Washington State University
MAJOR CURRICULAR CHANGE FORM - - COURSE
(Submit original signed form and ten copies to the Registrar’s Office, zip 1035.)

Future Effective Date: 08/15/2014 (effective date cannot be retroactive)
☐ New course ☐ Temporary course ☐ Drop service course
☐ There is a course fee associated with this course (see instructions)

☐ Variable credit __________
☐ Increase credit (former credit ______)
☐ Number (former number ______)
☐ Crosslisting (between WSU departments) (Must have both departmental signatures)
☐ Conjoint listing (400/500)
☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
☐ Request to meet GER in _______ (Must have GenEd Committee Approval) ☐ Fulfills GER lab (L) requirement
☐ Professional course (Pharmacy & Vet Med only) ☐ Graduate credit (professional programs only)
☐ Other (please list request) ________________________________

DTC/ENGL 561 Studies in Technology and Culture
course prefix course no. title

3 33 3 Must be enrolled in a WSU graduate degree program
credit lecture hrs lab hrs studio hrs prerequisite
per week per week per week

Description (20 words or less) Provides a foundational examination of key concepts, tools, and possibilities afforded by engaging with technology through a critical cultural lens.

Instructor: Kristin Arola Phone number: 335-8742 Email: arola@wsu.edu
Contact: Kimberly Christen Phone number: 335-4177 Email: kachristen@wsu.edu
Campus Zip Code: 5020

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar’s Office.

Chair/date Dean/date General Education Com/date
Chair (if crosslisted/interdisciplinary)* Dean (if crosslisted/interdisciplinary) * Graduate Studies Com/date
All-University Writing Com/date Academic Affairs Com/date Senate/date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
Rationale:

DTC/Engl 561: Studies in Technology and Culture is one of two core courses (along with ENGL/DTC 560) for the proposed graduate certificate in Digital Humanities and Culture. The certificate is being proposed by the English Department. DTC/ENGL 561 compliments ENGL/DTC 560 as a more focused study of the historical and cultural underpinnings of the intersections of technologies and culture across time and space. As one of the two foundational courses leading to the graduate certificate, DTC/Engl 561 provides students within an in-depth understanding of key concepts in the field.
DTC/ENGL 561: Studies in Technology and Culture
3 credits | Tuesdays 11-2
Professor Kristin Arola | arola@wsu.edu
Avery 309 | 335-8742
arola.kuurola.com | @kristinarola
Office hours: after class or by appointment

CATALOG DESCRIPTION
Provides a foundational examination of key concepts, tools, and possibilities afforded by engaging with technology through a critical cultural lens.

COURSE DESCRIPTION
Studies in Technology and Culture develops a historical, rhetorical, and cultural understanding of digital technology and culture by merging theory and practice with a crucial emphasis on cultural needs, historical trajectories and current lived practices. This course provides a foundational examination of the key concepts, debates, tools and possibilities afforded by engaging with technology through a critical cultural lens. The course is a graduate level seminar-style class and will emphasize both critical reading and writing while at the same time expanding and developing the very tools by which we “read and write.” The Studies in Technology and Culture course will thus prepare students be part of a read/write culture that examines the intersections of technology and culture from multiple perspectives and with varied tool sets. The course will challenge both technologically determinist and celebratory narratives of technology by providing students with a critical vocabulary and in-depth knowledge of the historical, political, social and ethical decisions, projects, platforms and processes that define everyday uses and practical implementations of technological solutions that are never culturally neutral or value-free.

STUDENT LEARNING OUTCOMES
1. **Apply a working knowledge and understanding** of literature pertaining to diverse sets of cultural theories around the intersection of digital technologies and cultural practices in relation to their cultural, legal and ethical formations, and structures.
   a. This SLO will be assessed through weekly written assignments, in class participation and in class facilitations.
   b. This SLO will be assessed through the final presentation
   c. This SLO will be assessed through blog posts.
2. **Articulate a critical literacy** of course themes and readings through analyzing texts and scholars in conversation with one another.
   a. This SLO will be assessed through weekly written assignments, in class participation and in class facilitations.
   b. This SLO will be assessed through blog posts.
3. Illustrate ability to thoughtfully **share and critique** ideas.
a. This SLO will be assessed through weekly written assignments, in class participation and in class facilitations.
b. This SLO will be assessed through blog posts.
c. This SLO will be assessed through in-class discussions and participation.

4. **Research** a topic that engages the themes of the course and **create a project** proposal and other written materials from this research.
   a. This SLO will be assessed through the final project and project proposal.
b. This SLO will be assessed through blog posts.

## ASSIGNMENTS/REQUIREMENTS

* Detailed guidelines for all assignments will be posted on the course LMS.

1. **PARTICIPATION**
   
   Come to class with the readings done prepared to actively participate in class discussions. Class will be run in a seminar-style with the expectation that students will actively engage in and drive the discussions.
   
   - Meets Student Learning Outcome #1

2. **BLOGGING**
   
   Actively participate in online blogging, which includes adding your own posts and commenting on other student’s posts. The topics will be directed by the readings and the weekly discussion questions.
   
   - Meets Student Learning Outcome #1, 2 and 3

3. **SHORT PAPERS**
   
   Summarize readings in 1-2 pages, providing insight into what you learned from the reading. Offer an analysis and critique of the argument in relation to the main themes and readings of the class.
   
   - Meets Student Learning Outcome #1, 2 and 3

4. **FACILITATIONS and PRESENTATIONS**
   
   Come to class prepared to discuss what you read and have questions prepared to facilitate discussions with the class including in small groups.
   
   - Meets Student Learning Outcome #1 and 3

5. **PROJECT PROPOSAL**
   
   Students will produce a final research project proposal (and present it to the class) that engages the themes of the class, presents a literature review and develops research questions, a methodological framework and a schedule for completion.
   
   - Meets Student Learning Outcome #4

6. **FINAL PROJECT**
Students will produce a final research project proposal that engages with the themes of the class, presents a literature review and develops a theoretically engaging argument.

- Meets Student Learning Outcomes #1, 2, 3 and 4

**STUDENT EVALUATION & ASSESSMENT**

Students will be evaluated based on their critical engagement with the reading assignments, the sophistication and rigor of their written assignments, and the professional quality of their oral presentations.

NO LATE ASSIGNMENTS are accepted except in the case of a documented emergency, a documented university sponsored event or a documented observance of a religious holiday.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Blogging</td>
<td>10%</td>
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<tr>
<td>Short Papers</td>
<td>20%</td>
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<tr>
<td>Presentations</td>
<td>15%</td>
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<tr>
<td>Facilitations</td>
<td>15%</td>
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<tr>
<td>Project Proposal</td>
<td>10%</td>
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<tr>
<td>Final Project</td>
<td>30%</td>
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**GRADING SCALE:**

Final grades will be based on the assignments as well as participation. Participation is based on your attendance, your level of attentiveness in and preparedness for class, your participation in class discussion, and your respect for others. The breakdown is as follows: A: 93-100 | A-: 90-92 | B+: 88-89 | B: 83-87 | B-: 80-82 | C+: 78-79 | C: 73-77 | C-: 70-72 | D+: 68-69 | D: 60-67 | F: 59 and below.

**ATTENDENCE POLICY**

You can miss one week of class without penalty. Each absence beyond those allowable will result in a 5% reduction of your participation grade. Absences will be excused in the case of a documented emergency, university sponsored event, or observance of a religious holiday.

**PLAGARISM AND ACADEMIC DISHONESTY**

Students who violate the University’s policies on plagiarism and academic dishonesty will be subject to disciplinary action including: failure of the specific assignment and/or failure of the class. Plagiarism includes not providing proper citation for ANY work including information found on any website, book, pamphlet, etc. Or copying in full or part someone else’s work (including fellow students). If you do not understand the seriousness of plagiarism and academic dishonesty, and the importance of avoiding those behaviors, I recommend that you read *WSU’s Academic Integrity Policy* (WSU Student Handbook, WAC 504-26-202—Acts of Dishonesty and WAC 504-26-010--Definitions).
STUDENTS WITH DISABILITIES
Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

SAFETY PLAN
Washington State University is committed to enhancing the safety of the students, faculty, staff, and visitors. It is highly recommended that you review the Campus Safety Plan and visit the Office of Emergency Management web site for a comprehensive listing of university policies, procedures, statistics, and information related to campus safety, emergency management, and the health and welfare of the campus community. Learn more about WSU’s classroom emergency plans at safetyplan.wsu.edu or alert.wsu.edu or oem.wsu.edu/emergencies/.

READINGS
All texts can be purchased at the Bookie, Crimson and Grey or online. Supplementary materials will be made available via the course blog as PDFs or URLs.

REQUIRED TEXTS:

• Digital Culture: Definitions & Issues

• The Digital Divide: Democracy & Education

• Representation: How Digital Identity Matters


- **Embodiment: Whose Body, Whose Space**

**WEEKLY ASSIGNMENT AND READING SCHEDULE**

**week one:**
- Course introduction and DIY syllabus exercise

**week two:**
Digitized Lives

**week three:**
Social Movements and Digital Culture

**week four:**
Information and Culture

**week five:**
- Student teams present in class

**week six:**
Democracy and Education

**week seven:**
Education, Culture, Divides

**week eight:**
Digital Representation and Culture

**week nine:**
• student lightening round presentations in class

**week ten:**
NO CLASS SPRING BREAK

**week eleven:**
Gender, Technology, and the Body

**week twelve:**
Posthumanism

**week thirteen:**
Questioning Making through a Critical Cultural Lens

**week fourteen:**
• Writers workshop in class

**week fifteen:**
• PRESENTATIONS

**week sixteen:**
• PRESENTATIONS