2022)

Week 14 (April 10 & 12th): *Final week of class*

Monday, April 10: Hyper-paper workshop + In-class work session

Wednesday, April 12: In-class Digital Project Presentations + discussion

HYPER-PAPERS DUE BY EMAIL BEFORE 11:59PM ET ON THE 23rd of APRIL.

IMPORTANT: According to Senate regulations, instructors are not permitted to make special arrangements for final exams. Please consult the Calendar, section 4.7.2.1, General University Information and Regulations at www.mcgill.ca.

VI. Academic Integrity

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information).

VII. Submission of Assignments in French

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

VIII. A Note on Student Inclusion

As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities, 514-398-6009.

VIV. Mental Health Resources

([SSMU Mental Health Resources page](#))

Looking for help? You're not alone. The SSMU is committed to providing members of our community with the accessible, culturally-safe, and inclusive wellness resources that best fit their unique needs.

Download this PDF ([Mental Health Resources](#)) or check out below for resources.

If you or someone you care about is in a dangerous situation which requires urgent attention, please call 9-1-1, or go to your local hospital's emergency room

COMMUNITY RESOURCES

Keep.meSAFE is a service available to all McGill students. Download the MySSP mobile application for access to:

- 24/7/365 immediate and unlimited access to licensed counsellors through telephone and mobile chat, even when travelling abroad
- Access to appointment-based counselling sessions, including in-person counselling when available
- Mental health care in over 60 languages
- More details can be found in the resources section

Suicide Action Montreal (SAM)

If you need help, are worried about a loved one, or you are a person bereaved by suicide, you can reach SAM at 1-866-APPELLE (277-3553) anywhere in Quebec. They also offer a 24-hour support service at 514 723-4000.

Kids Help Phone & Crisis Text Line

Kids Help Phone is Canada's only 24/7, national support service. We offer professional counselling, information and referrals and volunteer-led, text-based support to young people – **not just "kids"!** – in both English and French.

Reach a professional counsellor by calling 1-800-668-6868, or chat with a trained crisis responder through Facebook Messenger or by texting CONNECT to 686868.

Head and Hands

Head & Hands strives to promote the physical and mental well-being of youth, with a preventative, inclusive, non-judgmental, and holistic approach as well as a fundamental commitment to providing a supportive environment for youth experiencing marginalization(s).

As part of their services, they offer short- to medium-term counseling to youth 12-25 years old and families with youth in that age bracket, informed by healing justice, anti-oppression, trauma-sensitivity, and harm reduction. Counselors may also provide referrals for other relevant services where necessary.

You can find out more about their services on their website or reach them by phone at 514-481-0277.

The Lavender Collective

The Lavender Collective is a Black-led community effort that advocates for culturally relevant mental health related needs in BIPOC communities through education, network and resource building. Grown out of the short list of BIPOC Montreal mental health professionals, the Lavender Collective offers a comprehensive directory of BIPOC mental health resources available in Montreal. You can check out their website to access this directory or contact the team.

MCGILL STUDENT SERVICES

Healthy Living Annex

A space on the third floor of the Brown Building dedicated to outreach, health promotion, and peer support activities. Be sure to check out workshops led by Peer Health Ambassadors, and the McGill

Art Hive. Many workshops and webinars are available on-demand on the Student Wellness Hub website.

Student Wellness Hub

The Wellness Hub provides students with professional physical and mental health services. It offers a team of doctors, nurses, psychiatrists, counsellors, social workers, and dietitians.

The Hub is located in the Brown Building, 3rd floor (3600 McTavish Street) and can be reached at 514-398-6017.

Local Wellness Advisors (LWAs)

LWAs are trained clinicians who can orient and connect you with the appropriate resources for your unique situation. LWAs can familiarize you with the many health and wellness supports that are available to you on campus. They can also equip you with tools and resources to take charge of your mental health.

McGill Office of Religious and Spiritual Life (MORSL) Wellness Resources

Cultivating wellness in all areas – including your inner, spiritual side – can help you avoid feeling overwhelmed during your busy university career.

Office for Students with Disabilities (OSD) Student Resources

The OSD provides those experiencing academic or physical barriers with accommodations ranging from exam accommodations, note taking support, learning resources, peer-to-peer supports, and assistive technology.

First Peoples' House Student Community and Cultural Support

The mission of the First Peoples' House is to provide First Nations, Inuit, and Métis students attending McGill with a "home away from home," where they can find support and encouragement to succeed in their studies and remain connected to their culture. They emphasize and create opportunities for Indigenous students to engage in meaningful community and cultural support networks.

STUDENT-RUN RESOURCES

McGill Students' Nightline

Nightline provides non-judgmental, anonymous, and confidential active listening available every night during the fall & winter semesters (including exams), from 6 p.m. to 3 a.m.
You can call them at 514-398-6246, or message them on their chatline from 6 p.m. to 3 a.m.

The Peer Support Centre

A student-run initiative through the SSMU, the PSC provides a welcoming space where you can share your experiences, feel listened to, and find ways to resolve the things you are going through. Non-judgemental, and always confidential. You can find more information and access services on their website.

The Eating Disorder Resource and Support Centre

The EDRSC's student volunteers have received training in active listening, peer mental health support, eating disorders and disordered eating, and anti-oppressive practices. The EDRSC provides students with support groups as well as drop-in services. You can find more information and access services on their website.

The Sexual Assault Centre of the McGill Students' Society (SACOMSS)

SACOMSS is a volunteer-run organization committed to supporting survivors of sexual assault and their allies through direct support, advocacy, and outreach. SACOMSS' DIAL is a confidential, non-judgmental sexual assault helpline and walk-in service, providing listening and support to survivors, their peers, and their allies.
You can reach the hotline at 514-398-8500. Their hours of operation are updated weekly on their website.

The Union for Gender Empowerment

The UGE strives to be an anti-oppressive and trans-positive organization that welcomes, but is not limited to, queer, Two-Spirit, transgender, intersex and genderqueer people. Services include a safe space with active listening office hours, a pay-what-you-can co-op stocking gender affirming items and other products, educational workshops, referrals for health and legal issues, and more! You can find more information and access services on their website.

The Black Student Network

BSN offers social and political events by and for Black Students, in addition to hosting both open and closed discussions and providing resources as well as mentorship programs. BSN endeavours to make McGill's campus safe and accessible for Black students in order to support their academic success as well as mental and physical well-being. You can find more information and access services on their website.

The Muslim Students' Association

The MSA brings together Muslim students to provide resources, essential services, and educational tools and aims to facilitate the spiritual and social growth of its members, as well as the larger McGill community, supporting diverse student needs. In addition to community and spiritual support, students will soon be able to access chaplaincy and mental health counselling free of charge through the MSA. You can find more information and access services on their website.

Midnight Kitchen

Midnight Kitchen is a SSMU service which focuses on food (in)justice, dedicated to providing accessible food to as many people as possible. MK aims to empower individuals and communities by providing a working alternative to current capitalist, profit-driven systems of food production and distribution. They provide a bi-weekly prepared meal program, food bank, and communal on-campus garden as well as other resources, which you can find on their website.

APPS

The Th3rdPlace

This free app facilitates students to do daily activities together, such as attending class, studying in the library, having lunch breaks, and exploring the city and culture together, which enable students to make new friends with shared interests and ambitions. Th3rdPlace believes social connection is the best way to build resilience and prevent loneliness, and mental illnesses such as depression and anxiety.