

**CDN 355F Digital Media, Digital Makers**  
**SYLLABUS Fall 2021 Thursdays 2-4**  
**DRAFT**

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**Office Online Hours:** Thursdays 12-1

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**Canadian Studies Program Information**

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**Course Website:** Quercus. Additional resources will be added as we go. Do check in. We will use Discussion Threads & Zoom rooms for additional engagement & content sharing, possibly Gather.com

**Description:** This course will introduce students to a range of digital tools and platforms that can enrich research methods, the design of academic digital projects, the dissemination of findings, and the launching of critical interventions in the digital public sphere. Our course work will be contextualized within the emergent practices of the Digital Humanities, broadly defined as: “an academic field concerned with the application of computational tools and methods to traditional humanities disciplines such as literature, history, and philosophy.” (Oxford)

The course will encourage students to reflect critically on the impact, advantages and constraints in our shift to digital media in academic, political, and social domains and the resulting amplification of existing inequities. We will examine how digital tools and platforms, analytical methods, and expressive media forms can affect how knowledge is produced and disseminated across the Digital Humanities and Social Sciences (DHSS) and how interfaces and database design can both inform and bias research investigations. Students will learn best practices for data management, project development and prototyping, and sustaining digital projects over time. Workshops and critiques will build to a final project that can live beyond the course, as an original contribution to research-in-practice. We may find that there is common ground to support a collaborative project TBD (I have a number in mind that we can discuss).

**Fall 2021 Course Theme:** “Digital Media, Digital Makers: Designing Better Futures.” We will explore how Speculative Fiction’s “What if?” can model alternative pasts, presents, and futures, and craft academic / activist / artist interventions for social change. We are living in a moment of seismic shifts, in the global social justice movement, Black Lives Matter,

#MeToo, and the call to end systemic racism, police and state violence against racialized people, to the profound disruptions triggered by Covid-19 that have changed who and what we value, individually and as societies. Over the course, students will define their core values, design and create smaller digital projects, and a final major project, that engage with the topic, area of inquiry, practice or intervention that is of value to you and that can support building to a better world.

## **Course Structure:**

### **Asynchronous Activities:**

- Readings, playing / exploring interactive works, viewing short films screenings
- Individual assignments
- Contributions to Discussion threads

### **Synchronous Activities:**

- Class lectures, guest speakers, discussions, workshops, brainstorming, play/user testing
- Collaborative annotation of texts, whiteboard notes, break-out room critiques

## **Course Objectives:- Understand Critical Digital Humanities & Social Science (DHSS)**

### **Arguments, Concepts, Challenges, Methods.**

- Digital Projects & Archives: Issues of Preservation, & Obsolescence
- The Medium is the Message
- Ethics of Design & Data Privacy
- Digital Tools for Social Justice & Activism
- Digital Divide, Access & Inequities
- Algorithmic Bias
- Curation as Rhetoric / Argument
- Affordances
- User Experience / Design for the User
- Gaming/ Interaction Rules as Procedural Rhetoric
- Additive vs Expressive Media
- Deformance as an argument

## **Learning & Skills Outcomes - DHSS Tools & Practices:**

- Design an App for Mobile - Glide
- Geolocate Primary & Secondary Source material / media with ArcGIS & Esri Story Maps
- Curate an Argument / Report with Glide, Esri Story Maps, Twine
- Design an Interactive Experience - Twine
- Learn basic CSS & HTML coding
- Work with Open Refine to clean your data
- Build a Beta Online Exhibit - Omeka

- Learn Metadata Creation / Archival Description - Dublin Core Elements
- Learn Database Management - Glide, ArcGIS, Omeka, Open Refine
- Learn (if we have time???) Text Encoding with TEI
- Learn the basics of quantitative text analysis with TaPOR & Voyant, and learn the basics of Data Visualization with Tableau

No technical background is required. The Code Academy is a terrific resource for teaching yourself the basics of html & CSS to get started:

<https://www.codecademy.com/learn/learn-html>

<https://www.codecademy.com/courses/css-coding-with-style/0/1>

**Course Technology / platforms:** Virtual classes will be in Zoom. We may also use [gather.com](https://gather.com) for brainstorming, discussions, etc, IF this seems useful. Class Videos will be saved to Google Drive. Class slides will be archived in a folder on Quercus. We may also use one of the following for online collaboration: [Mural](https://mural.com) (a collaboration whiteboard), [Hypothesis](https://hypothesis.com) (text annotation platform), [Mozilla Hubs](https://mozilla-hubs.org) (3D virtual meeting rooms) or [Gather](https://gather.com) (virtual meeting environments).

**Tips for Class Prep:** Each class will have key texts & works and supplemental texts & works that provide context or additional noteworthy works. If time is tight, SKIM the readings and put more time into critically engaging with digital works. You will gain more from ‘doing’ than from reading about works or concepts. Be prepared to discuss assigned works in class & small groups.

**Required Readings:** All readings are listed by class on the weekly schedule and are available online, either open on the web and accessible via hyperlinks on the syllabus or through the UTor Library database. Should any link seem to be broken, try another browser (this is often the issue), then search the title / author as all are still available online, then message me and I will update if needed. Currently I am double checking links are live.

### **Tips for Tech:**

- For in-class work, a laptop is a preferred device, tablets are also viable.
- Chrome is the optimum browser for our platforms.
- Back up your work. Sending yourself files or uploading to cloud storage is also good practice. I have cried quietly many times after losing large files and caches of work.
- Regular attendance will be key as many of the assignments will be generated in class with guidance from your instructor (me)

Students should expect to be active online on a variety of social media and/or web platforms. Of course, anonymity/privacy concerns as to using your real name will be respected and pseudonyms are a viable alternative. Feel free to make up alternate accounts for your work. If you do, make sure I know what your pseudonym is so your work can be graded.

**Curiosity:**

- Be willing to step out of your comfort zone & explore new technologies & forms as we will be engaged in hands-on, experiential & inquiry-based learning, exploring, experimenting, and making. We will make stuff! break stuff! See the *Digital Humanities Manifesto* on the value of failure and how we learn through making things that don't work.
  - We will learn more through trial and error than through reading; the best way to learn with digital technologies is to dive in, start making, and learn through doing.

**Past Class Projects:**

**Summer 2020 Student Projects:** <https://digitalmakers2020.wordpress.com/>

**Fall 2018 Class Project:** Hidden Histories: Labour to Lofts. Winner of the Lieutenant Governor's Ontario Heritage Award for Youth Achievement, Group, 2019.  
<http://arcgis.com/1TDeO8>

**Fall 2017 Class Project:** Canadata: Text Analysis of Government of Canada documents (Speech from the Throne; Ministerial Mandate Letters & various Speeches)  
<https://canadata.wordpress.com/>

**Fall 2016 Class Project:** Kensington Market: Hidden Histories. Winner of the Lieutenant Governor's Ontario Heritage Award for Youth Achievement, Group, 2018.  
 Augmented Reality App for iOS - search Kensington Hidden Histories  
[uoft.me/CDN355map](http://uoft.me/CDN355map)  
[kensingtonhiddenhistories.wordpress.com](http://kensingtonhiddenhistories.wordpress.com)

**A current Beta Project** -we will discuss the ethical concerns which I have deliberately not fixed:

**GlideApp** - BLM Peaceful Protests - <https://9hqvs.glideapp.io/>

**Course work and grading (TBD- might change before start date):****Value: Due:**

Short Assignment #1 GlideApp for mobile	10%	Sept. 25 (submit - app URL or QR code)
Short Assignment #2 Esri Story Map	20%	Oct. 9 (submit map URL or share to ArcGIS group)
Short Assignment #3 Twine Interactive	20%	Oct. 30 (submit Twine HTML file or zip folder)
Digital Project Proposal	10%	Nov. 6 (text - online submission)
Digital Project Platform of your choice	40%	Nov. 28 as a goal (submit as appropriate)

## Submitting digital assignments:

- Digital assignments if created as files can be uploaded to Quercus if small files. Large zip files can be emailed to Quercus inbox and if needed, I will create a dropbox folder. Google Drive also works.
- Assignments created on web platforms (Glide, Esri, Twine, Esri) will be shared with the class for peer play-testing / reviewing.
- If your assignment includes a Rational / design statement, if the formatting matters, save it as / export it to PDF to preserve your formatting. Very important.

- **For the Short Assignments**, each focuses on creating a beta / demo project with a specific tool or platform: #1. GlideApp ; #2 Esri; #3 Twine.

These assignments explore: #1, how technologies impact and shape communication and the curation of content; and #2, how you might work with it on a given topic / project. The result of your first project may be surprising and may change and/or challenge your understanding of how to work with the tech. This is often the case! All platforms will be demoed in class via shared screens. Each is an opportunity to play with a tech / tool / platform which you might want to work with for your final project, and to get feedback on your design.

- **The Digital Project Proposal** will be a rough outline of the final project, detailing topic, content, rough interactivity, rationale for project chosen, and statement of draft design intention and value for you or for community in the world. You can change your project focus / parameters / platform if you wish. This has an early due date to start you thinking about final project content, design & build.
- **The Digital Project** can be developed by you in discussion with me. The Proposal is first formal step. You can discuss any time! Collaborative topics will be discussed.
- You **MUST** include citations for images, texts, website etc, and you should follow a known citation style IF the platform makes this possible. Including hyperlinks is also useful for readers / viewers of your works. Be consistent in whatever you work with & consult a credible university resource to ensure you meet requirements.
- **Proofing (spelling & grammar):** Consistently, students comment on how distracting poor spelling and syntax is in digital projects. Remember to proof your final texts. Poor spelling and grammar will lower your grade.

- **Equity, Diversity, and Inclusion:**

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

- **Privacy/ FIPPA Statement:** Personal information is collected pursuant to section 2(14) of the University of Toronto Act, 1971 and at all times it will be protected in

accordance with the Freedom of Information and Protection of Privacy Act. Please note that this course requires presentations of one's work to the group. For more information, please refer to <http://www.utoronto.ca/privacy>.

- **Online Copyright considerations:** Students may not record any portion of a lecture without the prior and explicit written permission of the course instructor. Provostial guidelines on the Appropriate Use of Information and Communication Technology, available at <https://www.provost.utoronto.ca/planning-policy/information-communication-technology-appropriate-use/>, state that:

*The unauthorised use of any form of device to audiotape, photograph, video-record or otherwise reproduce lectures, course notes or teaching materials provided by instructors is covered by the Canadian Copyright Act and is prohibited. Students must obtain prior written consent to such recording. In the case of private use by students with disabilities, the instructor's consent must not be unreasonably withheld.*

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### **Notice of video recording and sharing (Download and re-use prohibited)**

Some lectures in this course, including your participation, may be recorded on video and then be made available to students in the course for viewing remotely and after each session.

Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor.

Note: As students will be sharing their digital projects for each other to review, do not copy or share any student materials without the explicit permission of the STUDENT creator AND the instructor.

**MISSED CLASSES:** For those who miss the in-class activities, it may be possible to have asynchronous peer-to-peer make-up activities, IF there is more than one student who misses a class. This make-up component is not guaranteed. Students will self-organize using a discussion thread as a message board. The instructor will not provide additional lecture or workshop material. Tech walk-throughs may be recorded and this resource works extremely well online.

### **ON ACADEMIC INTEGRITY**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, UofT treats cases of cheating and plagiarism

very seriously.

[The University of Toronto's Code of Behaviour on Academic Matters](#) outlines behaviours that constitute academic dishonesty and the process for addressing academic offences, regardless of the course delivery method.

**Academic Integrity and Plagiarism will not be tolerated and failure to acknowledge your sources or include source information will result in a 0% grade. If you do not know what plagiarism is, read the University statement on Academic Integrity.**

- “Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com web site.” *Statement required by [turnitin.com](https://turnitin.com)*

***NOTE: We will cover Canada’s Fair Dealing Legislation as to what and how you can use copyright material in academic projects. Remember that copyright music is not legal to use in digital projects. Neither are images licensed by Getty Images, Associated Press, and other international licensing agencies for professional photographers***

**Final Grade:** Your final grade is calculated from the work you have handed in by the scheduled due dates and the allowed window beyond last class. All grading is done in accordance with grading criteria as explained on the syllabus and in class, which reflects the FAS statement: “What Your Grades Mean.” Students may request a regrade.

Make sure you are familiar with the [FAS chart, ‘What Your Grades Mean.’](#)

And review here:

<http://www.writing.utoronto.ca/advice/general/grading-policy>

**Regrading:** Students can always ask for an assignment regrade. The steps should be to:

#1. Review the comments first. If you have not read the comments, I will ask that you do so first before we discuss.

#2. Should you not agree with the rationale, then email and/or speak to me & we can discuss and review. Some assignment grades are based on structural / coding criteria, and you will either have these correct or not.

#3. Note that writing that is not CLEANLY PROOFED may not receive above a B-. Take the time to proof your work, so you do not lose significant marks. Spelling and format matter. Treat your work as a professional would.

Timeline: Please follow up in a timely manner - within 2 weeks of the assignment’s return.

NOTE: Asking for higher grades beyond what your work merits in its submitted form, violates the principles of Academic Integrity for yourself and for me.

**Late Assignments Policy:** All assignments are due on the due date. They can be accepted as late up to one week after the due date, with an extension. Because there are often debugging challenges with digital platforms, we can be more flexible as troubleshooting and play testing are important..

**Extensions:** Anyone can have up to a ONE WEEK extension, no explanation required, no late penalty. You can have extensions on all assignments.

Because we will be building in with new digital tools, there will be accommodations for tech challenges and debugging. We will also have sessions (hopefully) for peer play-testing the Twine projects so you can have feedback before submitting your projects. The latter is REALLY HELPFUL. If you miss the designated in-class play-testing time, you can organize your own out-of-class play-testing via the Discussion Thread.

**NOTE:** Course work is designed so that if you submit work on time, you will receive your evaluation on the noted date. IF you ask for and take an extension, you are stepping out of this submit/return timeline, and your work will be returned WHEN I can review it. Taking an extension may result in your work NOT being returned before the next due date, and potentially before the drop date. If you take an extension, you ARE agreeing to that arrangement. This could impact the % of work graded and returned to you before the final drop date. You accept this consequence when you ask for extensions.

### **Course Policies for Missed Term Work:**

1. Deadline for requesting special consideration: request must be received the day before the assignment is due up to 11:59 pm that day for consideration.
2. Accepted methods for extension request: Quercus messaging is preferred as I then have a record. Subject line: "Extension Request: Assignment #..."
3. Absences for religious reasons or illness will be accommodated with the proper documentation for medical reasons.

**NOTE - If you've read to here, send me a message with 'dinosaur 355' in the subject line via Quercus! Congrats on being a close reader!**

### **• Writing Centres in Arts & Science St. George Campus:**

**Individual colleges** offer support to help you develop the academic skills you need for success in your studies. **Website:** <http://www.writing.utoronto.ca/writing-centres/arts-and-science>

University College has an excellent Writing Centre < <http://www.utoronto.ca/ucwriting/> > that is open to all UC students and students enrolled in CDN courses. They provide individual instruction in intensive 50-minute consultations. Appointments can be made online. The



UC Writing Centre also provides a range of other resources; see their website for more information.

- **Accessibility:** “Students with diverse needs are welcome in this course. The *AccessAbility Resource Centre* offers services to assess specific student needs, provide referrals, and arrange appropriate accommodations. Students with questions about disability/health accommodations are encouraged to contact their instructor and/or the *AccessAbility Resource Centre* when the course begins. The *AccessAbility Resource Centre* staff can be contacted by phone: Tel: 416-978-8060 or Email: [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca).”

**Religious Observances:** "It is the policy of the University of Toronto to arrange reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays. Students have a responsibility to alert members of the teaching staff in a timely fashion to upcoming religious observances and anticipated absences. Instructors will make every reasonable effort to avoid scheduling tests, examinations or other compulsory activities at these times." For more information on U of T's policies and procedures, please consult: <http://www.vicprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm>

- **Illnesses and Absences:** Please obtain lecture notes from a classmate if you miss one or more classes and see your course instructor if you have questions about the material that was covered during your absence. Notify your course instructor as soon as possible if a serious illness or other concern is significantly affecting your ability to keep up with the course (missing 5+ classes). It is also wise to contact your college registrar if you are experiencing academic and personal difficulties.
- **E-Culture Policy:** Every attempt will be made to respond to student emails within 24 hours. If you don't get a reply within 72 hours, resend your message. I do check my messages often, however, do not email with questions that can be asked in class to the benefit of all (eg. answer on the syllabus or something that likely many may be wondering). Usually I create an FAQ list on Quercus as a Discussion Thread. Note: with Covid & long days online, I check emails first thing in the am (early) and then late in the day.

**Drop Dates: November 8, 2021. Last day to add or remove a CR/NCR option in F courses.**

### Online Academic Resources:

- UToronto offers many excellent online resources for writing essays. Start here: <http://www.writing.utoronto.ca/advice/general>

**CDN355F - Weekly Schedule:**

**Class #1. Sept. 9.** Introduction to Digital Media, Digital Makers & Course Theme

Readings referred to: Speculative Fiction Short Story: “The Ravine”

**For discussion - We will explore past class projects**

**Workshop #1 - Intro to Glideapp - Short Shared Screen DYI**

**w. Materials in Glide Folder**

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**Class #2. Sept. 16. Digital Media & Digital Humanities**

**Topic:** What is DH? And Why?

**Texts:** [Digital Humanities Manifesto 2.0](#). (PDF)

Jesse Stommel, 'The Digital Humanities is About Breaking Stuff' (PDF)

Fantastic post on the disruptive /playful ethos of Digital Humanities investigation

**Introduction to McLuhan:** ‘The Media is the Message’ (PDF)

Readings referred to: ReImagining Chinatown, Introductions & Short Story

**Workshop #2 - Glideapp - Short Shared Screen DYI with YOUR resources**

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**Class #3. Sept. 23: Digital Media & the Message**

**Texts:** Marshall McLuhan (1964): ‘The Medium is the Message’ Chapter 1 from

*Understanding Media: The Extensions of Man* (PDF)

<http://web.mit.edu/allanmc/www/mcluhan.mediummessage.pdf>

**Website / digital projects:** Skawennati, [Calico & Camouflage: Assemble!](#) at Yonge-Dundas Square

**Workshop #3 - Esri Story Maps Part #1**

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**Class #4. Sept. 30: Big Data & Data Privacy: Ethics of Data Collection in 2020**

**Readings: R. Benjamin.** ‘Catching Our Breath: Critical Race STS and the Carceral Imagination’

R. Benjamin. ‘Ferguson is the Future’ (both are up as PDFs)

**Play:** <https://fairlyintelligent.tech/>

**Workshop #4: Esri Story Maps - Part #2.**

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**Class #5. Oct. 7: Digital Media & Geolocate Story-Mapping**

**Websites:** ArcGIS Storymaps

**Explore:** <https://www.esri.com/en-us/arcgis/products/arcgis-storymaps/contest/overview>

Story Map Projects to view - TBD:

Exceptional geolocate creative / critical work:

<https://monacaron.com/studio/monarchs-and-queens>

Trevor Paglen, <http://www.paglen.com/>

**Tools:** <https://storymaps.arcgis.com/stories>

### Workshop #5: Twine Part #1.

**Play past UTM Student Games:** <https://twinegames2019utm.wordpress.com/>.  
<https://twinegames2018utm.wordpress.com/>.  
<https://videogames2017utm.wordpress.com/>

Anna Anthropy, *Queers in Love at the End of the World*

**Tools:** Twine - [twinery.org](http://twinery.org) (only build web-based Twines in Chrome!)

### Class #6. Oct. 14: Speculative fiction & Speculative Design Guest Talk - HOUR #2

**Guest Speaker:** Zan Chandler, Foresight analyst, innovation facilitator with KerrSmith Design, co-instructor, Futures Thinking (Rotman), past Fed. Gov. policy analyst  
<https://zanchandler.com/>

### Workshop #6: Twine Part #2 - HOUR #1

### Class #7. Oct 21: Digital Media & Data Visualization Part #1

**Workshop #7 Hour 1 & a bit - Guest Speaker - Kelly Schulz MDL Data Librarian**

“How to clean your data” Intro with Open Refine

**Tools Hour #2:** Tableau Introduction (maybe! See how’re we’re doing)

**Watch:** Hans Rosling, TEDTalk: [The Best Stats You’ve Ever Seen](https://www.ted.com/talks/hans_rosling_the_best_stats_you_ve_ever_seen)

**Extra resources:** How Statistics Can be Misleading

<https://ed.ted.com/lessons/how-statistics-can-be-misleading-mark-liddell>

### Explore the Possibilities of Data Visualizations:

David McCandless & [Information is Beautiful](http://informationisbeautiful.net) website

**Watch:** McCandless TEDTalk: [The Beauty of Data Visualization](https://www.ted.com/talks/david_mccandless_the_beauty_of_data_visualization)

### Class #8. Oct. 28: Digital Archives & Curation

**Websites:** The Shelley-Godwin Archive

<http://shelleygodwinarchive.org/>

Pamela Klassen, *Kiinawin Kawindomowin Story Nations*.

[http://storynations.utoronto.ca/storynations\\_wp/](http://storynations.utoronto.ca/storynations_wp/)

E-Literature Organization <http://collection.eliterature.org/>

### Workshop #8: Omeka. Building & Curating a Digital Archive

### Class #9. Nov. 4:— Digital Media, Community & Serious Games

**Patrick Jagoda’s Labyrinth (UChicago)**

**Feature article on [Alternate Reality Game 2020](#)**

Jeff Watson’s Reality (USC),

<https://clalliance.org/blog/reality-the-game-interview-with-interactive-expert-jeff->

watson/

**Games:** “Can You Save the World?” Kid-friendly game on social distancing & saving 7 billion people from Covid-19

**If Found. See review:** <https://www.wired.com/story/if-found-game-essay/>

In the Steam, iOS & Android stores

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## Reading Week Nov. 8-12

### Class #10. Nov. 18: Digital Media & Data Visualization Part #2 - maybe....!

**Tools -** Voyant (CA); TAPoR (CA); Tableau

**Examples of Analysis:**

Linguistic data analysis of 3 billion Reddit comments shows the alt-right is getting stronger

How not to work with Covid data - Twitter Thread

<https://twitter.com/threadreaderapp/status/1279398826827223040?s=20>

[See too: Reddit bans The\_Donald forum & 2,000 other reddit threads & Reddit Content Policy - <https://www.redditinc.com/policies/content-policy>

[https://www.npr.org/2020/06/29/884819923/reddit-bans-the\\_donald-forum-of-nearly-800-000-trump-fans-over-abusive-posts](https://www.npr.org/2020/06/29/884819923/reddit-bans-the_donald-forum-of-nearly-800-000-trump-fans-over-abusive-posts)

**CDN355 Student Project 2015** - [canadata.wordpress.com](http://canadata.wordpress.com)

**Archives:** Corpus of Presidential Speeches

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### Class #11. Nov. 25: Digital Media, Community & Inclusion

**Texts:** Fiesler, Morrison, & Bruckman, 2016. “An Archive of Their Own: A Case Study of Feminist HCI and Values in Design” (PDF)

**Website:** Archive of Our Own AO3

**Twitter Account:** @GoodKidsMadCity, @slpng\_giants, others TBD

**Hashtags:** Kpop stans launch #ItsOkToBeRacist 06/21... ongoing  
#StopHateForProfit

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### Class #12. Dec. 2: Showcase & Wrap-up