



DEPARTMENT OF GERMANIC LANGUAGES
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Muriel Mc Clendon, Chair General Education Governance Committee
 Attn: Myrna Dee C. Kikuchi, Program Representative
 A265 Murphy Hall
 157101

Dear Prof. Mc Clendon,

Please find attached the GE Course Information Sheet, approved CIMS form and a Syllabus for Digital Humanities 30; Los Angeles Tech City: Digital Technologies and Spatial Justice. We are submitting this course for two GE foundation areas:

- 1) Foundation of the Arts and Humanities; Literary and Cultural Analysis
- 2) Foundations of Society and Culture; Historical Analysis and Social Analysis

This course analyzes the global metropolis of Los Angeles through the interpretive lenses of the "divided city" and "spatial justice," focused on inequalities that affect a number of ethnic groups, particularly Hispanic, Asian, and African American populations. With its grounding in historical and social knowledge as well as methodologies from the urban and digital humanities, students will develop critical thinking tools and comparative perspectives for understanding how technologies of the city not only create opportunities for growth but also possibilities for inequity and exclusion. The course will foreground the concept of spatial justice and study manifestations of racial, economic, and social stratifications in Los Angeles using a wide-range of source materials, including historical maps and spatial data, films, visual arts, literature and works of cultural criticism. In conjunction with critical papers, students will use a suite of digital tools to analyze the city and present their findings.

We hope to offer this class for the first time in summer 2017 as part of the LA Tech City summer institute. We will offer the course again in Fall 2017 and expect an enrollment of 60.

Sincerely,
 Todd Presner
 Chair, Digital Humanities Program
 Co-Director of the UCLA Center for Jewish Studies
 Professor of Germanic Languages, Comparative Literature, and Jewish Studies

General Education Course Information Sheet
Please submit this sheet for each proposed course

<i>Department & Course Number</i>	<u>Digital Humanities, DH30</u>
<i>Course Title</i>	<u>LA Tech City: Digital Technologies and Spatial Justice</u>
<i>Indicate if Seminar and/or Writing II course</i>	<u>Seminar</u>

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis x
- Philosophic and Linguistic Analysis
- Visual and Performance Arts Analysis and Practice

Foundations of Society and Culture

- Historical Analysis x
- Social Analysis x

Foundations of Scientific Inquiry

- Physical Science
With Laboratory or Demonstration Component must be 5 units (or more)
- Life Science
With Laboratory or Demonstration Component must be 5 units (or more)

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

The course analyzes the global metropolis of Los Angeles through the interpretive lenses of the “divided city” and “spatial justice,” focused on inequalities that affect a number of ethnic groups, particularly Hispanic, Asian, and African American populations. This course examines three specific technologies – the car/highway system, film, and the Internet – and investigates how each technology has contributed to territorial, social, economic, and cultural divisions within Los Angeles. With its grounding in historical and social knowledge as well as methodologies from the urban and digital humanities, students will develop critical thinking tools and comparative perspectives for understanding how technologies of the city not only create opportunities for growth but also possibilities for inequity and exclusion. The course will foreground the concept of spatial justice and study manifestations of racial, economic, and social stratifications in Los Angeles using a wide-range of source materials, including historical maps and spatial data, films, visual arts, literature, and works of cultural criticism. In conjunction with critical papers, students will use a suite of digital tools to analyze the city and present their findings.

6. Please present concise arguments for the GE principles applicable to this course.

General Knowledge

This course will introduce students to a diverse set of methodologies from the humanities and social sciences for studying cities and analyzing inequity. It will also introduce a range of innovative digital methodologies that integrate archival research, fieldwork, and spatial data. The ultimate objective is to enhance our students' understanding of conflictive urban conditions while developing transferrable skills that will better equip them to study, research, and intervene as socially and politically engaged citizens.

Integrative Learning

In this interdisciplinary course, students will learn to use theories and methods from several different fields – cultural studies, film, geography, urban planning, architecture, history, and anthropology – in order to analyze the problematic of “spatial justice.” Students will integrate qualitative and quantitative sources, historical and contemporary analyses, as well as archival materials and fieldwork.

Ethical Implications

With a focus on the notion of ‘spatial justice,’ this course will address one of the key issues of our time: urban inequity as manifested through racial, social, and economic injustice. The core principal of the class is to teach students to become engaged with their community by developing the knowledge, analytical skills, and sensitivity to analyze and address injustices. The aim is to not just to document and analyze inequities, divisions, and injustices but also to propose alternatives that strive to create a more democratic, inclusive city.

Cultural Diversity

The course looks at experiences of Mexican Americans, African Americans, Japanese Americans, and Anglo Americans in comparative racial, socio-economic, and cultural contexts, always attuned to structures of power that have created divisions (ie, redlining, incarceration, hidden labor) as well as possibilities for achieving social justice through activism and resistance. In studying the freeway system and car culture, for example, we focus on Boyle Heights – a diverse and “redlined” neighborhood in the 1930s and 40s – which was chopped up by the freeways after WWII. Using archival documents, demographic data, a range of maps, and field-based observations, students will learn ways to document racial, socioeconomic and cultural divisions in Los Angeles.

Critical Thinking

Students will be introduced to foundations in historical analysis, cultural analysis, and social analysis using both qualitative works (literature, film, narrative) and quantitative materials (spatial data and maps) related to the city of Los Angeles. The seminars will engage students in close readings of critical texts, allowing them the opportunity to discuss and analyze these works in relation to spatial technologies documenting the urban condition. As such, students will learn critical, interpretative tools to analyze a range of source materials, put them in conversation with one another, and critique their assumptions and representations.

Rhetorical Effectiveness

As a large part of this course will be studio based, students will learn different methodologies designed to enhance their ability to communicate research findings through texts as well as visual projects. This will include the development of critical maps, a film project on spatial injustice, as well as a digital portfolio with the goal of documenting their analyses of a particular injustice manifested in Los Angeles.

Problem-solving

Through field-based experiences with real-life projects, students will learn to

employ a wide-range of interpretative methodologies to study, document, and analyze urban inequity. They will learn to put different kinds of sources “in conversation” with one another in order to deepen and expand their analyses. Students will also have to analyze the affordances and limitations of various source materials and representations of the city.

□ Library & Information Literacy

Students will engage with archival materials to study the historical background of specific urban spaces in Los Angeles and deploy digital tools to deepen their understanding of these spaces. This will include creating ‘thick maps,’ extracting and analyzing quantitative information, as well as conducting fieldwork (transect walks, interviews, visual analyses), and producing films. In terms of specific information literacy, students will learn to use and critique a range of spatial data (zoning maps, redlining maps, historical maps, census and demographic information) and relate these to spatial injustices. Digital tools will be used, including Google Earth, CartoDB (for mapping), and Premiere (for film-making).

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>1 ½</u>	(hours)
2. Discussion Section:	<u>1</u>	(hours)
3. Labs:	<u>2</u>	(hours)
4. Experiential (service learning, internships, other):	<u>N/A</u>	(hours)
5. Field Trips:	<u>1 ½</u>	(hours)

(A) TOTAL Student Contact Per Week **6** (HOURS)

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

1. General Review & Preparation:	<u>N/A</u>	(hours)
2. Reading	<u>3</u>	(hours)
3. Group Projects:	<u>2</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>N/A</u>	(hours)
5. Information Literacy Exercises:	<u>N/A</u>	(hours)
6. Written Assignments:	<u>2</u>	(hours)
7. Research Activity:	<u>2</u>	(hours)

(B) TOTAL Out-of-class time per week **9** (HOURS)

GRAND TOTAL (A) + (B) must equal at least 15 hours/week **15** (HOURS)

Course Name

LA Tech City: Digital Technologies and Spatial Justice

Course Number

Digital Humanities 30 (DH 30)

Units

4 (GE and Diversity Credit)

Schedule

2 Seminars per week, 75 minutes each

1 Studio per week, 120 minutes

Course Objectives:

- Learn to use and critically assess a suite of digital tools and spatial technologies for studying urbanism, inequity, and “spatial justice” in Los Angeles, by engaging with and appreciating the profound diversity that characterizes our megalopolis.
- Study Los Angeles’s built environment and socio-political spaces through history, cultural studies, and speculations about the future.
- Understand how the history of Los Angeles is intimately and unevenly linked with the history of technologies
- Combine urban, architectural, digital, and humanist perspectives to understand racial and ethnic narratives of the divided city.
- Develop a multi-layered understanding of urban transformative processes and learn innovative methodologies that will allow students to explore, analyze, and present findings related to social, cultural, and economic stratifications.
- Learn transferable skills through action-oriented and project-based research, while engaging in multidisciplinary inquiry.
- Learn to conceptualize, frame and deliver persuasive arguments through writing and visual media.

Course Description:

The intersections between richly diverse cities and spatial technologies are evolving in increasingly significant and creative directions. The next generation of students must be intellectually, meaningfully, and technologically prepared to address complex issues arising within daily cosmopolitan life. “LA Tech City” brings together urban studies, architecture, and the humanities in a hands-on engagement with digital technologies and spatial justice in the city. Innovative forms of investigation and communication, from digital mapping to video-sensing, integrate the interpretative and historical approaches of the humanities with the material, projective practices of design. The course explores creative techniques to study, intervene, and speculate on subject matters that can best be understood by connecting forms of spatial analysis to humanist considerations in Los Angeles.

Students will investigate spatial justice and injustice in the multi-ethnic city through the lens of three thematic technologies that have literally built and transformed LA into a global metropolis: cars and highways; networking technologies culminating in the internet and World Wide Web; and film and broadcast media. Through seminars, critical readings, fieldwork, and applied projects, students explore new ways to understand, describe, and speculate research findings related to social stratifications, racial and ethnic complexity, and unequal access to information, technology, as well as housing and urban space.

The class will include fieldwork in different ‘technospaces’ and ‘ethnospaces’ around Los Angeles (such as Silicon Beach, One-Wilshire [home of one of the largest data centers in the world], Sawtelle Japantown, and Tehrangeles).

Requirements and Evaluation:

All students are required to attend weekly seminars and one studio session per week. Projects will be team based (most likely in groups of three). Students will be asked to upload the material they create to a digital portfolio website that will document the learning process and serve as the class archive of 'LA Tech City.'

50% = Four digital projects with written reflections that include discussion of research design, research methodology, and analysis. Note: the second and fourth projects are expansions/revisions of the first and third projects, respectively.

30% = Final project with individually written report, web portfolio, and formal class presentation

20% = Participation (in class and weekly labs)

Weekly Schedule

Week 1: Introduction: Spatial Technologies in the City of Los Angeles

The first unit (weeks 1-4) will address how the car -- as both a technological device and social agent of transformation -- has reshaped the spatial configuration of Los Angeles and provided new ways to experience and understand our urban environment. Seminars will present material related to the theme of the divided city and how roads and highways have contributed to racial and economic segregation. It will also foreground the history of transportation infrastructures to consider how the automobile has provided differential and territorial access to particular segments of Los Angeles's population, including how neighborhoods were destroyed and people displaced to make way for the transportation infrastructure. Both mapping and the car will be considered as spatial technologies and critical methods.

Tuesday Seminar: Los Angeles and Car Culture

- "Car Culture" as a paradigm of Los Angeles urbanism: Where did this originate? How was it represented in popular media?
- Construction of the freeway system and racial politics in Los Angeles (1930s-1950s), with a specific focus on Boyle Heights and its predominantly Hispanic population
- "Public transportation" as a counter-history to "car culture" and introduction to the concept of "spatial justice" (Edward Soja).

In-class exercise: Create a "cognitive map of LA" (students will draw a mental map of Los Angeles, focusing on mobility and access, using their own experiences -- however new they may be -- as the basis of the map).

Thursday Seminar: Reyner Banham as Urban Historian

- LA's transportation palimpsest
- Discussion of "Reyner Banham Loves LA" (film)

Readings:

- [Reyner Banham Loves LA](#) (film)
- Reyner Banham, "In the Rear-view Mirror" & "Transportation Palimpsest" from: *Los Angeles: The Architecture of Four Ecologies*
- Edward Soja, preface from: *Seeking Spatial Justice*

Friday Studio:

Introduction to Spatial Technologies and Expectations for Digital Portfolios

Students check-out laptops, get acquainted with software (including Google Earth, CartoDB, and datasets); students begin setup of their digital portfolios.

Week 2: Highways and Spatial Justice/Injustice

Tuesday Seminar: The history of the East LA Interchange and Racial Politics

Readings:

- Film, *East LA Interchange* (Betsy Kalin) – outside class screening
- Dana Cuff, on freeways and equivalent elimination from *LA: Provisional City* (selections)
- Eric Avila, “A Matter of Perspective: The Racial Politics of Seeing the Freeway” in *The Folklore of the Freeway* (pp. 119-147)
- Robert Gottlieb and Anastasia Loukaitou-Sideris, “The Day that People Filled the Freeway”

Thursday Seminar: The Right to the City and Spatial Justice

- Edward Soja, *Seeking Spatial Justice* (selections from chapters 1-3).
- Excerpts from David Harvey and Henri Lefebvre on “The Right to the City”

Friday Studio: Working with Spatial Data

Learning to analyzing spatial datasets, including census data, redlining data, historical maps, highway and street data, public transportation data, and zoning data.

- How can we interrogate maps and spatial representations? What roles do ethnic diversity and social and racial inequality play in the different modes mapping and spatial representation modes?
- What is spatial data and spatial visualization? What is structured (and unstructured) data?

Week 3: Mapping the Divided City

Tuesday Seminar: Introduction to Mapping and Spatial Data

- *Google My Maps, Google Earth, and Social Explorer*
- *The Racial Dot Map*: <http://demographics.coopercenter.org/DotMap/>
- History of racial categorization in the US census:
http://www.census.gov/population/race/data/MREAD_1790_2010.html

Thursday Seminar: Incarceration in the Divided City

- Kelly Lytle Hernandez, “Million Dollar Blocks Los Angeles” (project analysis)
- Selections from: Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*

Friday Studio: Mapping the Divided City

Research question: How do roads operate as indicators of racial and economic segregation? Annotate a map of LA where you explore social “fault lines” (race, ethnicity, country of origin, economic) using a range of historical and contemporary datasets mapped onto the highway system. How do roads/highways divide (and, if appropriate, how do they unify or produce ‘ethnoburbs’)?

Digital Project #1, Due on Monday at 10 am: Your group will produce a digital map of the divided city by placing at least three spatial datasets “in conversation” with one another in order to pinpoint and understand a contemporary stratification and/or spatial justice issue. The digital map will be accompanied by a 2-page write-up that explains how the map was created, what you analyzed and observed, and what its significance is.

Week 4: Thick Mapping

Tuesday Seminar: Introduction to critical cartography, thick mapping, and spatial symbolic systems

Readings:

- Clifford Geertz, “Thick Description,” from: *Toward an Interpretive Theory of Cultures*
- Todd Presner, with David Shepard and Yoh Kawano, *HyperCities: Thick Mapping in the Digital Humanities* (selections)

- Todd Presner and David Shepard, "Mapping the Geospatial Turn," in: *A New Companion to Digital Humanities*

Thursday Seminar: What is Spatial Ethnography?

Readings:

- Annette Kim, *Sidewalk City* (selections)
- Rebecca Solnit, selection of maps from San Francisco and New York atlases

Digital Project #2, Due on Monday at 10 am: Thickening the dot map with your own data from the field. Over the weekend, your group will gather ethnographic information along a "dividing line" of your choice. You will make observations, take pictures, write narratives, talk to people, and "thicken" your map (digital project #1) by providing more data (both qualitative and quantitative). The new map should have more data layers, thickness, and depth, with the goal of articulating an argument in spatial form. The digital project should be accompanied by a 2-page write-up that explains your group's method, research, and analysis.

Week 5: Los Angeles and/in Film

The second unit (weeks 5-7) will explore some of the ways that film has influenced the form of Los Angeles and consider how the technology of film can be used as a "sensing" technology for seeing the city anew and perceiving inequities. In this unit, we will also address topics related to unequal representation in film, including whitewashing, problematic depictions of individuals of specific races and gender, and stereotyping.

Tuesday Seminar: The Birth of the "City Film"

- Outside viewing: Excerpt from Walter Ruttmann, *Berlin: Symphony of a Great City* (1929); Dziga Vertov, *The Man with the Movie Camera* (1929)
- Introduction to *Bladerunner* and Los Angeles "noir"

**** Wednesday Outside Film screening: *Bladerunner* (1982) ****

Thursday Seminar: The Utopian/Dystopian Imaginary of Film

- Discussion of *Bladerunner*, focusing on the economic, social, and racial vision of the radically divided and policed city (Los Angeles, 2019)

Reading:

- Mike Davis, "Beyond *Bladerunner*: Urban Control," from: *Ecology of Fear*

Friday Studio: Annotating/Remixing Found Footage

This lab will introduce film editing tools such as Final Cut Pro and Premier using found footage from the Internet. You will learn to integrate and remix visual material such as film clips, audio/voice-over, photos, and/or archival elements to create an argument using the medium film. All students will make films using screen shots from *Bladerunner* combined with found footage related to Los Angeles and the divided city. The student films will present counter-narratives to the explicit and implicit racial geographies of *Bladerunner*. These films will be produced over two weeks (as an initial draft and then as a final product).

Digital Project #3, Due on Monday at 10 am: Draft of your film (at least three minutes), using a combination of found footage and footage shot by your group. The film should explore an aspect of the divided city and should utilize research already undertaken for the thick mapping project.

Week 6: Filmic Sensing in the Divided City

Tuesday Seminar: Review of film projects and introduction to "filmic sensing"

Thursday Seminar: Methods of filmic sensing and Media Tools in the Hands of the People

- Sarah Pink, "Walking with Video"
- Excerpts from: Walter Benjamin, "The Work of Art in the Age of Mechanical Reproduction" in *Illuminations, Essays and Reflections*, 232-236.
- Selected films by Neil Goldberg
- [Rodney King](#) (1991) beating recorded on camcorder by George Holiday
- Anna Deaveare Smith's "Twilight: Los Angeles, 1992"

Friday Studio: Film revisions

Digital Project #4, Due on Monday at 10 am: In interdisciplinary groups, you will develop, shoot, edit, and present a film of about 4 minutes in length. This film will be made with a combination of archival materials (based on your mapping projects), found footage (annotated and reworked by your group), and footage captured first-hand around an area of division in the city. This is, at its most basic level, a process to build a situated, ethnographic interpretation of an aspect of the divided city. The film should also put two different positions in conversation.

Week 7: Film Reviews and Introduction to History of the Internet**Tuesday Seminar: Screening and review of films****Thursday Seminar: Introduction to history of the Internet**

- Vannevar Bush, "As We May Think" (1945), from: *The New Media Reader*
- Ted Nelson, "A File Structure for the Complex, the Changing, and the Indeterminate" (1963), from: *The New Media Reader*

For Friday:

- Leonard Kleinrock on the [Internet's first router](#) (film)
- Alissa Walker, "[This is the Room Where the Internet Was Born.](#)" Gizmodo, March 5, 2014.

Friday Studio:

Class field trip to Internet Museum on UCLA campus: Boelter Hall

Week 8: The Internet: Material and Immaterial Spatial Networks

The third unit (weeks 8-10) will explore a third technology that has influenced the form of Los Angeles: the Internet. We will begin with a history of the networked urban spaces, including Postal Systems, Railways, Electricity Grids, Telephone, and sewage systems before turning to the material history of the Internet and World Wide Web. In each case, we will examine the technologies dialectically: to show how they enable certain interconnections and simultaneously create new divisions that manifest themselves across racial, economic, social, and cultural lines.

Tuesday Seminar: Urban Networks

- Selections from: Varnelis, Kazys. *The Infrastructural City: Networked Ecologies in Los Angeles*
- Selections from: Manuel Castells, *The Rise of the Network Society*

Thursday Seminar: From the Internet to the World Wide Web – Material Networks and Labor

- Andrew Blum, *Tubes: A Journey to the Center of the Internet*
- Discussion of One-Wilshire, the largest data center on the West Coast

Friday Studio: Introduction to Data Scraping and Data Harvesting

Learning to use APIs to scrape data from Twitter, Instagram, and Facebook. This lab will introduce innovative and experimental methods of data collection through social media. The students will be taught to use data scraping tech tools to extract information from social media. Students will attempt to capture the position of various communities on issues related to the divided city, such as it appears in real time on social media platforms. This will complement their

historical and field-based analysis by providing a voice to individuals that might be underrepresented in other data sets.

Week 9: Power, Labor, and Control in the Digital Age

Tuesday Seminar: Looking Under the Hood: Understanding Power Dynamics in the Digital World

- Selections from: Wendy Hui Kyong Chun, *Control and Freedom: Power and Paranoia in the Age of Fiber Optics*.
- Ben Mendeelson, [Bundled, Buried & Behind Closed Doors](#).
- Lisa Nakamura. "[Don't Hate the Player, Hate the Game: The Racialization of Labor in World of Warcraft](#)," from: *Digital Labor: The Internet as Playground and Factory*.

Thursday Seminar: The Dialectic of Social Media: Participation and Control

- Lev Manovich, On social media inequality
- Excerpts from: *Democracy's Fourth Wave? Digital Media and the Arab Spring*
- Manuel Castells, *Networks of Hope and Outrage: Social Movements in the Internet Age*
- *Introduction to case studies*

Friday Studio: Analyzing and Visualizing Social Media in Urban Contexts: Black Lives Matter

Case study:

- #blacklivesmatter
- Study of various project mapping different forms of racial inequity that have emerge in light of the Black Lives Matter movement.

Readings:

- Selections from *Police aggression and the Debasement of Black Citizen Experiences*, Andrea Boyles.

Week 10: Final Project

Tuesday Seminar: Interlacing Visual & Text-based Narratives

Introducing the final project: The Online Digital Portfolio & Comparative Written Report. Presentation of different projects that interlace textual and visual analysis (maps, photography, drawings, etc.)

- Maps & Historical Analysis: *Civilian Occupation: The Politics of Israeli Architecture*, by Eyal Weizman and Rafi Segal.
- Drawings, Archival Images & Historical Analysis: *Delirious New York: A Retroactive Manifesto for Manhattan*, by Rem Koolhaas (Madelon Vriesendorp)
- Conceptual Plans & Critical Analysis: *No Stop City*, Andrea Branzi

Thursday Seminar: Online Digital Portfolio

Learning how to curate and structure a portfolio that effectively demonstrates the student's analytical, creative, technological and critical abilities. Unpacking what employers and universities look for in a portfolio.

Examples

- (Office/Professional) MIT Slab website: <http://slab.scripts.mit.edu/wp/>

- (Office/Professional) Forensic Architecture: <http://www.forensic-architecture.org>
- (Office/Professional) Something Fantastic <http://somethingfantastic.net>
- (Personal Academic Portfolio) Jesse LeCavalier <http://jesse-lecavalier.com>
- (WordPress Portfolio) Kalium Theme <http://themes.laborator.co/#theme=kalium>
- (WordPress Portfolio) Orvis Theme <https://orvisdemo.wordpress.com>
- (Squarespace Portfolio) Ashely Bedore <http://ashleybedore.com>
- (Squarespace Portfolio) Avenue Theme: <https://www.squarespace.com/websites/templates/avenue>
- (Squarespace Portfolio) Wells Theme: <https://www.squarespace.com/websites/templates/wells>

Friday Studio: Desk-Based Review

One-on-one tutorial and feedback on the final project. Technical and conceptual feedback on the online digital portfolio.



New Course Proposal

Digital Humanities 30

Los Angeles Tech City: Digital Technologies and Spatial Justice

Course Number Digital Humanities 30

Title Los Angeles Tech City: Digital Technologies and Spatial Justice

Short Title LA TECH CITY

Units Fixed: 4

Grading Basis Letter grade only

Instructional Format Lecture - 2.5 hours per week
Studio - 2 hours per week

TIE Code LECS - Lecture (Plus Supplementary Activity) [T]

GE Requirement No

Major or Minor Requirement No

Requisites none

Course Description Lecture, two and one half hours; studio, two hours. Investigation of spatial justice and injustice in multi-ethnic city of Los Angeles through lens of three thematic technologies that built and transformed Los Angeles into global metropolis: cars and highways, networking technologies culminating in Internet and World Wide Web, and film and broadcast media. Use of innovative forms of investigation and communication, from digital mapping to video-sensing, to integrate interpretative and historical approaches of humanities with material and projective practices of design. Letter grading.

Justification This new course aims to introduce theories and methodologies from the urban and digital humanities to our undergraduate student population. With a specific focus on Los Angeles, it will offer students the opportunity to learn about spatial justice issues through theoretical as well as practice-based pedagogies.

The course will be offered as a lower-division elective for students of the Digital Humanities Minor during the summer and fall terms. It will teach students to use theoretical and technical tools from the urban and digital humanities to document, critically understand, and analyze technologies of the city (highway system, cars, internet, film) with a focus on Los Angeles. As the majority of students in the Digital Humanities Minor have 'Sociology,' 'Communication Studies' and 'Design/Media Art' as their declared Major, we expect our theoretical engagement with issues of spatial justice and urban inequity to resonate, encouraging students to use tools and methods from the urban and digital humanities to address key contemporary issues.

Syllabus File [DH30 syllabus final.docx](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information The Digital Humanities minor requires one lower-division elective; this class will be one such elective students can take to fulfill that requirement.

Grading Structure 50% = Four digital projects with written reflections that include discussion of research design, research methodology, and analysis. Note: the second and fourth projects are expansions/revisions of the first and third projects, respectively.
30% = Final project with individually written report, web portfolio, and formal class presentation
20% = Participation (in class and weekly labs) and individual blog contributions

Effective Date Summer 1 2017**Instructor** Name**Todd Presner**

Title

Professor**Quarters Taught** Fall Winter Spring Summer**Department** **Digital Humanities****Contact** Name**TODD PRESNER**

E-mail

presner@humnet.ucla.edu[Routing Help](#)**ROUTING STATUS****Role:** Registrar's Office**Status:** Processing Completed**Role:** Registrar's Publications Office - Livesay, Blake Cary (BLIVESAY@REGISTRAR.UCLA.EDU) - 61590**Status:** Added to SRS on 12/16/2016 12:05:34 PM**Changes:** Title, Short Title, Description**Comments:** Edited course description into official version. Changed title from LA to Los Angeles. Added subtitle as added by schedulers.**Role:** Registrar's Scheduling Office - Lin, Jessica (JLIN@REGISTRAR.UCLA.EDU) - 58253**Status:** Added to SRS on 12/14/2016 5:04:17 PM**Changes:** No Changes Made**Comments:** No Comments**Role:** FEC School Coordinator - Yokota, Mitsue (MYOKOTA@COLLEGE.UCLA.EDU) - 71104**Status:** Returned for Additional Info on 12/14/2016 9:39:14 AM**Changes:** No Changes Made**Comments:** Approved by Professor Joseph Bristow, Chair of the College FEC. Routing to Doug Thomson in the Registrar's Office.**Role:** FEC Chair or Designee - Bristow, Joseph E (JBRISTOW@HUMNET.UCLA.EDU) - 54173**Status:** Approved on 12/13/2016 7:52:41 PM**Changes:** No Changes Made**Comments:** Marvelous syllabus**Role:** L&S FEC Coordinator - Yokota, Mitsue (MYOKOTA@COLLEGE.UCLA.EDU) - 71104**Status:** Returned for Additional Info on 12/13/2016 2:38:29 PM**Changes:** No Changes Made**Comments:** Routing to Professor Bristow for FEC review.**Role:** Registrar's Office - Livesay, Blake Cary (BLIVESAY@REGISTRAR.UCLA.EDU) - 61590**Status:** Returned for Additional Info on 12/13/2016 2:36:29 PM**Changes:** No Changes Made**Comments:** Routing to Mitsue while Myrna is on leave.**Role:** Dean College/School or Designee - Schaberg, David C (DSCHABERG@COLLEGE.UCLA.EDU) - 54856, 50259**Status:** Approved on 12/12/2016 11:24:27 AM**Changes:** No Changes Made**Comments:** No Comments**Role:** L&S FEC Coordinator - Yokota, Mitsue (MYOKOTA@COLLEGE.UCLA.EDU) - 71104**Status:** Returned for Additional Info on 12/12/2016 9:02:53 AM**Changes:** No Changes Made**Comments:** Routing to Dean Schaberg for review.

Role: Registrar's Office - Livesay, Blake Cary (BLIVESAY@REGISTRAR.UCLA.EDU) - 61590

Status: Returned for Additional Info on 12/9/2016 12:19:44 PM

Changes: No Changes Made

Comments: Rerouting to Mitsue while Myrna is on leave.

Role: Department/School Coordinator - Allen, Kerry Anne C (ALLEN@HUMNET.UCLA.EDU) - 51147

Status: Approved on 11/30/2016 11:50:25 AM

Changes: Short Title, GE, Major/Minor

Comments: approved as designee for Todd Presner, chair

Role: Initiator/Submitter - Presner, Todd S. (PRESNER@HUMNET.UCLA.EDU) - 46051

Status: Submitted on 11/22/2016 10:42:12 AM

Comments: Initiated a New Course Proposal

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