



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit Technical Communication Department Interdisciplinary Humanities and Communication
Subject TWC Number 454 Title Information Technology & Culture Units: 3
Is this a cross-listed course? No
If yes, please identify course(s)
Is this a shared course? No If so, list all academic units offering this course
Course description:

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
Criteria Checklist for the area
Course Catalog description
Course Syllabus
Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Eva Brumberger Phone 727-5981
Mail code E-mail: eva.brumberger@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Eva Brumberger Date: 2/10/15

Chair/Director (Signature): Eva R. Brumberger



**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.	syllabus and final project description
<input checked="" 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.	syllabus and final project description
<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
TWC	454		Information, Technology and Culture

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 checklist)	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	After an introduction to the Internet, the course focuses on how technology (the Internet and information technologies specifically) influences cultural groups in US society with a focus on class, race, and gender	See the syllabus: course description on page 1 and weekly topic outline on page 4
2a	The course provides students the opportunity to explore how technology impacts cultural experiences through journal entries related to course readings, as a potential research assignment topic and through the weekly discussions	See the syllabus pages 3-4: journal entries related to weekly readings; discussion posts based on weekly course topics See also the final project assignment description and potential list of topics that explore the experiences, perspectives, and contributions of diverse cultural groups
2b	The course provides students the opportunity to compare the experiences and perspectives of different cultural groups through weekly readings, journal entries, and discussion posts. In addition, a comparative study may be selected as a topic for research assignment (assignment 1 and 2)	See the syllabus, pages 2-4: journal entries related to weekly readings; discussion posts based on weekly topic schedule See also the final project assignment description and potential list of topics that explore the experiences, perspectives, and contributions of diverse cultural groups

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## **LATE WORK WILL NOT BE ACCEPTED UNDER ANY CIRCUMSTANCES**

*Students: Please read the entire syllabus. You are responsible for EVERYTHING contained in this syllabus.*

### **TWC 454: Information Technology and Culture**

**2013 - Summer A - SLN 43166/43875**

Technical Writing and Communication

Instructor: DeAnna Lara

Email: [deanna.lara@asu.edu](mailto:deanna.lara@asu.edu)

Course Format: Learning Studio

ASU Polytechnic – School of Letters and Sciences

This course is offered through ASU Polytechnic – School of Letters and Science (SLS)

If during the course of the semester, you wish to make contact with the SLS Office for any reason - please contact Irene Rodriguez, Program Coordinator, Sr., Phone (480) 727-1385, Fax (480) 727-1529 [irene.rodriguez@asu.edu](mailto:irene.rodriguez@asu.edu)

### **Course Description:**

This course focuses on the influence of information and communication technologies in our society. We will begin by looking at how the Internet came about and how it affects the way we communicate with one another, moving on to how technology can influence divisions in our society, including class, race, and gender. We will also trace how the Internet has influenced our political system, including the way we vote, finishing the course with a discussion of the ethical use of the Internet.

### **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

### **Required Textbook:**

**There are no required textbooks;** however, you are required to read online texts and/or print out scanned articles uploaded for you.

### **Technical Requirements:**

- Microsoft Word – Submit assignment documents in the format of Microsoft Word 2007 or 2003 versions. (If you create it in something else, make sure you save it as Word or PDF format)
- ASU email account. Use only your ASU email account.
- Learning Studio Access; This course is NOT taught through Blackboard
- You can use the graphics in within Excel, Word, and PowerPoint.
- Option – InDesign, Dreamweaver, or other desktop publishing tools.
- DO NOT BUY THESE PROGRAMS. ASU has them available for download at:

<https://webapp3.asu.edu/myapps/>

**Submitting Microsoft Word Assignments:** Assignments are submitted through the tabs located at the top of the courses web browser screen in the maroon Toolbar; This Toolbar contains the “Email”, “Dropbox” and the “Journal” tabs.

**Points Assigned to Required Material:**

Journals	18 points
Discussion Boards	22 points
Research Log	10 points
Annotated Bibliography	20 points
Article/Blog	<u>30 points</u>
	<i>100 points</i>

*Discussion Board Participation:* Most of the instructor-student interaction in this class takes place via the discussion board in Learning Studio. Because we don’t meet face-to-face in this course, it is important that you keep up with the information distributed via **Announcements**.

*Discussion Board Etiquette:* It is essential that you adhere to the following rules in all of your activities on the Learning Studio site. Failure to conform to these rules will result in a lower grade:

- Be **RESPECTFUL** of others, especially when they offer views different from your own.
- Be **OPEN TO FEEDBACK** from the instructor and fellow class participants.
- Provide **CONSTRUCTIVE** feedback to class participants.

**Requirements:**

**Weekly - Discussion Board Posts – 22 points (3 points/week; the first is worth 4):**

Every week, you are required to post **TWO times**;

1. A response to a question I’ve posted by **Wednesday**
2. Respond to a peer’s posting by **Friday**

*\* Both posts before 11:59pm MST.*

**Weekly - Journal Entry – 18 points (3 points/week):**

**Due: Every Friday**

Instead of giving you quizzes on each reading, I would like you to write a reading response for specific readings. Check the introduction to each unit for specifics on which readings you need to write a journal entry to each week. Journal entries should be around **250-300** words in length, where you identify the key concepts and what you learned. These are due every Friday of each week.

*Submit to the “Journal” tab located at the top of this courses web browser in Learning Studio in the maroon toolbar.*

**Assignment #1: Research Log – 10 points**

**Due: 6/7/13**

A research log is your documented record of your search strategy and data collection. Your research log must demonstrate that you have completed multiple searches using a variety of search mechanisms (library databases, search engines, professional associations, government search engines).

*Find more information in “Other Assignments” located under “Course Home”*

**Assignment #2: Annotated Bibliography – 20 points**

**Due: 6/21/13**

More than just a collection of sources, an annotated bibliography summarizes the sources and provides an evaluation of the source. I encourage you to use this assignment to your advantage. Make each entry as detailed as possible so that you don’t have to revisit the original source.

*Find more information in “Other Assignments” located under “Course Home”*



**Assignment #3: Scholarly Journal Article/Blog** – 30 points

**Due: 6/28/13**

You will write an “article” style essay with your own topic of choice (you can also choose from topics I’ve posted in our course), regarding how some piece of **technology affects our society and our culture**. In this assignment, you will review *The New Atlantis* online journal, looking at how the authors and creators connect with their audience through texts and visuals.

*Find more information in “Main Project” located under “Course Home” Submit as a Word or PDF file to the digital “Dropbox”*

## **Course Calendar – Weekly Outline/Due dates:**

See the Introduction to each week in the course platform for specific reading assignments and journal assignments for each week (tentative and subject to change).

NO LATE WORK WILL BE ACCEPTED FOR ANY REASONS - ALL WORK IS DUE ON OR BEFORE 11:59 PM, MST

### **(5/20 – 5/27) Week 1: Introduction to the Internet**

**Introductions:** By 5/24\*

Discussion 1: By 5/24\*

Respond to a Peer: By 5/26\*

Journal: By 5/26\*

\* Please note this first week will not fall in line with the normal posting schedule

### **(5/27 – 6/3) Week 2: Class Divisions**

**Topic proposal:** 5/31

Discussion 1: By 5/29

Respond to a Peer By: 5/31

Journal: By 5/31

### **(6/3 – 6/10) Week 3: Gender Divisions**

**Research Log due:** By 6/7

Discussion 1: By 6/5

Respond to a Peer: By 6/7

Journal: By 6/7

### **(6/10 – 6/17) Week 4: Race Divisions**

Discussion 1: By 6/12

Respond to a Peer: By 6/14

Journal: By 6/14

### **(6/17 – 6/24) Week 5: Politics**

**Annotated Bibliography:** By 6/21

Discussion 1: By 6/19

Respond to a Peer: By 6/21

Journal: By 6/21

### **(6/24 – 6/28) Week 6: Ethical Considerations**

Discussion 1: By 6/26

Respond to a Peer: By 6/28

Journal: By 6/28

**Final Paper - Article/Blog:** By 6/28/13

***Academic Integrity:** Cheating and plagiarism is not tolerated. If a student is charged with academic dishonesty and found to be in violation, disciplinary action will be taken and a student's name will be kept on file. Disciplinary action may result in the student receiving an XE grade, suspension or expulsion from the academic unit, and/or referral to Student Judicial Affairs. For further information, please read the Student Code of Conduct at: <http://www.asu.edu/aad/manuals/sta/sta104-01.html>*

**Discussion Board and E-Mail Correspondence:** Please ensure that all of your written correspondence in this course, including your discussion board comments and any email that you might send to me, is professional and competently written. I will not respond to emails that are poorly written (i.e., that include run-on sentences, are incoherent, lack punctuation/capitalization, or are otherwise grammatically flawed). Typos are understandable – no one is perfect. Please make every effort to read before you hit send.

The subject line of all emails should accurately reflect the reason for the message and should contain “**TWC 454**” somewhere in the subject line. If your email is especially important, please type “**URGENT**” in the subject line, followed by the subject of your message.

I typically respond to emails within 48 hours. If you do not receive a response within 24 hours, please do not bombard my inbox with additional messages. All correspondence must be set from your ASU account and through the “**Email**” Tab located in Learning Studio.

\* PLEASE DO NOT SUBMIT ASSIGNMENTS VIA EMAIL, use the tabs in the Toolbar

**Accommodations for Students with Special Needs:** Those who would benefit from alternative accommodations and who are registered with ASU’s Office of Disability Resources for Students should notify me within the first three days of class. I will gladly work with you to accommodate your needs.

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. One element of this legislation requires that all qualified students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center at ASU Polytechnic located in Student Affairs Quad # 4 or call 480-727-1039 / TTY: 480-727-1009. Eligibility and documentation policies online: <http://www.asu.edu/studentaffairs/ed/drc/>

**Incomplete Grades:** A grade of “Incomplete” will be granted only in extreme situations. Please visit <http://www.asu.edu/registrar/forms/regforms.html> under the Academic Record Forms section for the Incomplete Grade Request form, which is available in both *Word* and as a PDF. The form must be completed by the student, signed by the student, the instructor, and the department chair or school director.

**Student Conduct:** Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Code of Conduct:

[http://www.asu.edu/studentaffairs/reslife/outreach/abor\\_code.htm](http://www.asu.edu/studentaffairs/reslife/outreach/abor_code.htm)

ACD 125: Computer, Internet, and Electronic Communications:

<http://www.asu.edu/aad/manuals/acd/acd125.html>

and the ASU Student Academic Integrity Policy:

<http://provost.asu.edu/academicintegrity>

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process ([http://www.asu.edu/studentaffairs/vp/safety/disruptive\\_student\\_behaviour](http://www.asu.edu/studentaffairs/vp/safety/disruptive_student_behaviour)).

**Student Support Services:** There are many support services available to students across the University

Polytechnic campus site: <http://www.poly.asu.edu/students/services/>

**Additional Services:**

*ASUOnline tutorials for students –*

<http://asuonline.asu.edu/studentssupport/index.cfm>

Help with the mechanics of on-line courses

*Help Wiki –*

<http://wiki.asu.edu/help/>

Provides a frequently asked questions resource for technology users at ASU.

*Information Technology on the Polytechnic campus –*

<http://poly.asu.edu/it/>

Computing support for Polytechnic campus

*MY Apps –*

<https://webapp3.asu.edu/myapps/>

By installing an application on your computer you will be able to run a variety of software for which the university provides a license. (from your MyASU screen, click on the MyApps button below email on the right side of the screen.)

You may find InDesign, Dreamweaver, and Photoshop especially helpful. These applications deal with creating and manipulating graphics (Dreamweaver deals with websites). Their use is optional for this course.

*ASU Libraries –*

[www.asu.edu/lib/](http://www.asu.edu/lib/)

Offers 24/7 access to librarians through "Ask a Librarian" online chat and help by librarians in person at the Reference Desk during most hours the libraries are open.

*Polytechnic campus link –* <http://library.poly.asu.edu/>

*The Writing Center at the Polytechnic Campus:* The Polytechnic Writing Center offers tutoring services. The Center is located in the Academic Center Building. Although walk-ins are accepted, it is strongly recommended that you make an appointment. Please call (480) 727-1452. Online tutoring is also available. For more information, visit the Writing Center's website (<http://studentsuccess.asu.edu/polytechnic/writing>) .

*Counseling and Consultation:* The University's Counseling and Consultation Office provides confidential mental health and career counseling services for all ASU students: <http://students.asu.edu/counseling>

*Polytechnic campus site (Student Counseling Services):* <http://students.asu.edu/counselingpoly>

*Student Success Centers:* The University's Student Success Centers (SSC) are located on each ASU campus and provide an array of academic support services. <http://studentsuccess.asu.edu/>

*The Student Success Center at the Polytechnic Campus:* <http://studentsuccess.asu.edu/polytechnic>.

*Career Services:* <http://students.asu.edu/career>

*Polytechnic campus site:* <http://students.asu.edu/career/poly>

*Student Financial Aid Office:* <http://students.asu.edu/financialaid>

*Student Health and Wellness Center:* The Student Health Center provides non-emergency medical health care to all ASU students regardless of insurance status. [www.asu.edu/health/](http://www.asu.edu/health/)

*Student Recreational Center:* The University's Student Recreational Centers offer individual and group fitness facilities, as well as information on nutrition and wellness. Use of the general facilities (weights, circuit training and cardio machines) are free, other services (yoga classes, massages) are fee-based. [www.asu.edu/src/](http://www.asu.edu/src/)

*Polytechnic campus site:* <http://www.poly.asu.edu/pac/>

*Student Legal Assistance:* The Student Legal Assistance office provides legal advice and counsel free of charge to all ASU students in areas such as landlord-tenant law, credit reports and collection issues, taxability

of scholarships and grants, etc. Notary service is also available at no charge.

<http://www.asu.edu/studentaffairs/mu/legal/>

*EMPACT Crisis Hotline* – The EMPACT hotline offers free 24-hour support for mental health crises. Call (480) 784-1500 in the Phoenix area, (866) 205-5229 for the toll-free number outside of Phoenix, and (480) 736-4949 for the sexual assault hotline. All services are free and confidential. <http://www.empact-spc.com/>

### Article/Blog Project Specifics:

The main assignment will be to write an article similar to those submitted by writers to the *The New Atlantis*; an online journal that discusses topics and emerging trends in technology. Don't be intimidated, some of their articles are intense, written specifically for members of a science-based audience; while others are just simply discussions of issues the author deems worthy of discussing. I want you to see how blogs and articles are formatted, what makes them readable, and what type of visual aides, facts, statistics, etc. are used to support the discussion. **You're only using their site as a model for writing when creating your own final project**

As you browse through the site *New Atlantis* journal, notice how they use graphics or images to enhance their writing. I'm also requiring you to use graphics or images to enhance your piece. I'm not going to place a limit on the amount of images I want you to use—use your own discretion; they should be relevant and informative so that they enhance understanding of your text.

- *The New Atlantis* journal at this link:  
<http://www.thenewatlantis.com/publications/number-31-spring-2011>
  - Get a feel for the journal, browse around
- Read one of the articles they've published found here:  
<http://www.thenewatlantis.com/publications/the-new-meaning-of-mobility>

### Requirements for this project:

Undergraduates: A minimum of four scholarly sources and a minimum of 4 - 7 maximum pages (written content)

Format: APA - Visit the [Online Writing Lab \(OWL\)](#)

Layout: Similar to a magazine article or blog site

Include: Cover Page and Abstract (not considered written content)

Spacing: Single, with numbered pages

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### What topic should I choose?...

For the topics: I want you to feel free to choose topics that you're interested in writing about—and this can be anything about how technology affects culture diversity within the U.S. by impacting individuals' ability to access, use, and communicate information. Your topic may be about the experience or perspective of one cultural group specifically or it may compare and contrast the experiences of one or more groups relevant to the topic. At the beginning of Week 2, you have to post your topic to the discussion board. If you choose a topic that I've suggested, tell me about it and why you're interested. If you choose a topic off the list, make sure you tell me exactly what you want to write about and how your topic is related to a specific cultural group. Here is a list of potential topics (but I also encourage you to come up with your own).

### Digital Divide

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. There are several potential ways to explore this topic: the ability to purchase hardware and products (desktop computers, smart phones, tablets) or software, the availability of high speed Internet in locations where diverse groups live (inner cities, remote rural locals/tribal areas). Do some preliminary research and develop a thesis or research question that is specific to one aspect of the digital divide and a specific group. Or, compare how the digital divide is manifested among 2 or more groups (African Americans, Asian Americans, Native Americans) to compare/contrast the impact and consequences of this concept.

### Net Neutrality

On the surface, net neutrality may seem to be equivalent to the digital divide. There is some overlap, however, net neutrality refers more specifically to the concept that all information should be treated equally on the Internet. At the core of net neutrality is the belief that service providers should not be able to charge differential fees for some content, platforms, or applications. Service providers (and some content providers) argue that there should be “fast lanes” for which service providers would be able to charge fees to give priority (faster) delivery of content. The Federal Communications Commission is currently grappling with proposing policies related to net neutrality and whether to apply Title II of the Communication Act to the Internet to ensure net neutrality. This all sounds very complicated but it potentially has a very big impact on what information individuals have access (or how they have access) to (based on ability to pay for it). Some claim that the loss of net neutrality would create tiers of Internet users. For this topic, explore what net neutrality is and how a decision to move to Internet fast lanes would impact a specific cultural group and their ability to access, use, and communication information in some context. For example, how would the elimination of net neutrality impact African-American’s ability to use the Internet as an alternative to traditional mainstream media? How would Native Americans’ ability to apply for employment or access medical/health information be impacted by the potential slowing of content due to loss of net neutrality?

### Political and Social Activism

At the heart of American democracy lies the consent of "We The People." Much has been made of the ability of President Obama’s campaigns to use the Internet and social media to energize and engage voters and to “get out the vote” on election day. Specific ethnic, religious, and other diverse groups have used the Internet and social media to recruit and engage members based on the specific their needs or on a specific issue in contemporary society. For this topic, choose a specific cultural group and explore how the Internet or social media has facilitated engagement and activity.

### **Anonymity: Freedom or Opportunity to Harass and Abuse**

The ability to be anonymous on the Internet and in social media can be positive, allowing individuals the freedom to express opinions or engage in activities that might result in retribution if the individual were identifiable (whistleblowers who expose the illegal activities of their employer, for example). Anonymity, though, can have a negative side by allowing for bullying, harassment or abuse of others. Women, in particular, have been targets of anonymous attacks. For this topic, explore how women have been subject to abuse on the Internet or social media; in particular, how these attacks are manifested in discourse practices and/or the use of social media to distribute information—in text or visually.

### **Bridging the STEM Divide**

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 these fields to increase their numbers. Could online learning be a way to overcome what may be the barriers for women to enter these fields? For this topic, explore why women traditionally have not entered these fields and how online learning may potentially overcome barriers for women in STEM fields.

### **Enhancing Health and Medical Information Access**

For groups living in remote areas, such as remote tribal areas, access to health and medical information and care can be limited or non-existent. For this topic, explore how the Internet and social media can increase access to either health/medical information that is relevant to a specific cultural group. For example, diabetes is one of the most common health conditions impacting Native Americans—how can the Internet/social media provide access to information that is relevant to them culturally? Alternatively, how can the internet/social media be used to facilitate medical care for diverse groups living in remote areas or with limited medical facilities (telemedicine, for example).

### **What's Their Contribution?**

Explore a contribution to the field on information science by a member of a culturally diverse group (African-American, woman, 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 society at large.