



BRANDMAN
University Chapman University
System

School of Arts & Sciences Course Syllabus

Course Title/credits: HUMU 250: Humanities in the Digital Culture (3 credits)

Catalog Course Description: This course provides an introduction to the evolving field of digital humanities. It examines the cultural and social impact of digital technologies from the perspective of the humanities. Students will analyze the ways in which digital technologies transform our experience of time, space, privacy, and social engagement.

LEARNING OUTCOMES and ASSESSMENT:

Learning Outcomes are statements that specify what learners will know, understand, or be able to demonstrate at the end of a learning experience.

Types of Learning Outcomes include:

- ✓ Course Learning Outcome – Result of finishing a course.
- ✓ Program Learning Outcome – Result of finishing a program.
- ✓ Institutional Learning Outcome – Result of finishing a degree at an institution, reflecting the core learning values and experiences of all graduates.

A Signature Assignment is an assignment used to measure a student's mastery of a program or institutional learning outcome. If a course you are taking includes a Signature Assignment, it will be clearly marked (**SIGNATURE ASSIGNMENT**).

Access the following link(s) for information on the Program Learning Outcomes (PLOs) and Curriculum Map related to this course:

[Click Here for Learning Outcomes](#)

Access the following link(s) for information on the Institutional Learning Outcomes (ILOs) and Curriculum Map related to this course:

[Click Here for Learning Outcomes](#)

Prerequisites: None

Restrictions: None

Essential Equipment and Facilities: By the end of the first week of class, students must have the ability to access MyBrandman, the Blackboard portal to their class site, and other key locations necessary to meet course requirements. Individual browser preferences vary, and, at times, some work with Blackboard better than others. Therefore, if you try one browser, such as Firefox, and you have difficulty, try another browser, such as Internet Explorer. Since versions of Microsoft Office vary, students who do not use the most recent version may need the free conversion software available via the Microsoft.com website. Java is also required for courses. Students who do not have Java may download it for free at java.com.

Last Revision Date: 7/8/2016

Academic Integrity: As a learning community of scholars, Brandman University emphasizes the ethical responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work. Academic dishonesty of any kind will not be tolerated. Violations of academic integrity include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. Plagiarism means presenting someone else's idea or writing as if it were your own. If you use someone else's idea or writing, be sure the source is clearly documented. Further information may be found in the *Brandman University Catalog* available under Academic Resources in MyBrandman.

Americans with Disabilities Act Statement: According to the Americans with Disabilities Act (ADA) of 1990, an individual with disability is defined as having functional limitations resulting from a diagnosed disability and applies to an individual who has a physical or mental impairment that substantially limits one or more of the individual's major life activities; has a record of such an impairment; or is regarded as having such an impairment. In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that may impair or impact their ability to successfully complete assignments, tasks or satisfy course criteria are requested to notify their Advisor or Campus Director in order to understand how to apply for Student Disability Services. If and when the student is granted formal approval by the Director of ADA Services, both the student and professor will be notified. It is highly suggested that the student contact their professor to discuss the accommodations during the first week of the session. The granting of accommodations will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

University Policies: Students are responsible for complying with university policies including, but not limited to: incompletes, course drops, and student conduct. Information may be found in the *Brandman University Catalog* available under Academic Resources in MyBrandman.

Online Brandman Library Resources: Click on red "Library" button in Blackboard.

Texts are available at the Brandman Online Bookstore: See "Bookstore" under Academic Resources in MyBrandman.

Required Text: None. Students will be expected to complete weekly online readings.

Course Learning Objectives:

By the end of the course, students should be able to:

1. Identify key concepts and issues in the study of digital humanities.
2. Explain the impact of digital technologies from a variety of cultural and social perspectives.
3. Analyze the history of digital technologies and the stakeholders that are a part of that history.
4. Evaluate the benefits and impact of emerging digital technologies.
5. Design an online digital project using various digital resources.

Major Study Units:

1. Digital Technologies and Space
2. Digital Technologies and Time
3. Digital Technologies and Privacy
4. Digital Technologies and Social Engagement

Attendance Policy:

Requirements for students' attendance and participation will be defined by each instructor based on the following policy:

- Monday of the first week is considered the first day of class for online and blended instruction. This includes instruction for fully online classes and online instruction supporting blended classes.
- Regular onsite attendance is expected for student success. If a student misses more than one onsite class or one week of engagement in an online class, the student may, at the discretion of the instructor, fail the course. Students are expected to attend all classes, particularly the first night of class.
- Students should consider withdrawing from a course if they will be absent more than once. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation. Students enrolled in blended courses must attend at least one class during the first two weeks of classes.
- If a student misses a portion (e.g., arriving late or leaving early) of an onsite course, the student's grade may be adversely affected. Students who are not in attendance for at least 75 percent of any scheduled class may be considered absent for that class. Students should discuss missing portions of a class with their instructor to determine how their grade may be affected.
- Regular online attendance/participation and engagement is expected for student success in both fully online and blended courses. Online participation is evident through posting to a discussion board, blog, completing assignments including journal entries, or taking quizzes and exams.
- Schools and programs may have different attendance policies. Refer to school and program specific information for additional attendance policies.

Letter Grade/Percentage Equivalents:

Grade Point System (Rounded up at .5 and up)			
A = 94%-100%	B = 84%-87%	C = 74%-76%	D = 64%-66%
A- = 90%-93%	B- = 80%-83%	C- = 70%-73%	D- = 60%-63%
B+ = 88%-89%	C+ = 77%-79%	D+ = 67%-69%	F=59% and below

Methods of Evaluation for Determining Grades (Blended): Discussions, Essays, Research Project Draft and Final.

Methods of Evaluation for Determining Grades (Online): Discussions, Essays, Synchronous Meeting, Research Project Draft and Final.

Assignment Detail (Blended):

Assignments - Refer to Rubric(s) in Course Information on Blackboard	Possible Points
Discussion Forums (8 @ 25 points each)	200
Wikis (2@ 10 points each)	20
Essays (3@ 150 points each) [one essay may be exchanged for an online presentation on the topic. This presentation does not require an in-class Q and A].	450

Research Project Draft/Peer review	30
Research Project (This project does require an in-class Q and A).	300
	Total: 1000

Assignment Detail (Online):

Assignments - Refer to Rubric(s) in Course Information on Blackboard	Possible Points
Discussion Forums (8 @ 25 points each)	200
Wikis (2@ 10 points each)	20
Essays (3@ 150 points each) [one essay may be exchanged for an online presentation on the topic].	450
Synchronous Class Meeting (must make one in either Week Five or Six)	40
Research Project Draft/Peer review	40
Research Project	250
	Total: 1000

Class by Class Outline (Online and Blended):

Week	Topics	Assignments
Week 1	Defining Terms; Digital Technologies and Space	<p>Readings/Preparation</p> <p>Defining Terms: Society, Culture, Digital Technologies, Digital Space</p> <p>“Does the Internet Make You Dumber?” Nicholas Carr: http://online.wsj.com/article/SB10001424052748704025304575284981644790098.html</p> <p>“Does the Internet Make You Smarter?” Clay Shirky: http://online.wsj.com/article/SB10001424052748704025304575284973472694334.html?_nocache=1359484949932&user=welcome&mg=id-wsj</p> <p>Assignments Due this Week</p> <ol style="list-style-type: none"> 1. Complete assigned discussion prompts; respond to a minimum of two student posts in each folder. 2. Contribute one definition from the “Defining Terms” list above to the Class Wiki. Choose a word which has not yet been defined. If they have all been defined, do a web search for “digital humanities” and find a new one. Due before Sunday at midnight.

Week 2	Digital Technologies and Space	<p>Readings/Preparation</p> <p>Video: Rethinking Education, Michael Wesch, http://youtu.be/5Xb5spS8pmE (6:47 min.)</p> <p>Video: Big Thinkers: James Paul Gee on Grading with Games: http://www.edutopia.org/james-gee-video (11:50 min.)</p> <p>“The Week the University as We Know It Ended,” Don Tapscott, (2013): http://www.theglobeandmail.com/report-on-business/economy/the-week-university-as-we-know-it-ended/article7896507/</p> <p>Assignments Due this Week</p> <ol style="list-style-type: none"> 1. Complete assigned discussion prompts; respond to a minimum of two student posts in each folder. 2. Essay One due before Sunday at midnight.
Week 3	Digital Technologies and Time	<p>Readings/Preparation</p> <p>Defining Terms: Digital Technologies and Time</p> <p>A fun start to this unit:</p> <p>“Gotta Share! The Musical” (ImprovEverywhere): http://youtu.be/soAk3F0wX9s (3:00 min)</p> <p>“The Flight from Conversation,” Sherry Turkle: http://www.nytimes.com/2012/04/22/opinion/sunday/the-flight-from-conversation.html?pagewanted=all&r=0</p> <p>“A Different Kind of Digital Generation Gap,” Rebecca Greenfield, (2012) http://www.theatlanticwire.com/technology/2012/04/different-kind-digital-generation-gap/51440/</p> <p>Assignments Due this Week</p> <ol style="list-style-type: none"> 1. Complete assigned discussion prompts; respond to a minimum of two student posts in each folder. 2. Contribute a link to one free presentation tool to the class Wiki with a brief description of how it works. You cannot duplicate any other tools listed (first come, first served). Due before Sunday at midnight.
Week 4	Digital Technologies and Time	<p>Readings/Preparation</p> <p>“How did Trains Standardize Time in the United States?” William Heuisler, TED ED http://youtu.be/UBpTohx1BOc (3:35min.) Interesting background for the concept of time, and referenced in Troung’s article.</p> <p>“Technology’s Time Compression,” Michael Troung:</p>

		<p>http://www.fastcompany.com/resources/columnists/mt/051704.html</p> <p>“Hurricane Sandy Reveals a Life Unplugged,” Aimee Lee Ball: http://www.nytimes.com/2012/11/11/fashion/hurricane-sandy-reveals-a-life-unplugged.html?pagewanted=all&r=0</p> <p>Assignments Due this Week</p> <ol style="list-style-type: none"> 1. Complete assigned discussion prompts; respond to a minimum of two student posts in each folder. 2. Essay Two Due before Sunday at midnight.
Week 5	Digital Technologies and Privacy	<p>Readings/Preparation</p> <p>Defining Terms: Digital Technologies and Privacy</p> <p>Google and Privacy: Is it Time to Give Up? Linton Weeks, (2012). http://www.npr.org/2012/02/29/147643243/google-wins-hes-giving-up-on-privacy</p> <p>Why Should I Care about Digital Privacy? Bob Sullivan, (2011). http://www.nbcnews.com/id/41995926/ns/technology_and_science/t/why-should-i-care-about-digital-privacy/#.URir8Wf6aaN</p> <p>For online courses only: 30 minute class meeting this week: Instructor will announce the time, you must attend one of the two sessions (one is in Week 5, the other in Week 6—you may attend both but are <i>required</i> to attend one). Meetings will take place in the instructor’s Adobe Connect Classroom (the address will be posted in the announcement, so login early in the week to check out the times and the place.</p> <p>Bring any and all questions about the rest of the course—questions about the final project, the draft, rubrics, whatever you are concerned about.</p> <p>Assignments Due this Week</p> <ol style="list-style-type: none"> 1. Complete assigned discussion prompts; respond to a minimum of two student posts in each folder.
Week 6	Digital Technologies and Privacy	<p>Readings/Preparation</p> <p>“Say Everything: Kids, the Internet, and the End of Privacy,” Emily Nussbaum http://nymag.com/news/features/27341/</p> <p>“The Skinner Box and Privacy Online,” Cory Doctorow: http://tedxtalks.ted.com/video/TEDxObserver-Cory-Doctorow (12:27 min.)</p> <p>For online courses only: 30 minute class meeting this week: Instructor will announce two times, you must attend one of the two sessions. Meetings will take place in the instructor’s Adobe Connect Classroom (the address will be posted in an announcement, so login early in the week to</p>

		<p>check out the times and the place.</p> <p>Bring any and all questions about the rest of the course—questions about the final project, the draft, rubrics, whatever you are concerned about.</p> <p>Assignments Due this Week</p> <ol style="list-style-type: none"> 1. Complete assigned discussion prompts; respond to a minimum of two student posts in each folder. 2. Essay Three Due before Sunday at midnight.
Week 7	Digital Technologies and Social Engagement	<p>Readings/Preparation</p> <p>Defining Terms: Digital Technologies and Social Engagement</p> <p>“How Crisis Mapping Saved Lives in Haiti,” Patrick Meier: http://newswatch.nationalgeographic.com/2012/07/02/crisis-mapping-haiti/</p> <p>“Welcome to the Social Media Revolution,” Marc Benioff, (2012) http://www.bbc.co.uk/news/business-18013662</p> <p>Video: How Facebook Changed the World: The Arab Spring (1/4) http://youtu.be/lnPR90dJ3Gk (15:00 min.)</p> <p>Assignments Due this Week</p> <ol style="list-style-type: none"> 1. Complete assigned discussion prompts; respond to a minimum of two student posts in each folder. 2. Draft of Research Project: Post file or link to Discussion forum no later than Thursday night at midnight for peer review; Peer Reviews due back no later than Sunday at midnight.
Week 8	Digital Technologies and Social Engagement	<p>Readings/Preparation</p> <p>This movie touches on all of our discussion topics this term. Please make the time to watch it: “Digital Nation,” PBS/Frontline: http://www.pbs.org/wgbh/pages/frontline/digitalnation/ (90 min.)</p> <p>Assignments Due this Week</p> <ol style="list-style-type: none"> 1. Complete assigned discussion prompts; respond to a minimum of two student posts in each folder. 2. Research Project Final due no later than Sunday at midnight.