
GLOBAL DIGITAL CULTURES in Fall 2019 (CM5004)

Course Code	CM5004	Professor(s)	Fatima Aziz
Prerequisites	None	Office Number	Grenelle/G-3/4 floor
Class Schedule	TF: 10:35-11:55 in C-302	Office Hours	Friday 12h00-13h00
Credits	4	Email	faziz@aup.edu
Semester	Fall 2019	Office Tel. Ext.	Please use email

Course Description

This course provides an overview of key topics and theories in the study of the Internet, social media and other digital media as cultural and social phenomena and expanding modes of communication. We begin with key readings on: the history of the Internet and properties of digital media; the core themes of digital spaces, social networks, identities and communities; questions of surveillance, politics and ethics. Within the contexts of globalization, we will place particular emphasis on interrogating transformations made possible by the pervasion of digital media, but also restrictions and contestations that arise. And recognizing the rapid expansion of digital communications, we will put into special focus current topics of major interest including regions of significant development, new media activism, mobile media, and digital journalism. Finally a survey of emerging practices, markets and labour forms completes our study. Students will develop their individual interests in relevant topics with an independent research project.

Course Learning Outcomes

knowledge of a range of important topics and debates in Internet and digital media studies
a critical approach to various key theories and concepts related to the Internet, digital media, social media and globalization
the ability to debate new ideas and problematics with colleagues
an improved capacity for developing independent research

General Education

[PLEASE EDIT OR REMOVE THE FOLLOWING TEXT AS APPLICABLE]

The general education program at AUP consists of four requirements: Speaking the World, Modeling the World, Mapping the World, and Comparing Worlds Past and Present.

This course can be used to fulfill the [INDICATE THE REQUIREMENT(S) FULFILLED BY THE COURSE] requirement and as such has the following learning outcomes:

[INDICATE THE GENERAL EDUCATION LEARNING OUTCOMES]

Course Outline

COURSE OUTLINE:

SEPTEMBER

WEEK I Introductions & Media histories

CLASS 1. September 3, 2019

INTRODUCTIONS

Syllabus & topics presentation. Discussion of key terms

CLASS 2. September 6, 2019

MEDIA HISTORIES

Assigned reading:

Brügger, N. (2013). Web historiography and Internet Studies: Challenges and perspectives. *New Media & Society*, 15(5), 752-764.

Curran, Fenton and Freedman, *Misunderstanding the Internet*, Chapter 1

ASSIGNMENT

Written reflection on quote 1/4

DUE: NEXT CLASS

WEEK 2: Paradigms: Global, Globalization. Methods: Auto-ethnography

CLASS 3. September 10, 2019

PARADIGMS_

Assigned reading:

Kraidy, M. M. (2017). Convergence and Disjuncture in Global Digital Culture: An Introduction. *International Journal of Communication*, 11, 3808.

Punathambekar, A., & Mohan, S. (2019). *Global Digital Cultures: Perspectives from South Asia*. University of Michigan Press.

Tomlinson, John. 2007. "Cultural Globalization." In *The Blackwell Companion to Globalization*, edited by George Ritzer, 352–66. Malden, MA: Wiley-Blackwell.

DELIVERABLES

Written reflection on quote ¼

HOMEWORK : START MIDTERM TOPIC SELECTION

CLASS 4. September 13, 2019

AUTOETHNOGRAPHY

Assigned reading:

Hughes, S. A., & Pennington, J. L. (2016). *Autoethnography: Process, product, and possibility for critical social research*. Sage Publications.

DISCUSS: MIDTERM TOPIC

ASSIGNMENT

ORAL reflection on quote 1/4

DUE: NEXT CLASS

WEEK 3: World Wide Web: the Network of Cultures. Definition, theories & Control, Ownership & censorship

CLASS 5. September 17, 2019

WEB HISTORIES

Assigned reading:

Ibrus, Indrek. (2016). Web and mobile convergence: Continuities created by re-enactment of selected histories. *Convergence: The International Journal of Research into New Media Technologies*, 22(2).

O'Reilly, Tim. "What is Web 2.0?", *The Social Media Reader*. Ed. Michael Mandiberg. New York University Press, 2012, 32-52.?

Parikka, Jussi. (2012). *What is Media Archaeology*. Cambridge: Polity.

DELIVERABLES

ORAL reflection on quote ¼

HOMEWORK : REMINDER QUIZZ NEXT CLASS

CLASS 6. September 20, 2019

CONTROL, OWNERSHIP & CENSORSHIP

Assigned reading:

Vaidhyathan, Siva. *The Googlization of Everything*. Berkeley: University of California Press, 2011.

Farivar Cyrius and Vinton G. Cerf. *The Internet of Elsewhere*. New Brunswick, NJ : Rutgers University Press, 2011.

Gillespie, Tarleton. 2018. "On a Definition of 'Platforms.'" In *Custodians of the Internet: Platforms, Content Moderation, and the Hidden Decisions That Shape Social Media*. New Haven, CT: Yale University Press

QUIZZ 1/2

ASSIGNMENT

Written reflection on quote 2/4

DUE: NEXT CLASS

WEEK 4: Digital communities, publics

CLASS 7. September 24, 2019

COMMUNITIES ON THE INTERNET

Assigned reading:

Paul ten Have The Notion of Member is the Heart of the Matter: On the Role of Membership Knowledge in Ethnomethodological Inquiry (2002)

Lingel, Jessa and boyd, danah. (2013). "“Keep It Secret, Keep It Safe”: Information Poverty, Information Norms, and Stigma.”

Chen, M. G. (2009). Communication, coordination, and camaraderie in World of Warcraft. *Games and Culture*, 4(1), 47-73.

DELIVERABLES

Written reflection on quote 2/4

DISCUSS: MIDTERM – Observation plan

CLASS 8. September 27, 2019

PUBLICS & COUNTERPUBLICS

Assigned reading:

Asen, R. (2000). Seeking the “counter” in counterpublics. *Communication theory*, 10(4), 424-446.

Warner, M. (2002) Publics and counterpublics. *Quarterly Journal of Speech*, 88 (4), 413-425, p. 424.

Fuchs, C. (2015). Social media and the public sphere. *TripleC: Open Access Journal for a Global Sustainable Information Society*, 12(1), 57-101.

ASSIGNMENT

ORAL reflection on quote 2/4

DUE: NEXT CLASS

OCTOBER

WEEK 5: Cultures of the internets, identity (identities)

CLASS 9. October 1, 2019

CULTURE, CULTURES OF THE INTERNET

Assigned reading:

Van Dijck, J. (2015). After connectivity: The era of connectication. *Social Media+ Society*, 1(1), 2056305115578873.

Turner, Fred. “Where the Counterculture Met the New Economy”, *Technology and Culture* 46 (2005):

485-512.?

DELIVERABLES

ORAL reflection on quote 2/4

DISCUSS: MIDTERM –Data Analysis

CLASS 10. October 4, 2019

TOPICS: IDENTITY, IDENTITIES ONLINE

Assigned reading:

Verkuyten, M., Thijs, J., & Stevens, G. (2012). Multiple identities and religious transmission: A study among Moroccan-Dutch Muslim adolescents and their parents. *Child Development, 83*(5), 1577-1590.

Leaver, T., & Highfield, T. (2018). Visualising the ends of identity: pre-birth and post-death on Instagram. *Information, Communication & Society, 21*(1), 30-45.

Lupton, D. (2016). You are your data: Self-tracking practices and concepts of data. In *Lifelogging* (pp. 61-79). Springer VS, Wiesbaden.

ASSIGNMENT

Written reflection on quote 3/4

DUE: NEXT CLASS

WEEK 6 : Trolls, influencers, you tubers & hate speech

CLASS 11. October 8, 2019

TROLLS, INFLUENCERS, YOU TUBERS

Assigned reading:

Seta, G. de. (2018). Trolling, and Other Problematic Social Media Practices. In J. Burgess, A. Marwick, & T. Poell (Eds.), *The SAGE Handbook of Social Media* (pp. 390–411).

Phillips, W. (2015). Dicks everywhere, in *This Is Why We Can't Have Nice Things: Mapping the Relationship Between Online Trolling and Mainstream Culture*. Cambridge: MIT Press.

Abidin, C. (2015). Communicative intimacies: Influencers and perceived interconnectedness. *Ada*, 8, 1-16.

<https://adanewmedia.org/2015/11/issue8-abidin/>

DELIVERABLES

Written reflection on quote 3/4

DISCUSS: MIDTERM –Linking personal experience

CLASS 12. October 11, 2019

HATE SPEECH

Assigned reading:

Banks, J. (2010). Regulating hate speech online. *International Review of Law, Computers & Technology*, 24(3), 233-239.

Tsesis, A. (2009). Dignity and speech: The regulation of hate speech in a democracy. *Wake Forest L. Rev.*, 44, 497.

DISCUSS: MIDTERM –Paper or Report format

WEEK 7 MIDTERM

CLASS 13. October 15, 2019 MIDTERM

CLASS 14. October 18, 2019

FINAL PAPER METHOD

DISCUSS: DEBATE TOPIC

ASSIGNMENT

ORAL reflection on quote 3/4

DUE: NEXT CLASS

WEEK 8: DIGITAL LABOR & E-waste

CLASS 15. October 22, 2019

DIGITAL LABOR

Assigned reading:

Casilli, A. (2016, April). Is there a global digital labor culture? Marginalization of work, global inequalities, and coloniality.

Fuchs, C. (2015). The digital labour theory of value and Karl Marx in the age of Facebook, YouTube, Twitter, and Weibo. In *Reconsidering value and labour in the digital age* (pp. 26-41). Palgrave Macmillan, London.

Tawil-Souri, H., & Aouragh, M. (2014). Intifada 3.0? Cyber colonialism and Palestinian resistance. *Arab Studies Journal*, 22(1), 102-133.

DELIVERABLES

ORAL reflection on quote 3/4

CLASS 16. October 25, 2019

E-waste

Screening: *Digital Dumping Ground*

Lee, D., Offenhuber, D., Duarte, F., Biderman, A., & Ratti, C. (2018). Monitour: Tracking global routes of electronic waste. *Waste management*, 72, 362-370.

ASSIGNMENT

Written reflection on quote 4/4

DUE: NEXT CLASS

October 30th - November 3rd, (included) fall break, no classes

NOVEMBER

WEEK 9: FAKE NEWS & CITIZEN JOURNALISM (Yellow vests)

CLASS 17. November 5, 2019

FAKE NEWS

Assigned reading:

Harsin, J. (2018). A critical guide to fake news: From comedy to tragedy. *Pouvoirs*, (1), 99-119.

Tandoc Jr, E. C., Lim, Z. W., & Ling, R. (2018). Defining “fake news” A typology of scholarly definitions. *Digital journalism*, 6(2), 137-153.

DELIVERABLES

Written reflection on quote 4/4

CLASS 18. November 8, 2019

CASE STUDY YELLOW JACKETS & MEDIA USE

Assigned reading:

(NEWS ARTICLE) **France's 'yellow vests' and the Russian trolls that encourage them**

<https://www.dw.com/en/frances-yellow-vests-and-the-russian-trolls-that-encourage-them/a-46753388>

(NEWS ARTICLE) **Facebook's role in the French protests has polarized observers**

<https://www.theverge.com/2018/12/11/18135273/yellow-vest-facebook-france-protests>

WEEK 10: CLASS DEBATE

CLASS 20. November 15, 2019

WEEK 11: ACTIVISM

CLASS 21. November 19, 2019

Social Movements & Digital Civil Society

Assigned reading:

Tufekci, Z. (2017). *Twitter and tear gas: The power and fragility of networked protest*. Yale

University Press.

(NEWS ARTICLE) From Facebook and Twitter to Telegram, WhatsApp and Signal: how protest technology has evolved since Occupy Central

<https://www.scmp.com/print/news/hong-kong/article/3014255/facebook-and-twitter-telegram-whatsapp-and-signal-how-protest>

ASSIGNMENT

ORAL reflection on quote 4/4

DUE: NEXT CLASS

CLASS 22. November 22, 2019

Digital activism & mobilization

Assigned reading:

Aziz, F. (2017). Performing Citizenship: Freedom March Selfies by Pakistani Instagrammers. In *Selfie Citizenship* (pp. 21-28). Palgrave Macmillan, Cham.

Aziz, F. (2018). Performing as a transgressive authentic microcelebrity: The qandeel baloch case. In *Microcelebrity Around the Globe* (pp. 131-143). Emerald Publishing Limited.

DELIVERABLES: ORAL reflection on quote 4/4

WEEK 12: Sex education & Online entertainment

CLASS 23. November 26, 2019

SEX EDUCATION IN AFRICA

Assigned reading:

Müller, C., Oosterhoff, P., & Chakkalackal, M. (2017). Digital pathways to sex education.

CLASS 24. November 29, 2019

Online Entertainment: A New Wave of Media Globalization?

Assigned reading:

Cunningham, S., & Craig, D. (2016). Online entertainment: A new wave of media globalization?. *International Journal of Communication*, 10, 5409-5425.

QUIZZ 2/2

DECEMBER

WEEK 13: SUM-UP

CLASS 25 December 3, 2019

Why study technology non-use?

Assigned reading:

Eric P.S. Baumer, Morgan G. Ames, Jenna Burrell, Jed R. Brubaker, and Paul Dourish. Why study technology non-use? *First Monday*, Volume 20, Number 11 - 2 November 2015

<https://firstmonday.org/ojs/index.php/fm/article/view/6310/5137>

CLASS 26 December 6, 2019 : FINAL PAPER EXCHANGE

Textbooks

This course doesn't have any textbook.

Attendance Policy

ATTENDANCE:

Attendance at all classes is mandatory. Active participation in discussions is a class requirement and forms a component of final grades. Unexcused absences from class will result in a lower grade for participation; excessive absence may result in failure. Please contact me in advance if an absence is likely.

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Grading Policy

GRADING:

Final grades will include the following assessment items:

1. Class Participation 15%

This grade will be based on your ability to offer regular, productive and informed contributions to class in the form of written and oral critical analysis of a quote or quotes from the assigned readings. Attendance and quizzes will also be factored into this grade, which is broken down into the following:

4 oral analysis presented in class 5%

4 written analysis presented in class (200 words).....5%

2 quizzes5%

The due dates for these are in the calendar.

2. Midterm project 25%

The midterm for this semester is a digital culture auto-ethnography experiment. The goal of this project is to develop practical reflective approaches in order to unlock the self from the comfort of “sameness”. It is also aimed at linking theoretical concepts to everyday technology use. It will be three components task

1. Select an area of research & create an observation plan
2. Start analyzing your digital culture experience
3. Final write-up finishing of the experiment in class

The format for this research project can be a paper or a report.

Dates for submission and discussion are in the calendar.

Submission scheduled for October 15t, 2019.

3. Class debate 15%

In groups of 2 or 3, you will select from the Topics in Global Digital Cultures syllabus and participate in a class debate. The goal of this exercise is to mobilize academic arguments in a spontaneous manner, listen to your interlocutors and contribute to the debate.

Scheduled for November 15t, 2019.

4. Research paper 30%

This major project involves a *thorough critical investigation* of a topic of your choice related to the course. Your project must engage rigorously with a *wide range of relevant critical and*

theoretical materials that you have located independently, in addition to a selection of class readings, as framework for analysis of your primary material. The project involves the following steps :

Selection of topic

Annotated bibliography..... 5% (Discussion September 27)

Problematic..... 5% (Discussion October 25)

Methodology & method..... 10% (Discussion of 1st draft November 22)

Paper..... 10%

Completed papers will be exchanged with other students on December 6, 2019.

5. Feedback & discussion of research paper 15% FINAL EXAM PERIOD

In the final exam period, we will hold discussion during which each student will present a short critical response to another student's research project.

IMPORTANT NOTES ON ASSIGNMENTS:

- Work may NOT be submitted by email. It must be submitted on Blackboard and (when appropriate) in printed copy.
- ALL written work, including papers and reading responses, must use correct citations. Any work without complete and correct references in MLA format will NOT be accepted. It is your responsibility to learn correct citational methods if they are unfamiliar.
- Work submitted late will be penalized by a fraction of a letter grade per day, ie. A becomes A-, A- becomes B+, etc.
- Any work found to be plagiarized will automatically receive a zero and may result in an F for the course. It is your responsibility to understand how to avoid plagiarism.
- First assignments will be monitored for writing skills, and students whose writing needs to improve will be referred to the Writing Lab before the following assignments will be accepted for grading.

Other
