



**Arizona State University Criteria Checklist for**

**CULTURAL DIVERSITY IN THE UNITED STATES [C]**

**Rationale and Objectives**

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[C] CRITERIA</b>			
<b>CULTURAL DIVERSITY IN THE UNITED STATES</b>			
YES	NO		Identify Documentation Submitted
		<b>1.</b> A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in <b>contemporary</b> U.S. Society.	syllabus
		<b>2.</b> A Cultural Diversity course must then meet <b>at least one</b> of the following specific criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	assignment list
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.  *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.  **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	

Course Prefix	Number	Title	General Studies Designation

Explain in detail which student activities correspond to the **specific** designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<b>Example</b> -See 2b. Compares 2 U.S. cultures	<b>Example</b> -Compares Latino & African American Music	<b>Example</b> -See Syllabus Pg. 5
1	The purpose of the course is to introduce students to and explore the impact of information technology on contemporary US cultural groups.	Syllabus, page 1 course description
2a	The course explores ways in which diverse cultural groups in the US experience, contribute to, and use information technology in the contemporary US. Students will read about and explore issues related to the digital divide and how it potentially impacts a specific group's ability to access information and participate in contemporary society (politically, economically). Students will also explore gender divisions related to education in STEM fields and how barriers may be overcome to allow more women to enter these fields.	See assignment list, pages 3-7

# TWC 454: Information, Technology and Culture

## Course Description:

**Catalog description:** Explores the historical impact and intersection of communications technology and culture in America.

Criteria 1

This course explores the impact and intersection of information and communications technology and culture in the contemporary United States. We will explore how cultural groups in the United States use information technology and how such technologies can influence divisions in our society, including class, race, and gender.

This course is offered by the College of Letters and Sciences. For more information about the school, visit our website: <https://sls.asu.edu/>. If you have questions or concerns, please send your inquiry to [sls@asu.edu](mailto:sls@asu.edu).

## Course Outcomes:

### *Rhetorical Knowledge*

- Identify, articulate, and focus on a defined purpose
- Respond to the need of the appropriate audience
- Respond appropriately to different rhetorical situations
- Use conventions of format and structure appropriate to the rhetorical situation
- Adopt appropriate voice, tone, and level of formality
- Understand how each genre helps to shape writing and how readers respond to it
- Write in multiple genres
- Use appropriate technologies to organize, present, and communicate information to address a range of audiences, purposes, and genres

### *Critical Thinking, Reading, and Writing*

- Use information, writing, and reading for inquiry, learning, thinking, and communicating
- Understand the relationships among language, knowledge, and power including social, cultural, historical, and economic issues related to information, writing, and technology

## Textbook

**There are no required textbooks;** links to or copies of required readings are provided in the course site.

# TWC454 Course Calendar and Assignments

See the Introduction to each week in the course platform for specific reading assignments and due dates

## Discussion Board

During this course you will participate in discussions about required readings using the **Discussion Forum** in Blackboard.

All students are expected to **actively** engage in the discussion by applying concepts learned in readings to respond to the questions/prompts for the week.

Posts should be thorough, incorporate or cite readings to support claims, add to discussion (rather than repeating what has been said by others) and/or ask questions related to the topic for the week. Posts should be well-written: well-organized, clear, and error-free (proofread before posting). Follow-up post(s) to others that expand, add new relevant information, clarify information, and raise additional relevant questions. Students are reminded that discussion board posts are part of a classroom and should not be considered equivalent to chat room, texting, or other informal platforms.

## Discussion Board Grades:

- 5 pts: full credit for posts that are thorough and well-written (organized and error-free), that clearly respond to questions demonstrate reflection, and engage with others when required
- 2 pts: partial credit for posts that lack thoroughness or are off-topic, that do not demonstrate use of readings or other course materials, and/or do not engage with others through follow-up posts when required
- 0 pts; no credit for posts that lack civility, simply repeat what others have already said, and/or are poorly written regardless of the number of posts

## Week 1: Introduction

### Required Reading

1. Pew Research Center (2014). The Web at 25 in the U.S. <http://www.pewinternet.org/2014/02/27/the-web-at-25-in-the-u-s/>
2. Pew Research Center (2013). How Americans go online. <http://www.pewinternet.org/2013/09/25/how-americans-go-online/>
3. Center for the Digital Future (2015). 2014 Digital Future Project. Surveying the Digital Future Year Twelve. <http://www.digitalcenter.org/wp->

## Assignments:

1. Discussion Post 1 Introduce yourself
2. Discussion Post 2: what is culture?
3. Written Assignment: Technology Autobiography (10 pts)

Using the Blog in Blackboard, write a narrative that describes your knowledge of and experience with information and communication technology. You are welcome to incorporate images, videos, audio as part of your autobiography. Since it is an autobiography, it should be written in 1<sup>st</sup> person. The following questions may help you as you develop your autobiography:

- **Memory:** What childhood experiences with information/communication devices or artifacts do you remember? What do you recall about your earliest use of information/communication technologies? Were they positive or negative experiences? What were the popular gadgets in your household when you were young? Did you have access to the information/communication technologies you wanted to use? Who made sure that everything worked? How often did the technologies fail?
- **Literacy:** Who is the most "information/communication technologically literate" person you know? What makes his or her relationship with information/communication technology unique? What behaviors or characteristics does he or she exhibit? What have you learned about your own uses of information/communication technology from him or her?
- **Social Consequences:** Are there social consequences for your lifestyle that hinge on your information/communication technological literacy? What are they? How would your relationships with others be affected if you suddenly had no access to information/communication technology?
- **The Future:** What do you think will be required ten years from now to be information/communication technologically literate? What positive or negative trends in information/communication technological development do you see unfolding? How do you think they will affect you?
- **Learning:** How do you learn new information/communication technologies? Among your friends, are you considered an "early adopter," a "late adopter," or somewhere between?
- **Access:** What information/communication technologies do you carry with you? Which ones do you have where you do most of your

writing? What new information/communication technologies do you want to own? How will you use them?

## Week 2: What is the digital divide?

### Readings:

1. Wikipedia (2015). Digital Divide. [http://en.wikipedia.org/wiki/Digital\\_divide](http://en.wikipedia.org/wiki/Digital_divide)
2. Araque, J.D.; Maiden, R.P; Bravo, N.; Estrada, I.; Evans, R.; Hubchik, K.; & Reddy, M. (2013). Computer usage and access in low-income urban communities. *Computers in Human Behavior*. 29(4): 1392-1401.
3. Smith, G. (2012). On tribal lands, digital divide brings new form of isolation. *Huffington Post*. [http://www.huffingtonpost.com/2012/04/20/digital-divide-tribal-lands\\_n\\_1403046.html](http://www.huffingtonpost.com/2012/04/20/digital-divide-tribal-lands_n_1403046.html)

### Assignments:

1. Discussion post
2. Short Report: Digital Divide Research Log 20 pts

According to studies conducted by the U.S. Department of Commerce regarding access and connectivity to the National Information Infrastructure (which includes the Internet, World Wide Web, e-mail, cable, telephone, and the like), there is a significant gap between the information “haves” and “have nots.” In fact, the gap is widening. In particular, African Americans and other minorities, as well as poor people who live in rural areas, are far less likely than others in our society to have access to the increasingly elaborate world of electronic information. Thus, the high-tech revolution that many promoted as the beginning of a new egalitarian era, has so far primarily benefited those who are already the nation's most privileged. Digital divide can also be seen in different ways: 1) access: the ability to purchase hardware and products (desktop computers, smart phones, tablets, software, high speed connections) 2) financial: the ability to pay for products or access to the internet (cable, satellite, mobile data), 3) education: the computer, information, and other literacies required to access, understand and use data and information on the Internet.

For this short report, select one of these 3 areas and do some additional research on how it impacts **one** U.S. cultural group (African-American, Latino, Native American, women) in contemporary society.

**Criteria  
2a**

This week, you will complete a research log showing the results of your research with brief annotations of selected sources you will use in your report (due next week).

## Week 3: Class Divisions

### Reading

1. Hargittai, E. (2008). The digital reproduction of inequality. Boulder, CO: Westview Press, p. 936-944.
2. File, T. & Ryan, C. (2014). Computer and internet use in the United States: 2013. U.S. Census Bureau  
<http://www.census.gov/content/dam/Census/library/publications/2014/acs/acs-28.pdf>
3. Rockbridge (2013). The role of culture in technology adoption in the U.S.: Results of the African American and Latino technology readiness survey.  
<http://rockresearch.com/the-role-of-culture-in-technology-adoption-in-the-us-results-of-the-african-american-and-latino-technology-readiness-survey/>

### Assignments:

1. Discussion post
2. Short Report: Digital Divide Short Report due: 50 pts

## Week 4: Gender Divisions

### Readings:

1. Pew Research Center (2005). How women and men use the Internet.  
<http://www.pewinternet.org/2005/12/28/how-women-and-men-use-the-internet/>
2. Pew Research Center (2013). It's a woman's (social media) world.  
<http://www.pewresearch.org/fact-tank/2013/09/12/its-a-womans-social-media-world/>

### Assignments:

1. Discussion Post
2. Short Proposal: Women in STEM Fields—research log due: 20 pts

Historically, women have been under-represented in STEM fields—science, technology, engineering, and math. There have been many efforts to increase the number of women enrolling in degree programs for STEM fields. **For this topic, explore why women traditionally have not entered these fields and propose ways that barriers may be overcome for women in STEM**

**Criteria 2a**

fields. To narrow your focus, choose one of these fields rather than attempt to research all four. In addition, you may choose to narrow by an additional cultural group (Latinas, African American women, etc.)

This week, you will complete a research log showing the results of your research with brief annotations of selected sources you will use in your report (due next week).

## **Week 5: Race Divisions**

### **Readings:**

1. Pew Research Center (2014). African Americans and Technology Use. A demographic portrait. <http://www.pewinternet.org/2014/01/06/african-americans-and-technology-use/>
2. Pew Research Center (2010). Technology trends among people of color. <http://www.pewinternet.org/2010/09/17/technology-trends-among-people-of-color/>
3. Bissell, T. (2004). The digital divide dilemma: Preserving Native American culture while increasing access to information technology on reservations. J. of Law, Tehcnology & Policy. <http://www.jltp.uiuc.edu/archives/bissell.pdf>
4. Rockbridge (2013). The role of culture in technology adoption in the U.S.: Results of the African American and Latino technology readiness survey. <http://rockresearch.com/the-role-of-culture-in-technology-adoption-in-the-us-results-of-the-african-american-and-latino-technology-readiness-survey/>

### **Assignments:**

1. Discussion Post
2. Short Proposal: Women in STEM Fields due: 50 pts

## **Week 6: Not just a divide: the contributions of cultural groups to information and communication technology**

1. Navajo code talkers <http://navajocodetalkers.org/>
2. Blacks in technology <https://www.blacksintechology.net/>
3. 20 Notable black innovators in tech  
<http://mashable.com/2013/02/03/black-innovators/>
4. The Ada Project <https://www.women.cs.cmu.edu/ada/Resources/Women/>

5. Latina (2013). 24 Latinas who shine in tech!  
<http://www.latina.com/lifestyle/latinas-who-shine-in-technology>
6. Library resources (access via the library website):
  - a. Indigenous Peoples of North America
  - b. In the First Person
  - c. Ethnic NewsWatch
  - d. Black Biography
  - e. Hispanic American Periodicals Index
  - f. American National Biography Online

## Assignments

1. Discussion Post
2. Presentation: Notable Contributions: 50 pts

Explore a contribution to the field on information science by a member of a culturally diverse group in the U.S. (African-American, women, Native American, other) and compose a profile to include their biography, their contribution/innovation, and the impact that it had on the field and on contemporary society. The resources above are a starting point to help you identify an individual; however, plan to spend additional time doing research so that your profile is documented.

**Criteria 2a**

Your profile must be submitted as a narrated PowerPoint or video presentation.

## Week 7: Ethical Considerations

### Readings:

1. Mason, R.O. (1986) Four ethical issues of the information age.  
<http://www.gdrc.org/info-design/4-ethics.html>

### Assignments:

1. Discussion Post
2. Short report: Ethical issues

## Criteria 2a

For this assignment you will write a short report on an ethical issue related to an American cultural group's ability to access, use, communicate information using technology in contemporary society. For this report, you must select a specific U.S. cultural group (African-American, women, Latinos, etc.) as well as an ethical issue related to information access, use, dissemination via information technology (computers, the web, mobile devices, social media). For example, women are impacted by anonymity on social media in both positive and negative ways. Positively, the use of pseudonyms or anonymity can provide women with freedom to express themselves in ways that might not otherwise. Negatively, the use of pseudonyms and anonymity can lead to women being the victims of increased harassment by others.

Whatever you choose, your report should clearly specify the technology, the issue, and both sides. This is not a persuasive report. Instead you are to research and present both sides of the issue.

## Grading Policy

Activities used for instruction and assessment of learning include: discussion/presentations; readings; individual and group activities/assignments.

### Grading Procedure

**+/- grades will not be used in this course**

Course outcomes are the criteria used for grading all written assignments. Please review grading rubrics for each assignment to understand how outcomes will be specifically applied to grade your assignments.

Your writing should at all times be professional and consist of proper content, tone, style, formatting, language, and grammar. Proofread and edit your assignments prior to submission. Assignments will be returned in a timely manner so that you have feedback for improvement of subsequent work.

### Assignments

Discussion Posts: 7 @ 5 pts each

Technology Autobiography Blog Post: 10 pts

Short Report: Digital Divide

    Research Log: 20 pts

    Report: 50 pts

Short Proposal: Women in STEM

    Research Log: 20 pts

    Proposal: 50 pts

Presentation: 50 pts

Ethics Report

    Report: 50 pts

### Late Assignments

**All assignments are to be completed on time; late assignments will not be accepted except for documented emergencies.** Notify your instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time.

Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

If you are having trouble understanding or keeping up with assignments (for any reason), contact your instructor as soon as possible. A grade of incomplete for this course will only be granted in specific circumstances.

For written assignments, you can expect to receive your grade and feedback within 72 hours of the submission. Please read feedback on your assignments; comments are intended to help you improve on subsequent assignments.

## **Communicating With the Instructor**

This course uses a discussion board called "Hallway Conversations" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Do not use Hallway Conversations for questions about your grade, feedback, or other questions that are related to your specific situation. Email questions related to your grade or your own situation directly to your instructor. You can expect a response within 24 hours.

## **Online Course**

This is an online course. There are no face-to-face meetings. You can log into your course via MyASU or <https://my.asu.edu>.

## **Email and Internet**

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

**All instructor correspondence will be sent to your ASU email account.**

## **Course Time Commitment**

This three-credit course requires approximately 135 hours of work. Please expect to spend around 18 hours each week preparing for and actively participating in this course.

## **Submitting Assignments**

All assignments, unless otherwise announced, MUST be submitted to the designated area of

Blackboard. Do not submit an assignment via email.

**All written assignments must be submitted as a Word or pdf document and following submission instructions.**

## **Drop and Add Dates/Withdrawals**

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

## **Grade Appeals**

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

## **Student Conduct and Academic Integrity**

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>. Additionally, required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions.

[Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).

Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

## Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

## Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

## Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. **Please remember to check your ASU email and the course site often.**

## Accessibility Statement

Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who desire accommodations for a disability should contact DRC as early as possible (i.e., before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations.](#) Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing DRC@asu.edu. To speak with a specific office, please use the following information:

## **ASU Online and Downtown Phoenix Campus**

University Center Building, Suite 160  
602-496-4321 (Voice)

## **West Campus**

University Center Building (UCB), Room 130  
602-543-8145 (Voice)

## **Polytechnic Campus**

480-727-1165 (Voice)

## **Tempe Campus**

480-965-1234 (Voice)

## **Computer Requirements**

This course requires a computer with Internet access and the following:

Web browsers ([Chrome](#), [Internet Explorer](#), [Mozilla Firefox](#), or [Safari](#)) Standard office software (word processor, presentation software) [Adobe Acrobat Reader](#) (free) [Adobe Flash Player](#) (free)

Microphone and speaker

## **Technical Support**

This course uses Blackboard to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Blackboard home page at <https://myasucourses.asu.edu>

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk call toll-free at 1-855-278-5080.

## **Student Success**

This is an online course. To be successful:

check the course daily read announcements read and respond to course email messages as needed complete assignments by the due dates specified communicate regularly with your instructor and peers create a study and/or assignment schedule to stay on track