Call for Proposals for First-Year Seminar

First-year seminars will be distributed across the disciplines, yet they are structured around a set of common student learning outcomes whose purpose is to introduce first-year students to the pursuit of intellectual inquiry while developing some of the fundamental skills necessary for success in a rigorous academic setting: information literacy and strong written and oral communication skills. Specific topics are determined by the instructor's background and interests. The objective of the first-year seminar is to cultivate the intellectual skills necessary for liberal learning through the in-depth study of a topic and the provision of instruction on how to gather and analyze information for the purpose of formulating and defending an opinion. Seminars will be deep in terms of the critical approach employed, but will involve topics that are accessible to first-year students. In addition, first-year seminars anticipate the experience of the senior seminar without the requisite background knowledge and skills that such seminars demand.

All first-year seminars involve meaningful writing and speaking assignments in which students are given instruction and guidance on writing and speaking at the college level. Resources provided by the QEP are being used to enhance the services offered by the Speaking and Writing Center so that instructors can lean on these centers as they develop this portion of their course. Contact the Director of the Writing Center, Gwen Hale (ghale@umw.edu), or the Director of the Speaking Center, Anand Rao (arao@umw.edu), for assistance on how the centers can help you. Peter Catlin (pcatlin@umw.edu) of Simpson Library is also a valuable resource for providing instruction on information literacy and a robust introduction to library resources.

Every course should have the following basic components and use the new student learning outcomes.

First-year seminars will
- utilize active, discussion-based, participatory learning;
- be exploratory in nature, rather than just presenting conclusions;
- have students read primary sources, not simply textbooks;
- have students synthesize material from multiple sources to develop their own views on the topic; and
- be capped at 15 students.

Student Learning Outcomes (must be included on your syllabus!)
Upon successful completion of an FSEM, students will
- utilize a variety of research techniques to retrieve information efficiently, evaluate retrieved information, and synthesize information effectively to support their messages or arguments;
- improve development and organization of written arguments;
- demonstrate the ability to edit and revise in the writing process;
- apply the basic theories and principles of oral communication; and
- communicate effectively in a variety of settings, including public speaking and group discussion.

We are looking for seminars, not traditional courses, which illustrate the sort of intellectual inquiry higher education can offer. See, for instance, the sample syllabus appended to this document. In other words, you should not take an existing course and re-title and re-number it.

As we transition to all first-year students taking FSEM their first semester, instructors of FSEM should recognize that first-year advising will merge with the seminar program. FSEM instructors will be asked to devote a small portion of class time to advising issues and will be expected to meet their students individually for advising purposes. The Office of Academic and Career Services will be working with faculty in this endeavor and faculty will not be expected to develop advising materials. It is our hope that a collaborative program between first-year seminar instructors and the staff in the Academic and Career Services is a sound model for the academic component of the first-year experience.

FIRST-YEAR SEMINAR COURSE PROPOSAL
UNIVERSITY OF MARY WASHINGTON

Use this form to submit **FSEM 100 topics** courses for review **or** any **other existing course** that you wish to have designated to meet the first-year seminar requirement.

COURSE NUMBER:	FSEM 100		
COURSE TITLE:	**Beyond the Selfie: Exploring Digital Identities**		
SUBMITTED BY:	J. McClurken, M. Burtis, J. Groom, Z. Whalen, S. Fernsebner, A. Rao, K. Majid [M. Kayler and J. Davis may teach in future semesters]	DATE:	11/17/14
This course proposal has the department's approval. (Put a check in the box to the right.)			X

COURSE DESCRIPTION. In the space below, provide a one- to two-sentence description of this class. The description will be entered in Banner and will also be used in other publications about the first-year seminar program (such as the "Eagle Essentials" booklet).

This class is an exploration of how digital technologies and networked culture are influencing our sense of self and community, from the crafting and presentation of personal identity, to the empowerment of individual voices to create and effect change, to the building of communal narratives and spaces in an increasingly global and networked society. Looking through the lens of social media, students will explore how their own identity is shaped and changed by their digital activities. Identity "markers" such as race/ethnicity, gender, and socio-economic class will become topics for deeper discussion around our evolving understanding of online presentations of self. Students will both discuss these issues and participate in activities using the array of social media.

RATIONALE. Include short statement addressing how this course meets the FSEM's basic components and new student learning outcomes (see FSEM call above), and why this course should be approved to meet the FSEM General Education requirement.

This FSEM will meet the basic components as follows:
Over the course of each week (MWF or TR), class days will draw heavily upon student-centered pedagogical approaches to support learning outcomes. One: Discussion of readings, videos, sites, or other primary and secondary resources about digital identity topics with the focus being exploration, rather than just learning a set of pre-determined conclusions. Two: Building upon the prior class discussion students will interrogate concepts and issues raised through a variety of activities and/or workshops; building connections of relevance and opportunities for students to develop digital literacy capacities.

This FSEM will meet the FSEM/QEP Student Learning Outcomes as follows:
- **utilize a variety of research techniques to retrieve information efficiently, evaluate retrieved information, and synthesize information effectively to support their messages or arguments;** -- Students will develop these skills in the weekly discussions and refine these skills in their work on their research-based digital project. We will also use the resources of the Library in and out of class.
- **improve development and organization of written arguments & demonstrate the ability to edit and revise in the writing process** -- Students will develop writing skills to some extent in blog posts, but especially in their written and revised script for their digital project. We will also use the resources of the Writing Center in and out of class.
- **apply the basic theories and principles of oral communication & communicate effectively in a variety of settings, including public speaking and group discussion.** – They will do this in discussions and in their presentations. We will also use the resources of the Speaking Center in and out of class.

Finally, we will also use the resources of the new Digital Knowledge Center in and out of class to support the creation of students' Digital Projects.

SYLLABUS. *Attach a course syllabus*.

SUBMIT **this form and attached syllabus** <u>electronically as one document</u> **to Dave Stahlman** (<u>wdstahlm@umw.edu</u>)**.** All submissions **must** be in electronic form.

Beyond the Selfie: Exploring Digital Identities
Fall 2015   FSEM100
Burtis, Fernsebner, Groom, Majid, McClurken, Rao, Whalen

Each Instructor will include their own contact information on their syllabus

Course Description

This class is an exploration of how digital technologies and networked culture are influencing our sense of self and community, from the crafting and presentation of personal identity, to the empowerment of individual voices to create and effect change, to the building of communal narratives and spaces in an increasingly global and networked society.

Looking through the lens of social media and tools, such as Instagram, Snapchat, Twitter, Tumblr, Facebook, mobile devices and apps, students will explore how their own identity is shaped and changed by their digital activities. Identity "markers" such as race/ethnicity, gender, and socio-economic class will become topics for deeper discussion around our evolving understanding of online presentations of self. Students will both discuss these issues and participate in activities using the array of social media.

A requirement of this class will be to participate in UMW's Domain of One's Own project, which provides a domain name and Web hosting space to each student. Students will use the resources of the project to further investigate, build, and manage their own digital identity. In addition, in this space each student will reflect upon the work of the class through the sharing of their ideas and work.

Course Goals: This course satisfies the general education curriculum's **First-Year Seminar** requirement. This course strives to fulfill the FSEM pedagogical goals of participatory and exploratory learning through discussions and workshops. Readings and videos expose students to multiple viewpoints regarding the creation of identity in and out of the digital world. Projects and presentations expose students to the care one must make when engaging in research, writing, speaking, and media creation.

Student Learning Outcomes

Upon successful completion of this FSEM, students will be able to:

- utilize a variety of research techniques to retrieve information efficiently, evaluate retrieved information, and synthesize information effectively to support their messages or arguments;
- improve development and organization of written arguments;
- demonstrate the ability to edit and revise in the writing process;
- apply the basic theories and principles of oral communication; and
- communicate effectively in a variety of settings, including public speaking and group discussion.

Course Requirements

Students are expected to attend all classes, read/view all assigned texts/videos, take a midterm, create a digital project, present their work, and participate in class. They are also expected to create a Domain of One's Own account, and use that space to reflect on their work in the class.

Final Grades

Final grades will be determined based on class participation (40%), on the midterm exam (15%), on the research-based, revised script (15%), culminating digital project (15%), and formal presentation on the digital project (15%). [Unsatisfactory mid-semester reports will be reported for anyone with a grade of D or below on work completed at that time.] Completion of all assignments is required to pass the class.

Grading Scale:

95-100 = A	87-89 = B+	80-83 = B-	74-76 = C	67-69 = D+	Below 60 = F
90-94 = A-	84-86 = B	77-79 = C+	70-73 = C-	60-66 = D	

Readings/sources are drawn from the following texts:

- Alexander, Leigh. "'Gamers' Don't Have to Be Your Audience. 'Gamers' Are Over." *Gamasutra*. August 28, 2104. http://www.gamasutra.com/view/news/224400/Gamers_dont_have_to_be_your_audience_Gamers_are_over.php.
- Benjamin, Walter. "The Work of Art in the Age of Mechanical Reproduction." 1936.
- Benkler, Yochai. *The Wealth of Networks*. New Haven, CT: Yale University Press, 2006.
- Berners-Lee, Tim. "Information Management: A Proposal." Proposal to CERN. March 1989, May 1990. MacWord converted to HTML. http://www.w3.org/History/1989/proposal.html.
- Boyd, Danah. *Apophenia: Making Connections Where None Previously Existed.* http://www.zephoria.org/thoughts/. (Blog selections.)
- Bush, Vannevar. "As We May Think." *The Atlantic Monthly*, July 1, 1945. http://www.theatlantic.com/magazine/archive/1945/07/as-we-may-think/303881/.
- Dibbell, Julian. "A Rape in Cyberspace." *Scribble, Scribble, Scribble*. Originally published in *The Village Voice*, December 23, 1993. http://www.juliandibbell.com/texts/bungle_vv.html.
- Dick, Philip K. *Do Androids Dream of Electric Sheep?* New York: Ballantine Books, 1996.
- Doctorow, Cory. *Homeland*. Reprint edition. New York: Tor Teen, 2014.
- Folsom, Ed. "Database as Genre: The Epic Transformation of Archives." *PMLA* 122, no. 5 (October 2007): 1571-79.
- Gane, Nicholas. "When We Have Never Been Human, What Is to Be Done?: Interview with Donna Haraway." *Theory, Culture & Society* 23, no. 7-8 (December 2006): 135-58.
- *Generation Like*. 2014. Documentary. http://www.pbs.org/wgbh/pages/frontline/generation-like/.
- Goffman, Erving. "Performances." In *The Presentation of Self in Everyday Life*. Gloucester, MA: Peter Smith, 1999.
- Hansen, Derek, Ben Shneiderman, and Marc A. Smith. *Analyzing Social Media Networks with NodeXL: Insights from a Connected World*. Burlington, MA: Morgan Kauffman, 2010.
- Haraway, Donna. "A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century." In *Simians, Cyborgs and Women: The Reinvention of Nature*, 149-81. New York: Routledge, 1991. 149-81.
- Havens, John. "It's Your Data — But Others are Making Billions Off It." *Mashable*. October 24, 2013. http://mashable.com/2013/10/24/personal-data-monetization/.
- Hayles, N. Katherine. *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics*. Chicago: University of Chicago Press, 1999. (Prologue and Chapter 1 only)

- Hayles, N. Katherine. "Unfinished Work: From Cyborg to Cognisphere." *Theory, Culture & Society* 23, no. 7-8 (December 2006): 159-66.
- Higgin, Tanner. "/b/lack up: What Trolls Can Teach Us About Race." *The Fibreculture Journal*, no. 22 (2013): http://twentytwo.fibreculturejournal.org/fcj-159-black-up-what-trolls-can-teach-us-about-race/.
- *I Know What You Did Five Minutes Ago*. 2011. http://www.youtube.com/watch?v=cYVBshcN7wU&feature=youtube_gdata_player.
- Link, Perry, and Xiao Qiang. "From Grass-Mud Equestrians to Rights-Conscious Citizens: Language and Thought on the Chinese Internet." In *Restless China*, edited by Perry Link, Richard P. Madsen, and Paul G. Pickowicz, 83-107. New York: Rowman and Littlefield, 2013.
- McIntosh, Peggy. "White Privilege: Unpacking the Invisible Knapsack." Wellesley, MA: Wellesley College Center for Research on Women, 1988. http://www.cirtl.net/files/PartI_CreatingAwareness_WhitePrivilegeUnpackingtheInvisibleKnapsack.pdf
- Rettberg, Jill Walker. *Seeing Ourselves Through Technology: How We Use Selfies, Blogs and Wearable Devices to See and Shape Ourselves*. Palgrave Pivot, 2014.
- Rushkoff, Douglas. *Program or Be Programmed: Ten Commands for a Digital Age*. New York: OR Books, 2010.
- Siklos, Richard. "A Virtual World but Real Money." *New York Times*, October 19, 2006. http://www.nytimes.com/2006/10/19/technology/19virtual.html?pagewanted=all&_r=1&.
- Stallybrass, Peter, Jerome McGann, Meredith L. McGill, Jonathan Freedman, N. Katherine Hayles, and Ed Folsom, "Responses to Ed Folsom's 'Database as Genre: The Epic Transformation of Archives,'" *PMLA* 122, no. 5 (October 2007): 1580-1612.
- Thompson, E.P. "Time, Work-Discipline, and Industrial Capitalism." *Past and Present*, no. 38 (December 1967), 56-97.
- "Tracking the Companies that Track You Online." *NPR*. August 19, 2010. http://www.npr.org/templates/story/story.php?storyId=129298003.
- Wark, McKenzie. *Gamer Theory*. Cambridge, MA: Harvard University Press, 2007.
- Weller, Martin. *The Digital Scholar: How Technology Is Transforming Academic Practice*. London: Bloomsbury Academic, 2011.
- Wesch, Michael. "From Knowledgeable to Knowledge-Able." TEDxKC Talk. October 12, 2010. YouTube video, 18:34. https://www.youtube.com/watch?v=LeaAHv4UTI8&feature=youtube_gdata_player.
- Wesch, Michael. "From Knowledgable to Knowledge-able: Learning in New Media Environments." *The Academic Commons*. Originally posted January 7, 2009. Reposted by Michael Nanfito, September 9, 2014. http://www.academiccommons.org/2014/09/09/from-knowledgable-to-knowledge-able-learning-in-new-media-environments/.

Basic Structure of class

Each week will start with a discussion of readings, videos, sites, or other primary and secondary sources about digital identity topics, then the second half of the week the class will engage in a workshop or some other activity intended to explore and apply through digital means the concepts raised in discussion.

Participation

Part of class participation requires actively participating in reading discussions and workshop sessions. In addition, class participation requires weekly engagement in online blogging, tweeting, and other uses of social media.

Research Project

Each student in the class will create a research-based digital project (including, but not confined to, digitally enabled essays, documentaries, digital art, and interactive electronic exhibits) on a topic related to digital identity. The process is broken down into various stages which build on each other and on the other work that we will be doing in class.

1) **Topic idea** – By the first class of week 4, submit your idea for your research-based digital project.
2) **Script** – By the first class of week 8, submit your written script for your research-based digital project. The format this will take may vary slightly depending on the format of your final project, but the goal here would be to lay out the arguments and evidence (including primary and secondary sources) you'll be using, as well as to describe that project in more detail (including an explanation of what form it will take—is this a documentary? A website? An exhibit? Etc.). By

week 9 you will receive feedback from your peers and from me. A revised script will be due at the start of week 10.
3) **Digital project** – The final project will be due at the start of the first class of week 13.
4) **Presentation** – All projects will be presented to the class during weeks 14 and 15.

Honor Code

I believe in the Honor Code as an essential, positive component of the Mary Washington experience. You should know that if you cheat or plagiarize in this class, you will fail, and I will take you to the Honor Council. So, do not do it. On the other hand, I also believe that having friends or family read and comment on your writing can be extremely helpful and falls within the bounds of the Honor Code (assuming the writing itself remains yours). If you have questions about these issues, then you should talk to me sooner rather than later.

Accommodations

If you receive services through the Office of Disability Services and require accommodations for this class, please make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in the strictest confidence unless you give me permission to do otherwise. If you need accommodations, (note taking assistance, extended time for tests, etc.), please consult with the Office of Disability Resources (x1266) about the appropriate documentation of a disability.

TOPICS

WEEK 1
WHAT IS IDENTITY?

WEEK 2
A BRIEF HISTORY OF CONSTRUCTING IDENTITY ON AND OFFLINE

WEEK 3
THEORETICAL CONSTRUCTIONS OF IDENTITY: RACE AND GENDER

WEEK 4
THEORETICAL CONSTRUCTIONS OF IDENTITY: CLASS AND POWER

WEEK 5
LOCAL AND GLOBAL IDENTITIES

WEEK 6
YOUR IDENTITY IS FOR SALE: DIGITAL IDENTITY AND CONSUMPTION

WEEK 7
REPRESENTING OURSELVES ONLINE AND OFF: PROFESSIONAL VS. PERSONAL IDENTITY

WEEK 8
IDENTITY AND ARCHIVING ONE'S DIGITAL LIFE

WEEK 9
WHAT DO THE TOP 20 SOCIAL MEDIA SITES KNOW ABOUT YOU? PART 1 – EULA, TOS, AND YOU

WEEK 10
WHAT DO THE TOP 20 SOCIAL MEDIA SITES KNOW ABOUT YOU? PART 2 – WHAT CAN YOU DO ABOUT IT?

WEEK 11
WHAT DO THE TOP 20 SOCIAL MEDIA SITES KNOW ABOUT YOU? PART 3 – HOW CAN YOU TAKE ADVANTAGE OF WHAT THEY KNOW?

WEEK 12
LYING ABOUT WHO WE ARE

WEEK 13
ONLINE COMMUNITIES, FAN CULTURE, AND DIGITAL IDENTITY

WEEK 14
THE DIGITAL DIVIDE: HOW PRIVILEGE AND ACCESS SHAPE DIGITAL IDENTITY

WEEK 15
LOOKING FORWARD: WHAT WILL YOUR DIGITAL IDENTITY BE?