

AN 341

VIRTUAL WORLDS, DIGITAL REALITIES:
SOCIAL IMPACTS OF THE DIGITAL REVOLUTION

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Off: Upper (*mauka*) Beh. Science Bldg. #114, MWF 11:30-2, TR 11:30-1 or by app't.

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REQUIRED TEXTS: Boellstorff, Tom 2008. Coming of Age in Second Life: An Anthropologist Explores the Virtually Human. Princeton: Princeton Univ. Press.

Van Dijck, Jose 2013. The Culture of Connectivity: A Critical History of Social Media. London: Oxford Univ. Press.

Storr, Will 2018. Selfie: How We Became So Self-Obsessed and What It's Doing to Us. NY: Overlook Press.

Daniel Miller's Research Site "Why We Post" at [<http://www.ucl.ac.uk/why-we-post>]

Recommended: Gardner, Howard & Katie Davis 2014. The App Generation: How Today's Youth Navigate Identity, Intimacy, and Imagination in a Digital World. Cambridge: Yale Univ. Press.

COURSE DESCRIPTION:

Individually games, apps, programs and devices modify social behavior. Collectively they have made dramatic changes in collective behavior, social expressions of the self and self-identity. Yet the changes have been so diverse and rapid that social sciences are just now starting to examine some of the consequences of these new technologies. We will look at the current discussions in anthropology, sociology, communications and geography about the social impacts of contemporary digital reality and how we are building predictive models for the near future.

The course will specifically be examining some of the key technologies that by 2020 have changed social interaction and personal identity, along with several that appear poised to make dramatic change in the next 5 years. We will move through different areas of digital reality, initially examining communication technologies in a chronological order including smartphones and tablets. We will then move onto an examination of social media such as Facebook, Shutterfly, Instagram and Twitter, looking at both the apps that mediate social interaction and the diverse ways these have been modified by users. The next

area will be that of computer-based social media and structured social environments such as World of Warcraft, Fortnite and Eve Online. At the end of the course we will examine current and near-future unstructured virtual worlds such as Second Life, Sansar and Facebook's Horizon. A central theme throughout the course will be the synergistic ways in which digital media have modified social behavior and also been modified by different societies.

SKILL COMPETENCIES you must have to take the course:

We will be using Canvas for this course. You will also get an invite to share some of my Google Drive folders that have course materials for your use and reference.

Assignments should be sent to me as e-mail attachments, either as Word docs/rtf/pdf formal files.

- Access to a computer (NOT a tablet or smartphone) You may want to load Second Life on your machine so you must have Administrator privileges, or you can use one of the machines in Sullivan Library that are already configured with SL.
- You should consider getting one or more social media accounts if you don't already have some—BUT BE WARNED that they are very privacy-intrusive and very difficult to completely delete

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on "Students" role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via Smarthinking. Smarthinking can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – Smarthinking. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Behavioral Studies Program Student Learning Outcomes for this course:

1. The student will apply intellectual frameworks and models to interpret digital social interaction from the Behavioral Sciences perspective.
2. The student will apply research approaches from anthropology and sociology to the analysis of digital social reality.
3. The student will apply anthropological and sociological concepts related to **social justice** to current problems and issues grounded in digital reality
4. The student will assess contemporary digital social issues through the lens of cultural diversity.

This course has the following general objectives:

- 1) Increase your awareness of the importance of various digital media in the dynamic changes in contemporary societies;
- 2) Gain some understanding of how patterns of social ritual reinforce social relationships even in digital media;
- 3) To provide you with conceptual the tools you can use to enhance your competency in a complex multicultural world, through understanding the social dynamics present in apparently global digital media;
- 4) To directly address the Marianist goals of building collaborative learning communities and also integrating diverse viewpoints and values, through broadening your horizons as to the motivations and attitudes of individuals from cultural and ethnic backgrounds outside of your own experience.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep

3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohē pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

GRADING:

- **CRITICAL THINKING EXERCISES:** You will complete SIX (6) Critical Thinking Exercise during the semester, based on the current Modules we are covering [see schedule]. At the start of each module I will mention some topics you might want to consider, or you can do one based on your own personal interest from the materials in that module—but if you want to do your own, make sure and check with me first to see if it fits with the material we're going over.
 - Each CT will consist of a **minimum** of 6 paragraphs in a specific format [see below for format details.]
 - Each CT is due by the date specified in the syllabus, usually near the end of a specific module
 - The CTs count for 70% of your course grade;
- **PRESENTATION/BLOG POST:**
 - You do this by yourself [solo]—NO GROUP WORK
 - The Presentation/Blog will be based on a specific concept or topic from the course materials
 - Your goal is a presentation that would be useful for your classmates
 - Your presentation can be as a PowerPoint, blog post or website (your choice) and cover your topic in detail. For length estimate 5-7 PowerPoint slides or a 7-10 paragraph blog post as the minimum.
 - It must include: 1) clarification of any technical terms and explanation; 2) examples that clarify the question; 3) one or two final thoughts that show the importance of the issue; 4) cites and sources.
 - The Presentation will be worth 20% of the course grade
- **REACTION PAPERS and LEARNING ASSIGNMENTS [as required]:**
 - You will write a number of reaction papers based on assigned videos
 - Questions will be posed for you to react to
 - You will not be graded on grammar
 - They will be from 1-2 pages in length
 - Reaction Papers count for 5% of the course grade
- **ATTENDANCE:**
 - Participation is mandatory in all CUH courses—in a digital course this means getting through the course material on schedule
 - Participation (completing course material on time) counts for 5% of your course grade

TOTW exercises (6).....	70%	A= 90-100	D= 60-69
Presentation/Blog.....	20%	B= 80-89	F= -60
Reaction Papers.....	5%	C= 70-79	
Participation.....	5%		

THERE IS NO POSSIBILITY OF EXTRA-CREDIT WORK IN THIS CLASS

Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student’s daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given

Critical Thinking (CT) Exercise Format 1/21

CT FORMAT:

4 Parts [THIS IS THE MINIMUM]:

- 1) Concept or topic covered—specify and define [1 PARAGRAPH]
- 2) Put into a context—what is it’s importance w/in course material [1-2 PARAGRAPH]
- 3) Go into detail on 1-2 specific aspects of the concept/topic NOT covered in the class materials—you can use your course readings but you must also have at least 1 source outside of the course materials [4-6 PARAGRAPHS]
- 4) Discuss the context/relevance of this concept to you (personal), to us (Hawai’i), and to us (global) [1-2 PARAGRAPHS]
- 5) Citations and Bibliography—you must show your sources and these must be more than just course materials [APA format preferred]

RULES:

PARAGRAPH= defined as having 2 or more sentences.

CITATIONS= You must show where you got your material from. You MUST support your material with citations.

WAYS TO LOSE POINTS:

1 Use internet/generic definition rather than discipline [course] specific definition= 1 grade down

Logic= If you can't remember that the course is within a discipline, which has specific definitions attached to terms, then you're not engaging in the class. Also if you forget this rule, you need to be reminded to focus on task.

2 Merely repeating class [powerpoint/talks] materials= 1 grade down minimum

Logic= If you can't be organized time-wise to look for outside sources, then you're not completing the assignment—you're merely repeating my materials back to me.

3 Opinion-Only Writing= If your writing only shows your opinion on the concept/topic; no citations= 1 grade down minimum

Logic= No one really cares about opinions—they want proof to back up your assertions/analyses so that you are more convincing. If you really need to vent, that's what social media is for.

4 Working on exercises with others= minimum 1 grade down

Logic= Sharing material means either you're putting in ½ the effort, or, more likely, one member is doing all the work and the other are entertaining (hopefully) parasites.

5 Bogus citations/sources= 1 grade down minimum

Logic= If you only pull your sources from the immediate [Wikipedia-only for example] then just as with the generic definition, you're not engaging with the material and showing any effort to process the class materials.

COURSE SCHEDULE FOR AN341 DIGITAL REALITIES

MODULE	DATES	TOPICS COVERED	ASSIGNMENTS
I	2/1-12	Intro / Definitions / Short History	Read: Boellstorff Ch. 1; van Dijck Ch. 1; Module 1
II	2/15-19	Theory-Method / Continuum of Realities	Read: Boellstorff Ch. 3; van Dijck Ch. 2-8; Module 2; CT (Crit Think) 1 DUE
III	2/22-3/5	Mobile- Smartphones	Read MODULE 3; CT 2 DUE
IV	3/8-12	Application World-Big Data	Read Storr ALL; Read MODULE 4
V	3/15-26	Social Media- Impacts	Read MODULE 5; CT 3 DUE
VI	3/29-4/2	Internet / Web 1.0-3.0	Read MODULE 6; CT 4 DUE

VII	4/5-16	Virtual Worlds- Second Life- MMORPGs	Read: Boellstorff Ch. 2, 4-9; Read MODULE 7; CT 5 DUE
VIII	4/19-23	Multiple Modes to Reality	Read MODULE 8
IX	4/26-30	Education / Learning / Cognition Impacts	Read MODULE 9; CT 6 DUE; Present-Blog DUE

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Academic Conduct Policy

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their

admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook: <https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 37.5 hours of engagement. For example, in a one credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in total student engagement time of 37.5 hours for the course, the total engagement time expected for each one credit course at Chaminade.

The minimum 37.5 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.