A. COURSE DESCRIPTION

This course investigates spaces of new media and their import for the study of race and ethnicity in the United States. Building upon an interdisciplinary list of readings, we will use digital studies to investigate the ways racial formation is embedded in 21st century technologies, from circuits manufactured on Navajo land to smartphone applications designed by urban day laborers. Areas of focus include the digital divide, labor, cyberfeminism, and the role of social media in contemporary activism. Together, we will foreground questions of accessibility and the digital divide in an approach that connects race, space, and the digital.

B. OBJECTIVES

After completing this course, students will be able to:

- Identify and explore major themes and ideas related to race formation and digital studies.
- Place these themes within the framework of relational racialization.
- Address the social relevance of such developments for Chicana/o studies.
- Apply writing, analytical, and digital literacy skills to the study of race and the digital.
C. Student Evaluation

15% Participation and Attendance: Students are expected to attend every class and to be active and prepared participants. Readings are to be completed before class.

20% Leading Discussion: Once during the quarter, each student will author a 500 to 750-word blog reviewing our assigned reading. They will use the blog to lead an introduction to that day’s discussion topic. Posts that draw upon current policy issues, multimedia projects, link to previous posts, and integrate multiple class readings are encouraged. For examples, see http://scalar.usc.edu/works/race-and-migration-in-the-united-states-/blog.

15% Blogging: Students are responsible for reading the class blog each week and contributing to our shared web conversation. Each student is to write seven comments responding to their classmates’ blog posts over the course of the quarter, ranging between 50-100 words each.

20% Digital Divide: This 5-page assignment examines the digital divide through a combination of course readings, analysis of statistical data on Internet participation, and participant observation in a web forum.

30% Final Paper/ Creative Project: In this 8-10 page assignment, students will elaborate on one of the formal themes introduced in the course. Details to follow.

D. REQUIRED TEXTS


• Electronic Resources on course website

E. Course Policies

Office Hours: Office hours are an opportunity to discuss general questions about the class, to clarify concepts and themes introduced in lecture, and to receive direct feedback on your assignments.

Class Attendance, Preparedness, and Participation: You are expected to have your texts and necessary materials (paper, lecture notes, handouts, etc.) with you in each class. I will monitor attendance regularly. You are responsible for all material missed due to absences. You are required to use email for this class. I will send announcements to your UCLA account. You are responsible for checking it frequently.

Approved Technology: Using cell phones, mp3 players, or any other item that may distract you and your fellow classmates is prohibited. Laptops are allowed for note-taking only.
**General Assignment Guidelines:** All work must be double-spaced in 12-point Times New Roman font with 1” margins, page numbers inserted, and your name clearly printed on the first page of your paper. Page limits do not include images or your bibliography. Essays that are not properly formatted or do not properly cite sources will be penalized.

I am happy to offer feedback on assignments during office hours or by appointment. For additional assistance, I encourage you to visit the Undergraduate Writing Center, http://wp.ucla.edu/index.php/home in A61 Humanities, Rieber Hall 115, and Powell Library 228. Contact 310-206-1320 or wcenter@g.ucla.edu for more information.

**Fair Use and Academic Dishonesty:**
All course work that is posted to the web is required to abide by the Doctrine of Fair Use and include appropriate citations. Any student who fails to cite their sources, plagiarizes, steals, copies, or purchases a paper will fail the course. More so, the University will review them for further reprimand and potential expulsion. Refer to the UCLA Student Conduct Code for specific guidelines. For citation standards, see https://owl.english.purdue.edu/owl/section/2/

**Late Assignments/ Grade Disputes:** Assignments are due at the beginning of class. Tardiness will result in a reduction on your assignment score by 5% a day.

You have one week to dispute a grade by submitting (1) the original graded assignment and (2) a paragraph (no more than a page) describing the reasons for which you are requesting a change of grade on an assignment (academic arguments). Bear in mind that I have the right to raise or lower the assignment’s grade.

**Accessibility Accommodations:** I will make every attempt to accommodate students with disabilities. Students requesting academic accommodations are required to register with The Office for Students with Disabilities (OSD), http://www.osd.ucla.edu. Deliver verification to me as early in the quarter as possible.

**F. READING SCHEDULE**

**Week 1: Introduction**
Discussion: Course Overview, a framework for race and the digital

- **March 29**
  - Review Syllabi and Course Foundations
- **March 31**

**Week 2: Convergence Culture**
Discussion: Old Media and Fair Use

- **April 5**
• Baron, Denis. “Pencils to Pixels: The Stages of Literacy Technology.”

**April 7**

• **Blogging Workshop, Meeting in SSC 2035B**

**Week 3: Digital Divide**
Discussion: Place and the Digital

**April 12**

• Baca, Judy “Complete History and Description of The Great Wall,” http://sparcinla.org/the-great-wall-part-2/

*Blogging Begins*

**April 14**


**Suggested Resources**


**Week 4: Participation Divide**
Discussion: Digital Literacy, Content Creation

**April 19**


**April 21**


Suggested Resources

Week 5: Digital Labor
Discussion: Net-Working

April 26

April 28

*Digital Divide Paper Due*

Week 6: Cyberfeminism and Race
Discussion: Intersectionality

May 3

May 5

Week 7: Race in Cyberspace
Discussion: Online communities and identity

May 10

May 12


**Week 8: Transmedia Organizing**

Discussion: Social networks, multimedia approaches to organizing
Guest Speaker: Dr. Vanessa Diaz

**May 17**


**May 19**


**Week 9: Digital Activism**

Discussion: Social justice, spatial and the digital

**May 24**

- Constanza-Chock, Sasha. “Chapter 2 and Chapter 3.”

**May 26**

- Constanza-Chock, Sasha. “Chapter 4 and Chapter 5.”

**Week 10: Conclusions**

Discussion: Future Directions in Race and the Digital

**May 31**

- Constanza-Chock, Sasha. “Chapter 6 and Chapter 7.”

*Comments Due*

**June 2**

- Constanza-Chock, Sasha. “Conclusion.”

*Final Exam Period: Paper or Creative Project Due*