



**FLORIDA
ATLANTIC
UNIVERSITY**

**COURSE CHANGE REQUEST
Undergraduate Programs**

Department SCMS
College Arts and Letters

UUPC Approval 4/29/24
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

Current Course Prefix and Number DIG 2202

Current Course Title
Digital Culture

Syllabus must be attached for ANY changes to current course details. See [Template](#). Please consult and list departments that may be affected by the changes; attach documentation.

Change title to:
Digital Media Cultures

Change description to:

Change prefix

From: _____ **To:** _____

Change course number

From: _____ **To:** _____

Change credits*

From: _____ **To:** _____

Change grading

From: _____ **To:** _____

Change WAC/Gordon Rule status**

Add Remove

Change General Education Requirements***

Add Remove

*See [Definition of a Credit Hour](#).
**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See [WAC Guidelines](#).
***GE criteria must be indicated in syllabus and approval attached to this form. See [Intellectual Foundations Guidelines](#).

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes: Spring 2025

Terminate course? Effective Term/Year for Termination:

Faculty Contact/Email/Phone Christopher Robe <crobe@fau.edu>

Approved by

Department Chair *Chris Robe*

College Curriculum Chair *Eric Jones*

College Dean *[Signature]*

UUPC Chair *Korey Sarga*

Undergraduate Studies Dean *Dan Meeroff*

UFS President _____

Provost _____

Date
4/11/2024
4/8/24
4/15/2024
4/29/24
4/29/24

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



FLORIDA ATLANTIC UNIVERSITY

Digital Media Cultures 2202-001 15992

Digital Media Cultures

Date: Wednesday, Friday 9:30 AM - 10:50 AM

Building: General Classroom South Boca **Room:** 119

3 Credit(s)

Spring 2025 · 1 Full Term

Instructor Information

Robert Gutsche

Email: rgutsche@fau.edu

Office: Culture and Society, 213

Email: rgutsche@fau.edu.

Welcome!

Welcome to Digital Media Cultures! I am Professor Gutsche, and I am excited to be with you this semester. If you want to learn more about me, visit me online and use this info below to be in touch!

Guidance and Feedback Hours:

My set times are Mondays 11 to 1.

I am also able to make appointments!

Why would we meet? To discuss anything that's going on related to your career, academics, or anything to do with this class! You do not need a reason to reach out. It is important (and beneficial to you) to talk with me at least once during this class! I look forward to it!

Course Description

Digital Culture

This course introduces key concepts and practices related to studies of digital culture and

technologies. It examines the origins of "the digital" in early computing practices, infrastructures and ecologies of digital systems. It also examines how digital technology shapes personal and collective identities and practices. Students interrogate their own relationships to the digital environment. This is a General Education course.

There are no prerequisites.

Instructional Method

In-Person

Traditional concept of in person. Mandatory attendance is at the discretion of the instructor.

Required Texts/Materials

See Canvas

Visual Culture for a Global Audience

ISBN: 9781516557509

Publisher: Cognella, INC

Course Objectives/Student Learning Outcomes

Together, we will ask critical questions, such as:

- How does the digital inform who we are and how we interact with the world around us?
- In what ways do digital cultures reinforce and reimagine existing social structures and inequalities such as race, gender, geography, class, ability, and identity?
- What are the possibilities, challenges, and opportunities in the digital of today – and tomorrow?
- How do we place ourselves in digital worlds in terms of our prospective professions, social connections, and expressions?

In this class, you will be able to interrogate your own relationships to digital environments and even make media that you can use to reflect upon. This course is part of the Intellectual Foundations Program and is designed to assist in providing resources that can influence learning across fields of study and professional interests.

Note that you should be able to demonstrate an understanding of concepts and approaches as they are influenced and remade by the digital era, the hallmarks of which are increased audience autonomy, segmentation and specialization, interactivity, media convergence and conglomeration, and democratization. Specifically, you should be able to identify and apply the following concepts to digital

news, advertising, and social/cultural products, which will be defined, complicated, and applied throughout the course:

- Ideology: “meaning in the service of power”
- Hegemony: systematic suppression of ideologies of subordinated groups
- Agency: “ability to act otherwise to evoke social change”
- Technological determinism: thought that technology creates solutions
- Incorporation: process of adopting alternative, subordinate ideologies into dominant ideology as a means of pacification and normalization
- Othering: Using labels and ideologies to categorize

These terms are identified within specific sections where they will be applied, though they will be discussed as ways of explaining texts and discussions throughout the class. These terms are rooted in Cultural Studies and are ways that can help us explore media, our involvements in societies, digital cultures, and in our personal lived experiences. Applying concepts is a critical tool for social change, but also for building strong academic awareness and expression. You are not needed to agree with concepts and ideas but should be able to critically interrogate them for their strengths, weaknesses, applicability, and meanings.

Based on the above, the course is based on the following objectives:

- To Identify your digital self in terms of your interactions with data and ideologies, spread through online communication
- Engage in making digital media for purposes of critique and in preparing for careers in a digital age
- Apply critical and cultural approaches to opportunities, challenges, and ways of knowing related to digital environments

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Course Evaluation Method

The assignments are:

1. Digital Avatar
2. Mobile App Ideation
3. Digital Futures Scenario
4. Glitch Art

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Course Approach to Maintain Integrity

This course is meant to be inclusive, interdisciplinary, and forward-facing. The classroom is a space for respectful and meaningful interactions with ideas, languages, representations, and possibilities. It is also a place where sometimes debate can occur. That's certainly the case for how digital cultures can provide spaces for community and contestation (conflict). Together, we will maintain our respect for each other while using reflection upon course material, concepts, and lived experiences to engage with new ideas about how each of us fit into discussions on digital cultures.

These are (some of the) things you should know:

Course Culture

My aim is to help and to guide learning and expression of knowledge. Throughout the class, I want to be available to get to know you, to support your learning, and to make sure what we are doing together in this class “makes sense.” We all come from different backgrounds, and I am excited to explore these aspects in how we understand digital culture(s) and our role(s) in them. It is important to me that you know that I am settling back to the U.S. after five years in England where we do use different language (even if it is in English!) and have different approaches to education. Please ask me questions if I say something that might be confusing, and I will help clarify! I appreciate your patience as we come together to learn new things together.

What You can Expect in the Classroom (Teaching Style)

Even in larger classes, it is possible to make our learning interactive. While there may be a short PowerPoint for each class, it will not be about summarizing the readings; those are to be done by you before each session where we will discuss. Some of the readings might not appear to be as relevant or as clear initially as one might expect, but that is the point of our time together – to complicate, clarify, and contextualize. Lectures will be a mix of:

- Traditional lecture
- Interaction between you and me and each other
- Interaction with readings, so bring them to class, as we will be engaging with them!
- Personal, critical reflection
- Media-making
- Informal groupwork (in-class)
- Questions, answers, and time for you to ask more questions.

As in all facets of this course, you are responsible for your own education and knowledge-base. I am here to help lead you in the “right direction(s).” That means, stopping by during Individual Workshop Hours (or making appointments outside of those hours).

Classroom Conduct and Content

Beyond expectations of respectful behavior toward others in our learning experiences that I hope are all aware of, there is also an expectation of using technology in respectful ways. Treatment of others in-person and digitally deemed to be overtly disrespectful will be dealt with appropriately, including possible removal from the learning space. Relatedly and so no one feels they themselves have been removed from discussions and learning experiences, we should all be aware of the challenges and

opportunities of learning in environments where we are critical of our media use, interpretations of current events, and readings of theories and approaches to understanding the world. If classroom content is a concern in terms of topic or approach, please see me immediately so that I can help with possible solutions.

Classroom Contribution

If you are having troubles that you think would make their way into the classroom (as they do for us all!), please let me know. In this class, let's support each other – and that means showing respect. In fact, if you have something going on that may put you out of commission for the class period, just tell me that (I don't need to know details, unless you believe I can help).

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Attendance is expected for each learning session. If you are concerned about your ability to attend (and to attend on time), you must speak with me so that we can discuss possible solutions. In the best world, you should not arrive late to class, but I would rather you be here than not. Please enter class in a respectful way if you are late.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work

assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

Letter Grade	Letter Grade
A	94 - 100%
A-	90 - 93%
B+	87 - 89%
B	83 - 86%
B-	80 - 82%
C+	77 - 79%
C	73 - 76%
C-	70 - 72%
D+	67 - 69%
D	63 - 66%
D-	60 - 62%
F	Below 60

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.

- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

Policy on Make-up Tests, Late work, and Incompletes

Late assessments will be marked down one grade per day following its missed deadline. It is your responsibility to get in touch with me within one business day following the assignment's deadline to be considered for makeup or to have a late assignment graded. Exceptions may be made in terms of cases of family death or other genuine emergencies. No work will be accepted three days past a deadline.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Student Support Services and Online Resources

- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

Course Topical Outline

Weekly Topics

Introduction to Class and Concepts of Ideology

Building to Success (for this and Future Classes)

Digging into the Net: Doing Digital (and Ideological) Analysis

Gaming the System: Gamification and Balancing Digital Hegemony

Seeing Online: Memes and Visual Representations of Self

Being Social: Social Media, Socialness, and Social Control

Incorporating Automation: Complexities of Simplified Systems

Socio-Digital Mobilities: Apps, Autonomies, and Appreciating Movement

From Convergence to Digital Contestation in Technological Determinism

Deepfakes, Disinformation and Digital Solutions

Socio-Digital Futures: Guessing Where We're Going

Applying Digital Futures Making our Futures

Seeing the Digital as Art::Glitch::

Making Digital Participatory and Public

DIG 2202 Assignments and Schedule

Assignments

Assignment 1: Digital Avatar, 100 points

Avatars remain commonplace in digital spaces. And the spaces for them are increasing. Sometimes avatars can be simply photographs or static images. In other cases, such as in games, they appear as “live,” moving beings. For this assignment, you will create a static, digital avatar, such as what might appear in a profile picture or as an emoji. The purpose of this assignment is two-fold. First, it is to enter into digital media-making to experience, from a critical and cultural perspective, the practice of digital culture through production. Second, it is to begin to express ideas from the class through visual and written communication.

Assignment 2: Mobile App Ideation, 100 points

This assignment lets you explore the reality of a mobile app that solves a social problem. To do this, you will be applying a process of ideation by which you get to draw, mostly. There is also explaining that is needed, such as what your drawings and your storyboard of use means.

- **Interactivity:** What is an example of the interactivity? What is being interacted with? What is the user experience?
- **“Realities:”** What aspects of virtual reality or augmented reality are there? How does it work in terms of the overall content and experience?
- **Language:** Think about the coded aspects of how the user is directed throughout the app. What meanings are there?
- **Problem & Solving:** How does this app solve a problem?
- **Socialness:** What is the social aspect involve in terms of larger social contestation or problem-solving? Pay attention to the cultural and sociological aspects in this answer.

While each of these aspects will bleed across features (meaning, each feature will likely address each or more of the aspects above), you need to select the best feature that best showcases that aspect.

Assignment 3: Digital Social Futures Scenario, 100 points

Our futures are shaped by yesterday and today, but there is no one way tomorrow might turn out. Everyone wonders about the future and uses speculation to determine what they might purchase, whom they might date, what subjects and careers to pursue. Future Studies encompasses a wide variety of approaches to speculating about the future. In this assignment you will apply an introductory approach to building a Social Futures scenario, where you predict – based on a process of research, creativity, and design – a social and cultural outcome. Your outcome will not be a website, an app, or even maybe a social movement. Those are a bit easy. What about a product in a sector with which you are unfamiliar? A new health procedure,

perhaps? Or, what if there is a larger solution to climate change that influences one social group in a very different way than another?

This assignment will be comprised of:

- A written presentation of a social problem (and solution) you envision for those living in South Florida in 2100.
- A visual scenario of the future problem (and solution) rooted in technology but that also highlights your scenario.

Assignment 4: Glitch Art, 100 points

In this assignment, create original glitch-style art. To submit this original digital art, it is important to be creative. This is an assignment to identify when things go “wrong” in digital technologies to also identify the possibilities of expression beyond what was intended through programming. There is also a public art component of this, where all art will be displayed and you will interact with each other and the public to showcase your work and ideas.

Weekly Schedule

Week 1: Introduction to Class and Concepts of Ideology

Week 2: Building to Success (for This and Future Classes)

Week 3: Digging into the Net: Doing Digital (and Ideological) Analysis

Week 4: Gaming the System: Gamification and Balancing Digital Hegemony

Week 5: Seeing Online: Memes and Visual Representations of Self

Week 6: Being Social: Social Media, Socialness, and Social Control

Week 7: Incorporating Automation: Complexities of Simplified Systems

Week 8: Socio-Digital Mobilities: Apps, Autonomies, and Appreciating Movement

Week 9: From Convergence to Digital Contestation in Technological Determinism

Week 10: Deepfakes, Disinformation and Digital Solutions

Week 11: Socio-Digital Futures: Guessing Where We're Going

Week 12: Applying Digital Futures Making our Futures

Week 13: Seeing the Digital as Art::Glitch::

Week 14: BREAK

Week 15: Making Digital Participatory and Public