

RACE, CLASS AND GENDER IN DIGITAL CULTURE

IML 295



Spring 2012
4 units
Tuesdays, 10:00 am– 12:50 pm
SCB 104

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Office Hours TBA

COURSE DESCRIPTION

IML 295: Race, Class and Gender in Digital Culture fulfills the Diversity Requirement by focusing on three different forms of difference: race, gender and to a lesser extent class. The course offers students an opportunity to explore and understand the complex issues of race, class and gender in digital culture within the United States and the “global” community. In particular, it will examine the relationships between race, class, gender and digital technology, and question how digital media serves to complicate, diversify, deconstruct and recreate cultural and social boundaries in the understanding of race, class, and gender, as well as, how concepts of race, class and gender are embodied in digital technologies.

Students will examine tensions, anxieties and conflicts around race, class, gender, technology, and hegemonic culture, as well as the possibilities for alternative identities, communities, and cultures that digital technology offers. As all classes at the IML integrate multimedia authoring and theory, students will create scholarly multimedia projects to express, reflect and analyze their own attitudes on the issues of race, class and gender in digital culture, and consider how living in a diverse society can function as a form of social and cultural enrichment.

HANDS-ON LAB COMPONENT

All classes at the IML integrate multimedia authoring and theory. Students in this course will have access to IML labs and will be using an array of software applications to complete assignments; students are invited to work with IML support staff for tutorials and technical support.

REQUIRED TEXTS

- Assorted readings posted on class wiki

GRADING BREAKDOWN

Grading in this course allows students to navigate their own paths in terms of their interests and goals for the course. Each student must generate 400 points in each of the three achievement categories listed below to earn a medal. The maximum total points in any single category is significantly higher than what is needed to earn even an “A” grade in the course, which means that students can select which assignments, readings, and even exams, to take on in order to pass each achievement level. Within each category there are goals that help accrue points so students who generate effective strategies for the course will earn a high grade with less work. Students earning 1500 total points will earn an “A” in the course / 1400 total points will earn a “B” / and 1300 total points will earn a “C”. There is no maximum number of points a student can earn in each category, but remember, students must have a medal from each category to pass the class.

Write (see course wiki for assignment details)

-Blog posts and discussion questions (7 points each / 532 possible points)

-Flickr posts (2 points each / 30 possible points)

-Midterm exam (400 possible points)

*Any student who achieves 200 points by the end of week 7 will automatically double his/her point total and can skip the midterm exam and potentially still achieve an “A” in the course.

Design (see course wiki for assignment details)

-Media production assignments (200 points each / 600 possible points)

-Web tool applications (20 points each / 240 possible points)

*The first 2 students to reach 500 points in this category automatically earn 100 points in the “Create” category.

Create (see course wiki for assignment details)

-Final project (500 possible points)

-Collaborative work - live blogging, community Prezi, and Flickr “re-writes” (10 points each / unlimited total points)

EVALUATION

In general, you will be graded using these criteria:

Conceptual Core

- The project’s controlling idea must be apparent.
- The project must be productively aligned with one or more multimedia genres.

- The project must effectively engage with the primary issue/s of the subject area into which it is intervening.

Research Component

- The project must display evidence of substantive research and thoughtful engagement with its subject matter.
- The project must use a variety of credible sources and cite them appropriately.
- The project ought to deploy more than one approach to an issue.

Form and Content

- The project's structural or formal elements must serve the conceptual core.
- The project's design decisions must be deliberate, controlled, and defensible.
- The project's efficacy must be unencumbered by technical problems.

Creative Realization

- The project must approach the subject in a creative or innovative manner.
- The project must use media and design principles effectively.
- The project must achieve significant goals that could not be realized on paper.

POLICIES

FAIR USE AND CITATION GUIDELINES

We assert that all of our course work is covered under the Doctrine of Fair Use. In order to make this claim, however, all projects will need to include academically appropriate citations in the form of a Works Cited section, which covers all sources, in order to receive a passing grade. The Works Cited is either included in the project or as a separate document, as appropriate to your project. The style we use is APA 5th edition and you may refer to these guidelines: <http://owl.english.purdue.edu/owl/resource/560/01/>

STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *Scampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday.

EMERGENCY PLAN

In the event that classes cannot convene at the university, all IML courses will continue via distance education. Specifically, the IML portal and course wikis will be deployed to enable faculty-student interaction (asynchronously and also via virtual office hours), complete syllabi, course readings and assignments, software tutorials, project assets, parameters and upload instructions, peer review processes and open source alternatives to professional-level software used in the IML curriculum. Further details are available on the course wiki.