

COURSE SYLLABUS



COURSE TITLE: PSC-290: Digital Politics CLASS SECTION: 001
TERM: Fall 2023
COURSE CREDITS: 3
DELIVERY METHOD(S): Face to face

Camosun College campuses are located on the traditional territories of the Lakw'agan and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Daniel Reeve
EMAIL: reeved@camosun.ca
OFFICE: Paul 230
HOURS: Wednesdays 4:45 – 5:45 PM (other times can be arranged)

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

This introductory course examines the political ideas and concepts at the root of modern political institutions and practices. Topics include: theories of legitimacy, justice, and democracy, as well as ideologies such as anarchism, communism, socialism, liberalism, conservatism, fascism, and feminism.

PREREQUISITE(S):

One of:

- C in ENGL 151
- C in ENGL 161
- C in ENGL 163
- C in ENGL 164

And all of:

- C in one first-year PSC course

CO-REQUISITE(S):

Not Applicable

EXCLUSION(S):

Not Applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course a student will be able to:

1. *Describe critically the intersection of digital life and politics.*
2. *Identify the link between search engine processes and political polarization.*
3. *Critically evaluate the key elements of digital campaigning; apply this knowledge to the US context.*
4. *Define and assess the political importance of misinformation and fake news on politics.*
5. *Explore social media's cultural and political influence in a variety of contexts.*
6. *Critically examine the role of online activism*

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

There is no textbook for this course. All course readings will be available online or via the D2L content page under “course readings”.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1: Sept. 6	Welcome, class structure, modules, assignments, D2L, & PK start up	Course Tour Bonus Quiz – Due Sept.13 at 5:00 PM
Week 2: Sept. 13	Political Communications Orders <i>Read: Klyueva, Anna. 2013. "Chronology" in Encyclopedia of Social Media and Politics. Kerric Harvey & Geoffrey J. Golson, eds. New York: Sage.</i> <i>Epstein, Ben. 2018. The Only Constant Is Change: Technology, Political Communication, and Innovation over Time. Oxford: Oxford University Press. "The Social and Technological History of Political Change" pages 25 – 48.</i>	RQ1 - Sept.13 at 5:00 PM Essay Research Workshop
Week 3: Sept. 20	Information Curation, Echo Chambers, and Democracy Sunstein, Cass R. 2018. #Republic: Divided Democracy in the Age of Social Media. New Jersey: Princeton University Press. <i>Read: "The Daily Me" pages 1 – 30.</i>	RQ2 - Sept.20 at 5:00 PM PK1: My Echo Chamber
Week 4: Sept. 27	Hubris, Greed & The Chaos Machine Fisher, Max. 2022. The Chaos Machine: The Inside Story of How Social Media Rewired Our Minds and Our Worlds. New York: Little, Brown, & Co. <i>Read: Prologue 3 – 12; Ch. One 13 – 38.</i>	RQ3 – Sept 27 at 5:00 PM PK2: The Awesome Button & Social Validation Loop Research Essay Topic Selection – Due 11:59 PM on Oct.1
Week 5: Oct. 4	Electoral Campaigns & Perceived Voters Hersh, Eitan. 105. <i>Hacking the Electorate: How Campaigns Perceive Voters.</i> 2015. <i>Read: "Introduction" pages 1 – 19, 24 - 33.</i>	RQ4 - Oct. 4 at 5:00 PM Group RP Topic Tweet
Week 6: Oct. 11	US Presidential Digital Campaigning Stromer-Galley, Jennifer. 2019. <i>Presidential Campaigning in the Internet Age.</i> New York: Oxford University Press. "Introduction: The Paradox of Digital Campaigning in a Democracy" <i>Read: pages 1 – 24.</i>	RQ5 - Oct. 11 at 5:00 PM Research Essay Check In Research Bibliography – Due 11:59 PM on Saturday Oct. 14
Week 7: Oct. 18	2008 US Election: The first Social Media Election Stromer-Galley, Jennifer. 2019. <i>Presidential Campaigning in the Internet Age.</i> New York: Oxford University Press. "2008: Networked Campaigning and Controlled Interactivity" <i>Read: pages 110 – 146.</i>	RQ6 – Oct.18 at 5:00 PM ICSE Prep Session 1
Week 8: Oct.25	In Class Short Essay 1 (Attendance Mandatory) TV: From homogenization to fragmentation Poniewozik, James. 2019. Audience of One: Trump, Television, and the fracturing of America. Toronto: Norton. (Intro., Ch. 8)	ICSE1 –Oct. 25 at 6:00 PM RQ7 – Oct.25 at 5:00 PM

Commented [DR1]: Need questions to include Fisher reading.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 9: Nov. 1	Fake News & AI Lazer, David et al. The science of fake news. Science (Sept 2018). Wong, Mateo. <i>We Haven't Seen the Worst of Fake News</i> . The Atlantic. December 20, 2022, www.theatlantic.com . Watch: Nina Schick Interview: Deepfakes & Synthetic Media Watch: Deep Fake Obama	RQ8 - Nov. 1 at 5:00 PM PK3: The future is unreal: The challenge to distinguish real from fake online
Week 10: Nov. 8	Qanon & Conspiracy Lafrance, Adrienne. Nothing Can Stop What is Coming . The Atlantic. June 2020, www.theatlantic.com . Cushing, Ellen. I was a Teenage Conspiracist . The Atlantic. May 13 2020, www.theatlantic.com .	RQ9 – Nov. 8 at 5:00 PM PK4: My favorite conspiracy Research Essay Outline – Due 11:59 PM Saturday Nov. 11
Week 11: Nov. 15	A Short History of Trolling Phillips, Whitney. 2016. <i>This is Why We Can't Have Nice Things</i> . Cambridge: MIT Press. Read: "Introduction" pages 1-12; & "Subcultural Origins, 2003 – 2007" pages 13 – 27.	RQ10 - Nov. 15 at 11:59 PK5: Origins of Online Trolling
Week 12: Nov. 22	Digital Culture Wars Nagle, Angela. 2017. <i>Kill All the Normies</i> . Washington: Zero Books. "Introduction" pages 1-10; "The leaderless digital counter-revolution" pages 10 – 27; & "The online politics of transgression" pages 28 – 39.	RQ11 – Nov. 22 at 5:00 PM Research Essay – Due 11:59 PM on Saturday Nov. 25 PK6: Virtual Panopticon
Week 13: Nov. 29	The Not so Distant Future? Wong, Mateo. <i>Conspiracy Theories Have a New Best Friend</i> . The Atlantic. March 2, 2023, www.theatlantic.com . Heer, Jeet. America's First Post Modern President.	Participation Self-Evaluation Quiz – Due Dec. 2 at 11:59 PM ICSE2 Prep Session
Week 14: Dec. 6	In Class Short Essay 2 (Attendance Mandatory) End of Semester Class Potluck	ICSE2 - Dec. 6 at 6:00 PM

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
<p>Reading Quizzes (RQ): (10%) With each new chapter or reading students will be asked to take an online multiple-choice quiz in the course D2L website (in the Quiz section). The quizzes will cover the reading (and possibly video) for that week and must be completed prior to the start of that week's class. Students have one attempt to successfully complete each RQ. The online submission window will close one hour prior to the start of that week's first class – 5:00 PM on Wednesdays. The answers for each RQ are available once that RQ closes (5:00 PM Wednesdays). There will be 11 reading quizzes throughout the semester; the lowest graded RQ will be dropped from each student's overall grade.</p>	10%
<p>Course Tour Bonus Quiz: (1% bonus) At the start the semester, students will be asked to complete the Course Tour Bonus Quiz. This quiz will ask students about course syllabus, different assignments, collaborate, and other aspects of the course. The quiz will be worth up to 1%. The bonus marks will be added to the final score of the Reading Quiz.</p>	.5% (bonus)
<p>In Class Short Essays (ICSE): 20% per ICSE Students will write two ICSE during the semester. These essays will be written in class on the designated days. Student attendance on those days is required. A selection of four questions will be posted at the beginning of each module. On the day of the in-class exam, only two questions (from the original four) will be available to answer. Students will select one of the two questions. Students will have approximately 80 minutes to write their answer. For more information, see the D2L content page.</p>	40%
<p>Research Project (RP): 34% (Topic selection 1%; Bibliography 3%; Outline 3%; Research Essay 27%) The four-part research project directs students through a connected series of steps that help them create a research paper. Students will select their topic by no later than Sunday Oct. 1. Once a reasonable topic has been selected, students will build a bibliography with a minimum of eight academic sources. Students will submit their initial bibliography in standard APA citation by Oct. 14. By November 11, students will create an outline for their paper. It is advisable that students consult with the instructor prior to submission. Students will submit a research paper between 1,500 – 2,000 words on Saturday November 25. For a more detailed account of the assignment, please see the Research Essay Assignment section of the D2L content page.</p>	34%
<p>Pecha Kucha (PK): 15% In groups of two or three, students will create and present a Pecha Kucha (20 slides of 20 seconds) on a key topic from the course. Groups of students will select a topic via the Group enrollment section of D2L. The topics will have a corresponding date when the presentation is to be performed. The slides must be visually significant and contain no more than three words per slide. Groups of students will submit their slides 24 hours prior to their presentation date. After each PK, groups will respond to questions posed by the other students. For more information, see the D2L content page.</p>	15%
<p>Participation Self-Evaluation Quiz: 1% All students will be asked to make a meaningful contribution to class activities and demonstrate engagement with topic. There are numerous ways for students to express their engagement. See the D2L site for a full account of participation grading.</p>	1%

DESCRIPTION	WEIGHTING
TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](#) policy for more information.
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

Students will be expected to attend class regularly. Failure to regularly attend class may result in a failing grade.

SCHOOL OR DEPARTMENTAL INFORMATION

The department chair for Social Sciences (of which Political Science is one discipline) is Trish Garrette. She can be contacted at ovep@camosun.ca

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills

Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started: <http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.