

University of Waterloo
Stratford School of Interaction Design and Business
GBDA 302, section 2
Global Digital Project 2
Winter 2020

Wednesdays 1:00pm to 3:50 pm in DMS2 006 (Bradshaw Building)

Instructor and T.A. Information

Instructor: Jennifer R. Whitson
You can call me Dr. W or JW. Pronouns: she/her, but they/their is also fine.
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Office Hours: **Drop in anytime if my door is open, or email for an appointment. day TBA – by students.**
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Email and the course Slack group are the best ways to reach me. Emails will be responded to within 2 business days

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Getting early feedback on your drafts is a great idea. Book time with a TA a week before your assignment due date, and they can walk you through ways to improve your mark.

Course Description

In this course, students will engage in advanced study of digital culture and globalization. They will work on a project focusing on social and environmental change in its wider context, to use systems thinking as a guiding approach to understand complex global challenges. Students will prepare and present a complete digital systems map designed for the international “Map the System” Challenge.

Course Goals and Learning Outcomes

In this course, you will conceptualize and manage a project of your choosing, applying the skills learned in previous GBDA courses to novel contexts.

Upon completion of this course, students should be able to:

- A. Develop a familiarity with Systems Thinking:
 - You will Identify a complex problem, the stakeholders, solutions in play, and levers for change
 - You will create a systems map by visually mapping out a problem in its wider context
 - You will better understand the social, cultural, economic, political, and technological interactions related to your topic and how they impact global trends
 - You will articulate the findings in a way that others can meaningfully understand and engage with
- B. Develop research and written communication skills

- You will carry out background research, including evaluating and analysing media news sources, government reports and academic writing
 - You will learn how to translate academic and government material into content that is engaging and accessible
 - Through the book club, you will learn how to summarize content into important takeaways, and how to facilitate other’s learning
 - You will learn how to create a formal project report and bibliography
- C. Collaborate effectively in team work:
- You will proactively identify, analyse, and address problems in collaborations
 - You will cultivate a collaborative mindset: appreciate the benefits of diversity, embrace productive conflict, cultivate empathy, and be open-minded
 - You will give, receive, and incorporate constructive feedback
 - You will transfer best practices beyond this course to other contexts

Required Text (we will collectively select the course texts in the first week of class)

- Perez CC (2019) [Invisible Women: Data Bias in a World Designed for Men](#). New York: Abrams Press.
- Green D (2018) [How Change Happens](#). Oxford, United Kingdom: Oxford University Press.
- Smith B and Browne CA (2019) [Tools and Weapons: The Promise and The Peril of the Digital Age](#). New York: Penguin Press.
- Duffy BE (2017) [\(Not\) Getting Paid to Do What You Love: Gender, Social Media, and Aspirational Work](#). New Haven; London: Yale University Press.
- Rosling H, Rönnlund AR and Rosling O (2018) [Factfulness: Ten Reasons We’re Wrong About the World--and Why Things Are Better Than You Think](#). New York: Flatiron Books.
- O’Neil C (2017) [Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy](#). Reprint edition. New York: Broadway Books.

These books will be used as the course textbooks. Each week, one of the teams will lead and facilitate a ‘book club’ class discussion on a chapter of the book of their choice. You are only required to read one of these books, but I highly recommend you are reading all of the books we select, because: #gbdaReads

Other Readings Available on LEARN

Periodically, we will be reading handouts and short articles which will be available on LEARN.

Course Requirements and Assessment

Assessments reflect 60% of team work, and 40% of individual work.

Assessment	Date of Evaluation (if known)	Weighting
Team Marks		
Facilitated ‘book club’ class discussion on the weekly reading	Throughout the course	10

Assessment	Date of Evaluation (if known)	Weighting
Visual Systems Map, written summary, and bibliography	March 25, 6:00pm	30
Final Presentation	April 1, 9:00am	10
Team collaborative processes and progress	Throughout the course	10
Individual Marks		
Attendance (via book review responses)	Throughout the course	10
Participation (in-class and in-teams)	Throughout the course	10
Team Health Assessments (x2)	Feb 12, April 1	10
In-Class activities (x2)	Throughout the course	10
Total		100%

Facilitated ‘book club’ class discussion on the weekly reading

Each week, one of the teams will lead and facilitate a ‘book club’ class discussion on a chapter of the book of their choice. This entails leading an informative and engaging discussion around the chapter content.

Visual Systems Map, written summary, and bibliography

More detailed overviews of this assignment can be found on the Map the System Website, under [Submission Guidelines](#).

System Map Guidelines

- It should be a visualisation which shows how the different parts of the system interact with each other to produce the challenge;
- The map should clearly show the relationships between the different parts of the system;
- The map should show how the combination of these relationships is giving rise to the particular challenge. So, for example, you’d expect to see how these relationships combine to form feedback loops; and,
- Your map can be submitted in any visual format you like – e.g. PowerPoint, Prezi, PDF, infographic, website, Kumu, Plectica, etc.

Written Research Guidelines

Summary of the main research findings in relation to 3 key questions:

- (1) Understanding of the challenging landscape;
- (2) Understanding of the existing solutions efforts;
- (3) Identification of impact gaps and levers for change; and
- Identification of key insights and lessons learned.

The written summary of the research findings should be between **2,500 and 3,000 words**, excluding footnotes. This should be submitted as a **Word file (.doc or .docx)**.

Bibliography Guidelines

- Should be in Harvard citation style;
- Should be submitted as a **Word file (.doc or .docx)**;
- Should cite all of the sources (written and visual) used throughout the research; and

- It should include a diverse range of sources and materials, from academic texts and articles to op-eds and first-person interviews. When possible, participants should include links so that the reader can navigate to the source themselves, and so that participants can support the future research of others interested in the topic.

Final Presentation

A team presentation of your visual map with an oral overview of your findings is due during the last day of class, April 1.

Team Collaborative Process and Progress

Team work is difficult, and filled with challenges both big and small. This mark evaluates how well your team is able to identify and collectively respond to challenges, support each member, and learn along the way. Team Collaborative Process and Progress marks will be calculated holistically, based on the evolution of both your team charter and processes (as evidenced by your team health assessments), communication on slack, and your course project (as evidenced by how well you incorporated class and instructor feedback from your Feb 26 presentations into your final submission).

Attendance

Each class, you are expected to complete the assigned readings, think about them, and bring the readings and/or your notes to class ready to discuss. At the end of each individual book club session, there will be an in-class check-in question where you will be asked to reflect on the discussion points. Each book club question is worth 1% of your Attendance grade for a total of 10%. If you are not able to answer the question but are in class, you may receive part marks (0.5%).

Participation in-class and in teams

Individual participation marks will be calculated holistically. Throughout the term you are expected to make relevant, thoughtful, and respectful contributions to class discussion, and make meaningful contributions to your team, as evaluated from the team health assessments.

Team Evaluation Assignments (x2)

On Feb 12 and April 1, you will individually complete a team health assessment, which include 360' evaluations of your teammates and short written responses about your team's processes and progress. These reflection questions will (a) give you the opportunity to consider your personal strengths when it comes to working in groups, as well as areas in which you would like to improve and how you think you might do so, and (b) to critically reflect on the group dynamics from previous collaborative experiences and from your group project in this class.

In-Class Activities (x2)

You will be required to complete 2 small assignments throughout the semester. These may include quizzes, short activities, or other formats as determined by the instructor. These activities will not be scheduled in advance; they will be 'surprise' assignments to be completed in class for the students in attendance. Students with a valid reason to be absent (doctor's note etc.) will be allowed to make up the missed assignment.

Course Outline

Below is a tentative timeline. The content of lectures and order may change based on progress, interest, and group needs.

Week	Date	Topic	Readings Due	Assignments
1	Jan 8	Course Introduction Group Activity Thinking in Systems	none	
2	Jan 15	Circular Design Gender and Inclusive Design: case study.	The 5 dysfunctions in groups (on LEARN) Duhigg C (2016) What Google Learned From Its Quest to Build the Perfect Team . The New York Times, 25 February.	
3	Jan 22	Team Charters and group activity *note. There will be a UW wide information session at 12:00pm for the Map the System Challenge	Team 1	Team 1 facilitates book club of a chapter in their book of choice (30 mins)
4	Jan 29	Research Methods	Team 2 Team 3	Team 2 and 3 each facilitates book club of a chapter in their book of choice (30 mins)
5	Feb 5	Design Sprint and Mapping Activity <i>How is this class going?</i> In-class evaluator feedback session	Team 4	Team 4 facilitates book club of a chapter in their book of choice (30 mins)
6	Feb 12	Sprint post-mortems Team Charter Updates Instructions for team briefs (to be presented Feb 26 in	Team 5	Team 5 facilitates book club of a chapter in their book of choice (30 mins) Due: Team Health Assessments, 6 pm
<i>Reading Week</i>				
7	Feb 26	Class Presentations and Feedback Session: introduce us to the system you are mapping!	Team 6	Team 6 facilitates book club of a chapter in their book of choice (30 mins)
8	Mar 4	Mapping the 5 R's: Results, Roles, Relationships, Rules, Resources	Team 7	Team 7 facilitates book club of a chapter in their book of choice (30 mins)

Week	Date	Topic	Readings Due	Assignments
9	Mar 11	Charts, Maps and Infographics Visual Mapping Sprint	Team 8	Team 8 facilitates book club of a chapter in their book of choice (30 mins)
10	Mar 18	Book club social Sprint Post-mortem	Team 9, 10, 11	Teams 9, 10 and 11 facilitates book club of a chapter in their book of choice (30 mins)
11	Mar 25	Mapping Workshop	none	Due: Systems Maps, Written Summary (max 3,000 words), bibliography. Upload to both LEARN and the Map the system website by 6pm
12	Apr 1	Final Presentations	none	Due: Team Health Assessments, 6 pm Due: Presentation slides, 6 pm
	Apr 6	UW Map the System Finals		

Course Communication

Slack will be used as the main class communication tool. Teams MUST use their designated Slack channel for all course-related communication in order to receive participation marks.

Late Work

All assignments are due on the day and time indicated in the course timeline and uploaded to the designated folders on LEARN. Extensions to assignment deadlines will be granted only in cases of illness or emergency. Extensions are granted based on the discretion of the instructor. Students should contact the instructor as soon as possible to make their requests and provide credible documentation (such as a doctor's note or a Verification of Illness Form). The instructor may ask you to have your accounts documented through Accessibility Services.

All assignments submitted late without approved extensions will be subject to late penalties. 5% will be deducted for projects that are handed in within 24hrs after the deadline and an additional 5% per day thereafter (including weekends) up to a maximum of 50%. After that time a grade of 0% will be assigned for the late work. Late penalties are not recoverable.

For group work: If one of you happens to be sick, the rest of your team members will be there to present for you or to upload your work. Ensure that you use your Slack team channel for sharing your slides, research, design, other documents and media so that any team member can theoretically present all material involved, and a backup plan is in place if your key presenter cannot be present.

Electronic Device Policy

Get ready to put your phones away for certain classes. I promise that it will benefit your learning and make the class more engaging and enjoyable for all.

Attendance Policy

Students are expected to attend all classes and participate in discussions. The instructor should be notified of any anticipated absences well in advance. Teams should take attendance at each scheduled team meetings in and outside of class and monitor team members' contributions throughout the term.

Assessment

Class participation is an important part of learning and it is beneficial for everyone to come with an open mind and a willingness to share ideas. In order to have a classroom culture that is open and exploratory we need to trust that we will be heard and that we all can make mistakes. Successful projects are never built on one person's sole idea but rather the influx of multiple sources of inspiration.

You will be expected to meaningfully attend and participate in class and contribute insights and value to classroom learning as well as to your team to receive a grade. Students, who do not come to class, cannot participate, and therefore forfeit the mark. Because a large part of this course is dependent on in-class activities and fostering a collaborative learning community, in the case of students absent for more than 3 classes without medical documentation, the instructor reserves the right to assign final grades that are proportionate to their contributions to our class.

Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [Office of Academic Integrity webpage](#) for more information.

Discipline

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check [the Office of Academic Integrity](#) for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and](#)

[Grievances](#), Section 4. When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Appeals

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Note for Students with Disabilities

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

Territorial Acknowledgement

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory \(PDF\)](#).