
DIGITAL TOOLKIT: COMMUNICATION DESIGN PRACTICUM in Fall 2018 (CM1500B)

Course Code	CM1500B	Professor(s)	Georgi Stojanov, Noemie Oxley
Prerequisites	None	Office Number	N.O G305; G.S SD-7
Class Schedule	M: 16:55-18:15 in C-101 R: 16:55-18:15 in PL-2	Office Hours	Oxley Mon-Thurs 15:30-17:00 PM and by appointment; Stojanov: By appointment
Credits	4	Email	gstojanov@aup.edu, noxley@aup.edu
Semester	Fall 2018	Office Tel. Ext.	

Course Description

Course description:

Digital toolkit introduces students to some of the basic practical and conceptual tools in digital regarding digital media culture and work environment. In the digital tools training course, students will learn skills and gain hands-on experience with a range of digital publishing tools to build and curate a web platform with compelling, sharable content in order to become e-journalists. In the conceptual part of the course, the students will learn to familiarize with the issues, concepts, and research areas linked to the digital revolution, and understand the different ways in which it affects us as Internet users, citizens, and consumers. Together, we will analyse key readings and discuss them through contemporary case studies focusing on geo-localization, big data, methods of data collection online, algorithms, algorithm culture and software culture. Student will for instance look at the impact of algorithms on access and diversity of news on social media; they will understand what actually Big Data means and seize its influence on business, scientific research and public decision-making; they will address the impact of self-tracking devices on the life of people and analyse them in relation to issues of privacy, healthism and government control. Our focus, ultimately, will be on preparing you to work with digital media while critically engage with it.

Course Learning Outcomes

Familiarize with the main tools for creation of webpages.

Critically engage with and understand the digital tools used in class

Know the modern digital computer architecture

Know how to store and manipulate local and network file systems

Know how to build a webpage from scratch using HTML and CSS as well as using dedicated software.

Become familiar with the issues, concepts, and research areas of digital media studies.

Application of terms and concepts in critically engaging with digital media, their uses, and audiences.

General Education

[PLEASE EDIT OR REMOVE THE FOLLOWING TEXT AS APPLICABLE]

The general education program at AUP consists of four requirements: Speaking the World, Modeling the World, Mapping the World, and Comparing Worlds Past and Present.

This course can be used to fulfill the [INDICATE THE REQUIREMENT(S) FULFILLED BY THE COURSE] requirement and as such has the following learning outcomes:

[INDICATE THE GENERAL EDUCATION LEARNING OUTCOMES]

Course Outline

Course schedule (this Syllabus is subjected to changes)

Week 1 10-13 Sept

1. Noémie Oxley

– Introduction to the course

2. Georgi Stojanov

– Intro to Digital Technology

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- Using AUP data
 - Storage storage
 - Publishing web pages on AUP server
 - Basic HTML

Week 2 17-20 Sept

1. Noémie Oxley

- Maps and power, origin and development
- Definition of GIS

Reading: 1. Daniel Laforest, "The Satellite, the Screen and the city; On Google Earth and the life narrative"; 2. Gustavo Velho Diogo, "Google Earth, Surveillance, and the power of digital cartography".

2. Georgi Stojanov

- Geo-localization
- Embedding Google maps on your webpage
- Hands-on exercise: introduce a google map on your page via address or latitude and longitude.

Week 3 24-27 Sept.

1. Noémie Oxley

GIS: Google Maps and Google Earth.

- A new representation of the world
- Privacy, surveillance

2. Georgi Stojanov

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- Data acquisition
 - Data formats: unformatted text, numerical data
 - Data analysis and visualization
 - Excel, Google spreadsheets
 - Big Data

Week 4 01-04 Oct.

1. Noémie Oxley

- Self-tracking: Definition and applications:
- Methods of collection
- What can be **measured** by digital Data?
- What kind of **knowledge** they produce?
- How compatible are quantitative data and qualitative representation of people, feelings and experiences?

Reading: Greg & Nafus, "Data"; Neff and Nafus, *Self-Tracking*, Chapter 1. (See blackboard)

2. Georgi Stojanov

Data Scraping

Week 5 08-11 Oct.

1. Noémie Oxley

- Self-Tracking:
- Should we consider our bodies as "radiating data"?

Please see: Lauren Constantini's Ted Talk: <https://www.youtube.com/watch?v=FESv2CgyJag>

- Self-tracking, health and surveillance: Please read this analysis of Foucault *Bio-Power*.

Reading: <https://www.nytimes.com/2017/11/13/health/digital-pill-fda.html>

Please see: https://www.youtube.com/watch?v=_mXrZEIpNMw

2. Georgi Stojanov

- Algorithms: a step by step procedure, how to do something (i.e. baking a cake)
- Computer programs (“code”) implement algorithms using a specific programming language (Java, JavaScript, Python...)
- Examples of program/code

Week 6 15-18 Oct.

1. Noémie Oxley

Big Data: Introduction and applications

- Scraping data
- How and why are large data sets collected and analysed by institutions for political purposes and by corporations for financial purposes?
- Making the difference between small/big data; Structured, Unstructured, Semi-Structured data.
- Using **small** and **big data**: defining a code of ethics for data research and use

Case study:

Kitchin, *Data Revolution*, Chp. 4; Reading: Zook et al., “Ten simple Rules for Responsible Big Data Research”: <http://journals.plos.org/ploscompbiol/article?id=10.1371/journal.pcbi.1005399>

Week 7 22-25 Oct.

1. Noémie Oxley

Big Data Case Study 1:

– Data Mining and the 2012/2016 U.S. Elections

Reading: “How Data Failed Us in Calling an Election”.

<https://www.nytimes.com/2016/11/10/technology/the-data-said-clinton-would-win-why-you-shouldnt-have-believed-it.html>; “Obama, the ‘big data’ president”.

https://www.washingtonpost.com/opinions/obama-the-big-data-president/2013/06/14/1d71fe2e-d391-11e2-b05f-3ea3f0e7bb5a_story.html?utm_term=.5d9bbcb8a0da

– Big Data and Climate change

Reading: “A big Data Guide to Understanding Climate Change: *The Case for Theory-Guided Data Science*”: <http://online.liebertpub.com/doi/pdf/10.1089/big.2014.0026>

2. Georgi Stojanov

A taste of Python

Week 8 29 Oct.

– Big Data and privacy risks by Google: The Case of biometrics.

“Welcome To The Surveillance State: China’s AI Cameras See All:

https://www.huffingtonpost.com/entry/china-surveillance-camera-big-brother_us_5a2ff4dfe4b01598ac484acc

– Big Data and surveillance systems:

“Big Data meets Big Brothers as China moves to rate its citizens”:

<http://www.wired.co.uk/article/chinese-government-social-credit-score-privacy-invasion>

“A Google app that matches your face to artwork is wildly popular. It’s also raising privacy concerns: https://www.washingtonpost.com/news/the-switch/wp/2018/01/16/google-app-that-matches-your-face-to-artwork-is-wildly-popular-its-also-raising-privacy-concerns/?utm_term=.8ea7c3ba97f0

Week 9 05-09 Nov.

1. Noémie Oxley

Algorithms 1: An introduction

– Reading: John Cheney-Lippold, *We Are Data: The making of our Digital Selves*, Introduction;
Or: David Beer, “The Social Power of Algorithms” (See blackboard).

Also see: BBC documentary *The Secret Rules of Modern Living Algorithms*:

<https://www.youtube.com/watch?v=8GDI0ppuHZs&t=5s>

Case Study: Algorithms and Criminal justice: Compass and the racial bias (See reading on the blackboard).

Week 10 **12-15 Nov.**

1. Noémie Oxley

Algorithms 2: Biased Algorithms and Facebook and the transformation of the public sphere

– Facebook Case Study. Reading: “Algorithms. Neutral or Biased”? (See blackboard); The Real Bias Built in at Facebook:

https://www.nytimes.com/2016/05/19/opinion/the-real-bias-built-in-at-facebook.html?rref=collection%2Ftimestopic%2FSocial%20Media&action=click&contentCollection=timestopics®ion=stream&module=stream_unit&version=search&contentPlacement=6&pgtype=collection

– Understanding the transformation of the Public Sphere. Reading: “Who Controls the Public Sphere in an Era of Algorithms?”

Week 11 **19-22 Nov.**

1. Noémie Oxley

Case Study: Tinder.

Week 12 **26-29 Nov.**

1. Noémie Oxley

Software 1. Reading Rob Kitchin and Martin Dodge. *Code/Space. Software and Everyday Life*.

Chap: "The Nature of Software".

Georgi Stojanov/Noémie Oxley Presentations: Using digital tools to investigate. Each student will be given 5-7 minutes to present their dry-run project.

Week 13 3-6 Dec.

1. Noémie Oxley

Software 2. Artificial Intelligence: ethical questions.

Reading: New York Times article "The Software Economy: Why Software Jobs Are Taking Over":

<https://www.forbes.com/sites/joshbersin/2013/08/05/the-software-economy-why-software-jobs-are-taking-over/#67ef56dc5cb5>

Week 14 10 Dec.

1. Noémie Oxley

Conclusion to the course.

Textbooks

This course doesn't have any textbook.

Attendance Policy

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an

absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Grading Policy

GRADING GUIDELINES

Your grading relies on the following characteristics:

Content:

1. Relevance to the course
2. Wide reading
3. Development of argument
4. Accurate citation of references (including adequate bibliography)

Presentation

5. Clarity of expression
6. Explicit structure
7. Consistency of purpose
8. Clear conclusion

Critical Judgement

9. Depth of interpretation
10. Imaginativeness
11. Critical appraisal
12. Thoroughness of analysis

Grade A range is for outstanding work that achieves all that could reasonably be expected of a university BA student, and demonstrates at least 7 of the 12 characteristics above in relation to the argument presented. It includes 5 elements cited above: 1. Key question; 2. Argument; 3. Evidence; 4. Intellectual importance; 5. Contribution to this field of study.

You must achieve these goals:

- Not just repeat what the book says, but try to have a “dialogue” (e.g. question why? What else?)
- Not apply the theory blindly or dutifully, but try to evaluate its strengths and weaknesses (e.g. based on the society where you come from) and gain a nuanced, contextualized understanding of the theory/knowledge

Grade B range is for work that demonstrates an integration of some (at least 5) of the 12 characteristics above but **presents an argument that could be developed further**. It includes 4 of 5 elements cited above: 1. Key question; 2. Argument; 3. Evidence; 4. Intellectual importance; 5. Contribution to this field of study.

Grade C range is for work that adopts some (at least 3) of the 12 characteristics above but does **presents a too weak argument**. It includes at least 3 of 5 elements cited above: 1. Key question; 2. Argument; 3. Evidence; 4. Intellectual importance; 5. Contribution to this field of study.

Fail is one in which the course learning goals are not properly understood, key issues are not identified, the essay is badly organized, and requires an adequate range of reading and attention to the above characteristics.

Other

Conduct/classroom policy

–Please be courteous and respectful at all times. You may disagree with someone, but please do so politely (a good way to start is by saying “I can see your point”). Make sure you attempt to understand each other before you contribute to the discussion.

–Please use restroom **before class**, except in an emergency (routine departures in the middle of the class are unacceptable). Frequent departures and arrivals *distract* the flow of class each time they happen. That said, of course emergencies happen.

–**Avoid conversations with people sitting around you.** They are distracting to all those around you.

–You must check your AUP email once per day for important announcements.

–**NO CELL PHONES ALLOWED DURING CLASS.**

–**Laptops and other electronic devices:** In Mondays’ classes, Laptops are only allowed in class for specific researches. Bring pen and paper!

FYI, research says that electronic devices (including laptops) in the classroom often impede learning. So why not taking notes on paper??

<http://www.psychologytoday.com/blog/hot-thought/201007/banning-laptops-in-classrooms-0>

<http://www.psychologicalscience.org/index.php/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html>