

COMMUNICATION 202: COMMUNICATION & TECHNOLOGY

Annenberg School for Communication & Journalism

University of Southern California

[Spring 2016]

LECTURES**Mondays & Wednesdays, 12-1:20pm | ASC G26**

INSTRUCTOR	COURSE ASSISTANTS	
<p>Mike Ananny, PhD Assistant Professor Annenberg School for Communication & Journalism ananny@usc.edu</p> <p>Office Hours: Mondays: 1:45-2:45pm Wednesdays: 1:45-2:45pm Office Location: ANN-310B</p>	<p>Kate Miltner miltner@usc.edu <i>Office Hour & Location:</i> Mondays, 2-3pm ANN-310 (lounge area)</p> <p>Melina Sherman melinash@usc.edu <i>Office Hour & Location:</i> Wednesdays 10-11am ASC, West Lobby</p>	<p>Sarah Myers West sarahmye@usc.edu <i>Office Hour & Location:</i> Mondays, 10-11am ANN Café (1st floor)</p> <p>Emily Sidnam sidnam@usc.edu <i>Office Hour & Location:</i> Wednesdays 1:30-2:30pm ASC, PhD offices (basement)</p>

Discussion Sections:

Monday, 8am-8:50am (ANN 211): Sarah Myers West

Monday, 8am-8:50am (ANN 309): Melina Sherman

Monday, 9am-9:50am (ANN 211): Sarah Myers West

Monday, 9am-9:50am (ANN 309): Kate Miltner

Monday, 10am-10:50am (ANN 309): Kate Miltner

Monday, 11am-11:50am (ANN 309): Emily Sidnam

There are no required books to purchase. All readings are provided through Blackboard.**COURSE DESCRIPTION**

What are communication technologies and why do they matter? This is a survey course designed to give undergraduates an overview of core concepts, historical trajectories, and contemporary controversies in the design, use, and critical study of communication technologies. While the course takes a broad view of technology and considers different historical moments, it focuses on contemporary, internet-based system and cultures. Students will learn about different definitions of “communication” and “technology”; examine the values and assumptions of those who make and use communication technologies; and gain insight into how communication technologies are interpreted, resisted, and remade through an ever changing set of social and cultural dynamics. Through critiques of scholarly literature and contemporary cases students will examine communication technologies in relation to notions of: community, participation, crisis, race, gender, sexual orientation, politics, journalism, copyright, free speech, reputation, “anti-social” behavior, big data, algorithms, privacy, surveillance, labor, gaming, and cosmopolitanism. By the end of the course, students should be able to create and refine complex definitions of “communication” and “technology” that they can draw upon as critical makers and users of communication technologies for years to come.

INSTRUCTOR BIOGRAPHIES

Mike Ananny is an Assistant Professor at the University of Southern California's Annenberg School for Communication & Journalism, Affiliated Faculty with USC's Science, Technology and Society research cluster, and a Faculty Associate at Harvard's Berkman Center for Internet & Society. He studies the public significance and sociotechnical dynamics of networked news systems. He has held fellowships and scholarships with Stanford's Center on Philanthropy and Civil Society, the Pierre Elliott Trudeau Foundation, the LEGO Corporation, and Interval Research. He was a founding member of Media Lab Europe's research staff, a postdoc with Microsoft Research's Social Media Collective, and has worked or consulted for LEGO, Mattel, and Nortel Networks. His PhD is from Stanford University (Communication), SM from the MIT Media Lab (Media Arts & Sciences), and BSc from the University of Toronto (Human Biology & Computer Science). He has published in a variety of venues including *Critical Studies in Media Communication*, *International Journal of Communication*, the *Journal of Computer-Mediated Communication*, *American Behavioral Scientist*, *Television & New Media*, and the proceedings of the ACM's conferences on *Computer-Human Interaction* and *Computer Supported Collaborative Learning*. He is writing a book on a public right to hear in an age of networked journalism (under contract with MIT Press).

Kate Miltner's current research looks at the impact of structural inequality on participation in online popular culture. She has a BA in English (cum laude) from Barnard College, Columbia University, and received her MSc in Media and Communications (with Merit) from the London School of Economics and Political Science. Kate has had research appointments in the Research department at Twitter and the Social Media Collective at Microsoft Research New England; before her academic career, she worked in social media strategy and advertising for close to a decade. Kate has published scholarly work on a variety of topics relating to internet culture, including internet memes, online antagonism, selfies, and Big Data; her work has appeared in the peer-reviewed journals *Mobile Media and Communication*, the *International Journal of Communication*, *First Monday*, and *Social Media & Society*. Kate has also published articles in *The Atlantic* and *The Guardian*.

Sarah Myers West is a doctoral student and the Wallis Annenberg Graduate Research Fellow at the Annenberg School for Communication and Journalism, focusing her work on information controls and Internet governance. She received her B.A. with Distinction in Media Studies and Foreign Affairs from the University of Virginia and Masters in Public Diplomacy from the University of Southern California where she was a Foreign Language and Area Studies Fellow. Her ongoing research centers on the role of technology companies in governing speech and new formations of networked "public" spaces. In addition, she studies international policymaking and activism around privacy, security, and freedom of expression. She is an affiliate researcher at the Berkman Center for Internet and Society, a Cybersecurity Fellow at the New America Foundation, the managing editor for Global Voices Advocacy's Netizen Report, and worked as a Google Policy Fellow for the Electronic Frontier Foundation in the summer of 2015.

Melina Sherman is a Ph.D. student in Communication at USC Annenberg School for Communication and Journalism. She received her BA in Communication Studies from Northwestern University, where she graduated Magna Cum Laude and with departmental excellence. As a senior, she wrote an honors thesis—a year-long ethnographic project about the gendered dimensions of electronic dance music culture. Melina's research explores how scientific and medical innovations engender new forms of governance, identities, and attachments that change the ways in which we understand ourselves as biological creatures. At the moment, she is working on a project about "chemical attachments," which maps out a genealogy of addiction and examines the role of pharmaceutical drugs in everyday life.

Emily Sidnam received her B.A. in Communication Studies summa cum laude from Biola University, where she was named Outstanding Communication Student of the year. Prior to her graduate studies, Emily worked as a Social Media Manager for a marketing and innovation company, growing clients' social media followings through strategic, brand-centered marketing campaigns. Emily then went on to earn her M.A. in Media,

Technology and Society from Purdue University, with a double minor in Social Networks & Social Capital and Research Methods. At Purdue, Emily worked on a research project on Twitter and safety behavior for the Department of Homeland Security's VACCINE group. She also designed an interactive learning module for Purdue's Polytechnic Initiative, in addition to teaching multiple standalone sections of Fundamentals of Speech Communication. Her master's thesis explored how usage motivations and social capital may inform knowledge gaps in a social network site setting. Broadly, Emily's research interests include new media, social networks and media effects. Her research focuses on topics such as usage motivations, information behavior, social capital and the digital divide in new media settings.

THE BEST WAY TO GET AN 'A' IN THIS CLASS

- do all the assigned readings *before* the class (doing so will help the lecture make sense and I'll draw on both the required and recommended readings in my lectures);
- turn your phone *off* during class and don't wander off to social media while using your laptop (you'll take the best notes and increase your grade if you stay focused on class in class);
- make friends with fellow students, trade notes, form study groups, and write 3 practice exam questions after each class;
- leave yourself time to edit and revise your responses to the 'reflection' assignments (i.e., don't leave it until the night before to write them);
- study for the exams as if they *aren't* "open book"; you won't have time to learn material or read articles for the first time *during* the exam – exams will ask you to synthesize and work with concepts, not repeat details;
- stay in touch with your TA, participate often and thoughtfully in discussion sections, and come to my office hours (this will help you stay connected to the course);
- practice applying the concepts we discuss in class immediately as you use and encounter new communication technologies.

This course is designed not only to expose you to a variety of ideas and controversies associated with communication technologies, but also the varied *ways* that people communicate about and debate communication technologies.

I'm asking you to consider a variety of materials in this class – everything from videos, podcasts, and long-form popular press articles to easily accessible book chapters and more challenging scholarly pieces published in academic journals. Each class has a list of materials you are required to read and make notes on – but you are not responsible for readings labeled 'Recommended/Background'.

Some readings are more challenging or longer than others. Give yourself sufficient time to read and flag difficult bits for us to talk about in lecture, discussion sections, or office hours. A large class like this works best if everyone has done the reading ahead of time and you come to class with questions. I love it when students ask questions and try to make even large classes as conversational and interactive as possible – please always feel free to speak up.

ASSIGNMENTS & GRADING

Assignment	Due	Points	% of Grade
Media Change Memo	January 25	50	10
Midterm Exam	March 2	100	20
Final Exam	May 6	100	20
Discussion Section	n/a	100	20
Reflections (3 x 50 points each)	February 24 March 28 April 25	150	30
TOTAL		500	100%

- **500-750 word Media Change Memo (50 points):** due January 25
- **Examinations (200 points total):** Mix of true/false, multiple choice, and a choice of short answer questions. The final exam is not cumulative – i.e., it only covers material after the midterm exam. You may use your notes and printed copies of readings during the exams, but *not* laptops or phones. All questions will come from the assigned readings and in-class discussions. Exams will focus on applying concepts and not repeating details.
 - **Midterm Exam** (100 points): **Wednesday, March 2 (In Class)**
 - **Final Exam** (100 points): **Friday, May 6, 11am-1pm** (as determined by university, <http://classes.usc.edu/term-20161/finals/>)
- **Discussion Section (100 points):**
 - **Attendance** (30 points)
 - **Participation** (30 points)
 - **Posting one *thoughtful* question on that week’s readings by 7pm Sunday** (40 points)
- **Reflections (150 points total):** Three (3) times during the semester, you’ll submit short (approximately 800-1000 words) reflections via Blackboard on topics I give you. These are short writing assignments in which you reflect on an aspect of the course’s topic, analyzing at least two required course readings. The due dates of each reflection are indicated below and the topics will be announced in class and posted on Blackboard. **A note on reflection grades:** Each reflection will be graded out of 50 points. If you submit all the reflections on time (no lateness), at the end of the course I’ll add 5 points to your earned grade total in this section meaning (a) don’t worry if you don’t get a great score on one of the reflections and (b) if you get perfect scores on *all* reflections there’s actually a chance for you to get 155/150 on this section and increase your overall course grade out of 500. (If you don’t submit any one of the reflections on time, you won’t get the extra 10 points.)
 - **Reflection 1** (50 points): **due February 24**
 - **Reflection 2** (50 points): **due March 28**
 - **Reflection 3** (50 points): **due April 25**

TOTAL POSSIBLE POINTS: 500 points

Final grades will be assigned to the following total point ranges:

500-467 = A	466-450 = A-	
449-433 = B+	432-416 = B	415-400 = B-
399-384 = C+	383-367 = C	366-350 = C-
349-333 = D+	332-316 = D	315-300 = D-
	299-Below = F	

Late Policies:

Unless there is a valid, documented medical/family reason and the student has communicated with the instructor or TA before an assignment's due date, late assignments will not be accepted without penalty. If an assignment is submitted late, we will subtract one partial letter grade for every 24 hours the assignment is late. *E.g.*, an assignment handed in 24 hours late can only earn a maximum possible grade of A-minus; 48 hours late, B-plus, etc. No assignment will be accepted more than 72 hours past the due date, unless discussed with the TA or instructor before the original due date.

Arrangements to make up exams will only be made with a valid, documented medical/family reason that is communicated to the instructor or TA before the start time of the exam. No arrangements will be made for make-up exams after the exam has started. The final exam cannot be rescheduled or taken at a different time, per university policy.

On Class Communication:

1. With a class of this size, your TA is your best first point of contact for any logistical or administrative issues. Please email him/her first, and then me if you still have questions. I'll generally answer your email within about 24 hours, but I usually don't answer email on weekends or after 7pm on weekdays. If it's an urgent matter (*e.g.*, an emergency that will prevent you from completing an assignment or taking an exam), please mark the subject line 'urgent' and email me *and* your TA simultaneously. If you have a longer question that would be best addressed in a conversation, please visit one of our office hours or make an appointment to talk. I'm always happy to meet with students and more involved questions are often best addressed face to face.
2. Please make friends with your fellow students – they're often your best first point of contact if you missed a class. I can't summarize classes either in person or via email so please be sure to have a few friends you can borrow notes from if you happen to miss a class. It's also a good idea to form small study groups to review notes and prepare for exams together.

ACADEMIC ACCOMODATION: DISABILITY SERVICES & PROGRAMS

Any students requesting academic accommodations based on a disability are required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP when adequate documentation is filed. Please be sure the letter is delivered to me when classes begin. DSP is open Monday through Friday, 8:30 a.m.–5 p.m. The office is in the Student Union room 301 and their phone number is (213) 740-0776.

ACADEMIC CONDUCT & SUPPORT SYSTEMS

Academic Conduct

Plagiarism—presenting someone else’s ideas as your own, either verbatim or recast in your own words—is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu> or to the *Department of Public Safety*, <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage <http://sarc.usc.edu> describes reporting options and other resources.

COURSE SCHEDULE

The schedule and readings described below may change as the semester progresses. If it does I'll be sure to give you plenty of notice, mention changes in class, and send an email summarizing the changes.

Week #1: Monday, January 11th

INTRODUCTION

Week #1: Wednesday, January 13th

WHAT DO WE MEAN BY COMMUNICATION & MEDIATION? TRANSMISSION, RITUALS, & PICTURES IN OUR HEADS

Baym, N. (2010). New forms of personal connection. *Personal connections in the digital age* (pp. 2-23). New York, NY: Polity Press.

Carey, J.W. (1989). A cultural approach to communication. *Communication as culture: Essays on media and society* (pp. 13-36). New York: Routledge.

Recommended/Background:

Anderson, B. (1983). *Imagined communities* (Revised edition ed.). London, UK: Verso.

Lippmann, W. (1922). Introduction: The world outside and the pictures in our heads. *Public opinion* (pp. 3-32). New York, NY: Free Press.

Week #2: Monday, January 18th – MLK Jr DAY: NO CLASS

Week #2: Wednesday, January 20th

WHAT DO WE MEAN BY 'TECHNOLOGY'? AFFORDANCES & CONSTRAINTS, SOCIAL VS. TECHNOLOGICAL DETERMINISM

Baym, N. K. (2015). Making new media make sense. *Personal connections in the digital age* (pp. 24-56). New York, NY: Polity.

Norman, D. (2013). The psychopathology of everyday things. *The design of everyday things* (pp. 1-36). New York, NY: Doubleday.

Recommended/Background:

Crawford, K., & Gillespie, T. (2014). What is a flag for? Social media reporting tools and the vocabulary of complaint. *New Media & Society*. doi: 10.1177/1461444814543163

Madrigal, A. (2013, May 3, 2013). The lies you've been told about the origin of the QWERTY keyboard. *The Atlantic*. Retrieved January 6, 2014, from <http://www.theatlantic.com/technology/archive/2013/05/the-lies-youve-been-told-about-the-origin-of-the-qwerty-keyboard/275537/>

Manovich, L. (2002). *The language of new media*. Cambridge: MIT Press.

Marvin, Carolyn. (1990). Introduction. *When old technologies were new: Thinking about electric communication in the late nineteenth century* (Reprint ed., pp. 3-8). New York, NY: Oxford University Press.

Week #3: Monday, January 25th

**(HOW) DO MEDIA HAVE POLITICS?
VALUES & COMMUNICATION TECHNOLOGIES**

Sacasas, M. (2014, November 29, 2014). Do artifacts have ethics? *The Frailest Thing*. Retrieved January 3, 2016, from <http://thefrailestthing.com/2014/11/29/do-artifacts-have-ethics/>

Winner, L. (1980). Do artifacts have politics? *Daedalus*, 109(1), 121-136.

Recommended/Background:

Asimov, I. (1964, August 16, 1964). Visit to the World's Fair of 1964. *The New York Times*. Retrieved January 2, 2014, 2014, from <http://www.nytimes.com/books/97/03/23/lifetimes/asi-v-fair.html>

Cross, N. (2011). *Design thinking*. New York, NY: Bloomsbury.

DiSalvo, C. (2012). *Adversarial design*. Cambridge, MA: MIT Press.

Friedman, B., Kahn, P. H., & Borning, A. (2006). Value sensitive design and information systems. In P. Zhang & D. Galletta (Eds.), *Human-computer interaction in management information systems: Foundations* (pp. 348-372). London, UK: M.E. Sharpe.

Google. (nd). *How search works: From algorithms to answers*. Retrieved January 6, 2014, from <http://www.google.com/insidesearch/howsearchworks/thestory/>

Granka, L. (2010). The politics of search: A decade retrospective. *The Information Society*, 26(5), 364-374.

Hanks, C. (Ed.). (2010). *Technology and values: Essential readings*. Malden, MA Wiley-Blackwell.

Introna, L., & Nissenbaum, H. (2000). Shaping the Web: Why the Politics of Search Engines Matters. *The Information Society*, 16(3), 1-17.

JafariNaimi, N., Nathan, L., & Hargraves, I. (2015). Values as Hypotheses: Design, Inquiry, and the Service of Values. *Design Issues*, 31(4), 91-104. doi: 10.1162/DESI_a_00354

Kling, R. (Ed.). (1996). *Computerization and controversy: Value conflicts and social choices*. New York, NY: Academic Press.

Nissenbaum, H. (2001, March, 2001). How computer systems embody values. *IEEE Computer*, 118-120.

Shilton, K. (2012). Value levers: Building ethics into design. *Science, Technology, & Human Values*, 38(3), 374-397.

Star, S.L., & Bowker, G.C. (2006). How to infrastructure. In L. A. Lievrouw & S. M. Livingstone (Eds.), *Handbook of new media: social shaping and social consequences of ICTs* (pp. 151-162). London, UK: Sage Publications.

Steen, M. (2014). Upon opening the black box and finding it full: Exploring the ethics in design practices. *Science, Technology, & Human Values*, 40(3), 389-420. doi: 10.1177/0162243914547645

Winner, L. (1986). *The whale and the reactor*. Chicago, IL: Chicago University Press.

Winner, L. (1993). Upon opening the black box and finding it empty: Social constructivism and the philosophy of technology. *Science, Technology, & Human Values*, 18(3), 362-378.

Week #3: Wednesday, January 27th

BRIEF HISTORY & TECHNICAL OVERVIEW OF INTERNET & WEB INFRASTRUCTURES

Abbate, J. (1999). The electrical century: Inventing the web. *Proceedings of the IEEE*, 87(11), 1999-2002.

Abbate, J. (1999). Introduction. *Inventing the internet* (pp. 1-6). Cambridge, MA: MIT Press.

Burrington, I. (2015, November 2, 2015). The room where the Internet was born. *The Atlantic*. Retrieved December 3, 2015, from <http://www.theatlantic.com/technology/archive/2015/11/where-was-the-internet-born/413221/>

Burrington, I. (2015, November 24, 2015). How railroad history shaped internet history. *The Atlantic*. Retrieved December 3, 2015, from <http://www.theatlantic.com/technology/archive/2015/11/how-railroad-history-shaped-internet-history/417414/>

Recommended/Background:

Blum, Andrew. (2013). *Tubes: A journey to the center of the internet*. New York, NY: Ecco.

Burrington, I. (2015, December 4, 2015). A journey into the heart of Facebook. *The Atlantic*. Retrieved December 10, 2015,

from <http://www.theatlantic.com/technology/archive/2015/12/facebook-data-center-tk/418683/>

Ceruzzi, P. (2003). *A history of modern computing*. Cambridge, MA: The MIT Press.

Ceruzzi, Paul. (2012). *Computing: A concise history*. Cambridge, MA: MIT Press.

Ford, P. (2015, June 11, 2015). What is code? *Bloomberg Business*. Retrieved December 3, 2015, from <http://www.bloomberg.com/graphics/2015-paul-ford-what-is-code/>

Howard, P. N. (2015). *Pax Technica: How the Internet of Things may set us free or lock us up*. New Haven, CT: Yale University Press.

Sandvig, C. (2015). The Internet as the anti-television: Distribution infrastructure as culture and power. In L. Parks & N. Starosielski (Eds.), *Signal traffic: Critical studies of media infrastructures* (pp. 225-245). Champaign, IL: University of Illinois Press.

Scott, J. (2005). Episode 1: Baud. *BBS: The documentary*. Retrieved January 2, 2014, from <https://archive.org/details/BBS.The.Documentary>

Sterling, B. (1993, February, 1993). A short history of the internet. *The Magazine of Fantasy and Science Fiction*. Retrieved January 2, 2014, from http://w2.eff.org/Net_culture/internet_sterling.history.txt

Turner, F. (2006). *From counterculture to cyberculture: Stewart Brand, the Whole Earth Network, and the rise of digital utopianism*. Chicago, IL: University of Chicago Press.

Turner, F. (2006). How digital technology found utopian ideology: Lessons from the First Hackers' Conference. In D. Silver & A. Massanari (Eds.), *Critical cyberculture studies: Current terrains, future directions* (pp. 257-269). New York, NY: New York University Press.

Week #4: Monday, February 1st

INTERPERSONAL RELATIONSHIPS & NETWORKED DIGITAL MEDIA

Eggers, D. (2013, September 22, 2013). We like you so much and want to know you better (excerpt from 'The Circle'). *New York Times Magazine*. Retrieved January 6, 2014, from <http://www.nytimes.com/2013/09/29/magazine/dave-eggers-fiction.html> → read the text or listen to the audio [46m37s] of the text (left side of page)

Gershon, I. (2010). Fifty ways to leave your lover: Media ideologies and idioms of practice *The Breakup 2.0: Disconnecting over new media* (pp. 16-49). Ithaca, NY: Cornell University Press.

Turkle, S. (2012, April 21, 2012). The flight from conversation. *The New York Times*. Retrieved December 1, 2014, from <http://www.nytimes.com/2012/04/22/opinion/sunday/the-flight-from-conversation.html>

Recommended/Background:

Listen: "Talking to Machines" (*Radio Lab*, 1h6m, <http://www.radiolab.org/story/137407-talking-to-machines/>)

Baym, N. K. (2015). Digital media in everyday relationships. *Personal connections in the digital age* (pp. 142-173). New York, NY: Polity.

Eggers, D. (2013). *The circle*. New York, NY: Knopf.

Nicks, D. (2013, December 17, 2013). Robot telemarketer employer: Samantha West is no robot. *Time*. Retrieved January 6, 2014, from <http://newsfeed.time.com/2013/12/17/robot-telemarketer-samantha-west/>

McVeigh-Schultz, J., & Baym, N. K. (2015). Thinking of You: Vernacular Affordance in the Context of the Microsocial Relationship App, Couple. *Social Media + Society*, 1(2). doi: 10.1177/2056305115604649

Meyer, R. (2014, February 15, 2014). When you fall in love, this is what Facebook sees. *The Atlantic*. Retrieved March 5, 2015, from <http://www.theatlantic.com/technology/archive/2014/02/when-you-fall-in-love-this-is-what-facebook-sees/283865/>

Turkle, S. (2011). *Alone Together: Why We Expect More from Technology and Less from Each Other*. United States: Basic Books.

Turkle, S. (2015). *Reclaiming conversation: The power of talk in a digital era*. New York, NY: Penguin.

Vitak, J., & Ellison, N. B. (2012). 'There's a network out there you might as well tap': Exploring the benefits of and barriers to exchanging informational and support based resources on Facebook. *New Media & Society*, 15(2), 243-259. doi: 10.1177/1461444812451566

Try using *Eliza, the Rogerian Therapist*: <http://psych.fullerton.edu/mbirnbaum/psych101/Eliza.htm>

FROM "VIRTUAL" COMMUNITY TO SOCIAL MEDIA, FAN ACTIVISM, & PARTICIPATORY CULTURE

Ellison, N.B., & boyd, d. (2013). Sociality through social network sites. In W. H. Dutton (Ed.), *The Oxford Handbook of Internet Studies* (pp. 151-164). Oxford, UK: Oxford University Press.

Jenkins, H. (2007, May 28, 2007). Nine propositions towards a cultural theory of YouTube. *Confessions of an Aca-Fan*. Retrieved January 3, 2014, from http://henryjenkins.org/2007/05/9_propositions_towards_a_cultu.html

Jenkins, H. (2014). Fan activism as participatory politics: The case of the Harry Potter Alliance. In M. Ratto & M. Boler (Eds.), *DIY citizenship: Critical making and social media* (pp. 65-73). Cambridge, MA: MIT Press.

Recommended/Background:

Browse first issue of *Social Media+Society*: <http://sms.sagepub.com/content/1/1?etoc>

Bennett, L., & Segerberg, A. (2012). The logic of connection action. *Information, Communication & Society*, 15(5), 739-768.

Brabham, D. C. (2008). Crowdsourcing as a model for problem solving. *Convergence: The International Journal of Research into New Media Technologies*, 14(1), 75-90.

Burgess, J., & Green, J. (2009). *YouTube: Online video and participatory culture*. London, UK: Polity.

Chen, A. (2015, November 23, 2015). Unfollow. *New Yorker*. Retrieved December 5, 2015, from <http://www.newyorker.com/magazine/2015/11/23/conversion-via-twitter-westboro-baptist-church-megan-phelps-roper>

Crawford, K. (2011). Listening, not lurking: The neglected form of participation. In H. Greif, L. Hjorth, A. Lasén & C. Lobet-Maris (Eds.), *Cultures of participation: Media practices, politics and literacy* (pp. 63-74). Berlin, Germany: Peter Lang.

Goldhaber, M.H. (1997). The attention economy and the net. *First Monday*, 2(4).

Hafner, K. (2004). When the virtual isn't enough. In M. Sturken, D. Thomas & S. Ball-Rokeach (Eds.), *Technological visions: Hopes and fears that shape new technologies* (pp. 293-304). Philadelphia, PA: Temple University Press.

Jenkins, H. (2006). *Fans, bloggers, and gamers: Exploring participatory culture*. New York, NY: New York University Press.

Jenkins, H., Ito, M., & boyd, d. (2015). *Participatory culture in a networked era*. New York, NY: Polity.

Jones, S.G. (1995). Understanding community in the information age. In S. G. Jones (Ed.), *CyberSociety: Computer-Mediated Communication and Community*. Thousand Oaks, CA: Sage Publications.

Lampe, C. (2015). Social Media and Social Capital. *The International Encyclopedia of Digital Communication and Society*: John Wiley & Sons, Inc.

Madrigal, A. (2013, April 15, 2013). 71% of Facebook users engage in 'self-censorship'. *The Atlantic*. Retrieved January 4, 2014, from <http://www.theatlantic.com/technology/archive/2013/04/71-of-facebook-users-engage-in-self-censorship/274982/>

Przybylski, A. K., Murayama, K., DeHaan, C. R., & Gladwell, V. (2013). Motivational, emotional, and behavioral correlates of fear of missing out. *Computers in Human Behavior*, 29(4), 1841-1848. doi: <http://dx.doi.org/10.1016/j.chb.2013.02.014>

Putnam, R.D. (2000). *Bowling alone: The collapse and revival of American community*. New York: Simon and Schuster.

Rainie, L. (2014, February 20, 2014). The six types of Twitter conversations. *Pew Research Center*. Retrieved March 4, 2014, from <http://www.pewresearch.org/fact-tank/2014/02/20/the-six-types-of-twitter-conversations/>

Reagle, J. (2015). Following the Joneses: FOMO and conspicuous sociality. *First Monday*, 20(10). doi: 10.5210/fm.v20i10.6064

Rheingold, H. (2000). The heart of the WELL. *The Virtual community: Homesteading on the electronic frontier* (pp. 1-24). Cambridge, MA: MIT Press.

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Week #5: Wednesday, February 10th

STATUS, BRANDING, & ONLINE REPUTATION

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Recommended/Background:

Banet-Weiser, S. (2012). *Authentic(TM): The politics of ambivalence in a brand culture*. New York, NY: New York University Press.

Cagle, S. (2015, August 24, 2015). Facebook wants to redline your friends list. *Pacific Standard*. Retrieved January 3, 2016, from <http://www.psmag.com/nature-and-technology/mo-friends-mo-problems-might-have-to-defriend-joe-with-the-jet-ski-bankruptcy>

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Taylor, A., & Sadowski, J. (2015, May 27, 2015). How companies turn your Facebook activity into a credit score. *The Nation*. Retrieved July 6, 2015, from <http://www.thenation.com/article/how-companies-turn-your-facebook-activity-credit-score/>

Week #6: Monday, February 15th – PRESIDENTS' DAY: NO CLASS

Week #6: Wednesday, February 17th

CIVIC TECHNOLOGY

Guest: Dr. Andrew Schrock

Data & Design Fellow

City of Los Angeles

Baraniuk, C. (2013). The civic hackers reshaping your government. *New Scientist*, 218(2923), 36-39. doi: [http://dx.doi.org/10.1016/S0262-4079\(13\)61625-5](http://dx.doi.org/10.1016/S0262-4079(13)61625-5)

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**THE NETWORKED PRESS:
MAKING & CIRCULATING NEWS ONLINE**

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Pariser, E. (2011). The user is the content. *The filter bubble* (pp. 47-76). New York, NY.

Somaiya, R. (2014, October 26, 2014). How Facebook is changing the way its users consume journalism. *The New York Times*. Retrieved December 27, 2014, from <http://www.nytimes.com/2014/10/27/business/media/how-facebook-is-changing-the-way-its-users-consume-journalism.html>

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Ananny, M. (2013, April 23, 2013). Breaking news pragmatically: Some reflections on silence and timing in networked journalism. *Nieman Journalism Lab*. Retrieved August 10, 2013, from <http://www.niemanlab.org/2013/04/breaking-news-pragmatically-some-reflections-on-silence-and-timing-in-networked-journalism/>

Ananny, M. (2014). Critical news making and the paradox of "do-it-yourself news". In M. Ratto & M. Boler (Eds.), *DIY citizenship: Critical making and social media* (pp. 359-372). Cambridge, MA: MIT Press.

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Goel, V., & Somaiya, R. (2015, May 13, 2015). Facebook begins testing instant articles from news publishers. *The New York Times*. Retrieved May 14, 2015, from <http://www.nytimes.com/2015/05/13/technology/facebook-media-venture-to-include-nbc-buzzfeed-and-new-york-times.html>

Hicks, J. (2013, January 23, 2013). Tweeting the news: Andy Carvin test-pilots Twitter journalism. *The Verge*. Retrieved March 2, 2013, 2013, from <http://www.theverge.com/2013/1/23/3890674/tweeting-the-news-andy-carvin-test-pilots-twitter-journalism>

Hamby, P. (2013). Did Twitter kill the Boys on the Bus? Searching for a better way to cover a campaign. *Discussion Paper Series*. Cambridge, MA: Joan Shorenstein Center on the Press, Politics and Public Policy.

Kovach, B., & Rosenstiel, T. (2010). *Blur: How to know what's true in an age of information overload*. New York, NY: Bloomsbury.

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Rosen, J. (2003, September 18, 2003). The view from nowhere. August 19, 2010, from <http://journalism.nyu.edu/pubzone/weblogs/pressthink/2003/09/18/jennings.html>

Rosen, J. (2006). The people formerly known as the audience. Retrieved March 11, 2009, from http://journalism.nyu.edu/pubzone/weblogs/pressthink/2006/06/27/ppl_frmr_p.html

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Zuckerman, Ethan. (2014). New media, new civics? *Policy and Internet*. doi: 10.1002/1944-2866.POI360

CREATING & NAVIGATING MEDIATED SPACE:

MAPS, PLACE-MAKING & DISTANCE THROUGH COMMUNICATION TECHNOLOGIES

Dreyfuss, E. (2015, September 8, 2015). My life as a robot. *Wired*. Retrieved January 2, 2016, from <http://www.wired.com/2015/09/my-life-as-a-robot-double-robotics-telecommuting-longread/>

Gordon, E., & de Souza e Silva, A. (2011). Introduction. *Net locality: Why location matters in a networked world* (pp. 1-18). New York, NY: Wiley-Blackwell.

Miller, G. (2014, December 8, 2014). The huge, unseen operation behind the accuracy of Google Maps. *Wired*. Retrieved December 18, 2014, from <http://www.wired.com/2014/12/google-maps-ground-truth/>

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Recommended/Background:

Badger, E. (2013, December 24, 2013). Our favorite maps of 2013. *The Atlantic Cities*. Retrieved January 8, 2014, from <http://www.theatlanticcities.com/technology/2013/12/most-innovative-maps-2013/7952/>

Bahir, Eitan, & Peled, Ammatzia. (2013). Identifying and tracking major events using geo-social networks. *Social Science Computer Review*. doi: 10.1177/0894439313483689

Chabran, R., & Salinas, R. (2004). Place matters: Journeys through global and local spaces. In M. Sturken, D. Thomas & S. Ball-Rokeach (Eds.), *Technological visions: The hopes and fears that shape new technologies* (pp. 305-338). Philadelphia, PA: Temple University Press.

Ellis, Justin. (2014, June 12, 2014). The notification knows where you are: Breaking News debuts news alerts tied to your location. *Nieman Journalism Lab*. Retrieved July 2, 2014, from <http://www.niemanlab.org/2014/06/the-notification-knows-where-you-are-breaking-news-debuts-news-alerts-tied-to-your-location/>

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Kurgan, L. (2013). *Close up at a distance: Mapping, technology, and politics*. New York, NY: Zone Books.

Madrigal, A. (2012, September 6, 2012). How Google builds its maps—and what it means for the future of everything. *The Atlantic*. Retrieved January 6, 2014, from <http://www.theatlantic.com/technology/archive/2012/09/how-google-builds-its-maps-and-what-it-means-for-the-future-of-everything/261913/>

Mirani, Leo, & Wong, Herman. (2014, April 23, 2014). Uber's usage maps are a handy tool for finding the world's rich, young people. *The Atlantic's City Lab*. Retrieved October 3, 2014, from <http://www.citylab.com/tech/2014/04/ubers-usage-maps-are-handy-tool-finding-worlds-rich-young-people/8954/>

Monmonier, M. (1996). *How to lie with maps*: (2nd ed.). Chicago, IL: University of Chicago Press.

Monmonier, M. (2010). *No dig, no fly, no go: How maps restrict and control*. Chicago, IL: University of Chicago Press.

Oldenburg, R. (1999). *The great good place: Cafes, coffee shops, bookstores, bars, hair salons and other hangouts at the heart of community* (2nd ed.). New York, NY: Marlowe & Company.

Power, M. (2013, October 23, 2013). Confessions of a drone warrior. *GQ Magazine*. Retrieved October 25, 2013, from http://www.gq.com/news-politics/big-issues/201311/drone-uav-pilot-assassination?mbid=social_twitter_gqmagazine&printable=true

Schwartz, Raz, & Halegoua, Germaine R. (2014). The spatial self: Location-based identity performance on social media. *New Media & Society*. doi: 10.1177/1461444814531364

Wood, D. (1992). *The power of maps*. London, UK: The Guilford Press.

Wood, D. (2010). *Rethinking the power of maps*. London, UK: The Guilford Press.

Week #8: Monday, February 29th

CREATING A PRODUCT IN A START-UP CULTURE

Guest: Jaime Mendez

Head of Product, Whisper

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MID-TERM EXAM REVIEW

Fortune Magazine. (2012, May 16, 2012). Inside Facebook. Retrieved August 3, 2014, from

<http://fortune.com/2012/05/16/inside-facebook-2/>

Lohr, S. (2015, November 14, 2015). IBM's design-centered strategy to set free the squares. *The New York Times*. Retrieved November 29, 2015, from <http://www.nytimes.com/2015/11/15/business/ibms-design-centered-strategy-to-set-free-the-squares.html>

Wagner, K. (2015, July 16, 2015). Amid 'significant' growth, Whisper hires first Head of Product. *Re/code*. Retrieved January 4, 2016, from <http://recode.net/2015/07/16/amid-significant-growth-whisper-hires-first-head-of-product/>

Week #8: Wednesday, March 2nd

MID-TERM EXAM (in class)

Week #9: Monday, March 7th

INTERNET MEMES

Guest: Prof. Limor Shifman

Associate Professor of Communication & Journalism

The Hebrew University of Jerusalem

Seddon, M. (2015, September 21, 2015). This is the best Photoshop the U.S. Government has ever produced. BuzzFeed. Retrieved January 3, 2016, from <http://www.buzzfeed.com/maxseddon/the-state-department-has-finally-learned-how-to-use-twitter#mgEZrxp67J>

Shifman, L. (2013). Memes in a digital world: Reconciling with a conceptual troublemaker. *Journal of Computer-Mediated Communication*, 18(3), 362-377. doi: 10.1111/jcc4.12013

White, A., & Fiebrig, S. (2015, March 13, 2015). A door in Germany broke down and the most memetacular thing happened. BuzzFeed. Retrieved January 3, 2016, from http://www.buzzfeed.com/alanwhite/this-sage-of-a-broken-german-door-that-became-a-wall-of-meme?bffb&utm_term=.vsBZgM0mKd#.fyYbOQY86w

Background/Recommended:

Jenkins, H., Ford, S., & Green, J. (2015). *Spreadable media: Creating value and meaning in a networked culture*. New York, NY: NYU Press.

Milner, R. M. (2013). Pop polyvocality: Internet memes, public participation, and the Occupy Wall Street Movement. *International Journal of Communication*, 7, 2357-2390. doi: 1932-8036/20130005

Nahon, K., & Helmsley, J. (2013). *Going viral*. New York, NY: Polity.

Shifman, L. (2013). *Memes in digital culture*. Cambridge, MA: MIT Press.

PRIVACY, SURVEILLANCE, & ONLINE SECURITY

Angwin, J. (2014). Hacked. *Dragnet nation* (pp. 1-20). New York, NY: Times Books.

Greenwald, Glen. (2014). The harm of surveillance. *No place to hide* (pp. 170-209). New York, NY: Metropolitan Books.

Optional with "Hacked" chapter: Fresh Air (2014, February 24, 2014). If You Think You're Anonymous Online, Think Again. Retrieved March 4, 2014, from <http://www.npr.org/blogs/alltechconsidered/2014/02/24/282061990/if-you-think-youre-anonymous-online-think-again>

Recommended/Background:

Watch: "Do Not Track" <https://donottrack-doc.com/en/episodes/>

Altman, I. (1976). Privacy: A conceptual analysis. *Environment and Behavior*, 8(1), 7-29.

Armour, S. (January 8, 2014). Borrowers hit social-media hurdles: Regulators have concerns about lenders' use of Facebook, other sites. *The Wall Street Journal*. Retrieved January 9, from <http://online.wsj.com/news/articles/SB10001424052702304773104579266423512930050>

boyd, d. (2012). The politics of 'real names'. *Communications of the ACM*, 55(8), 29-31.

Brunton, F., & Nissenbaum, H. (2013). Political and ethical perspectives on data obfuscation. In M. Hildebrandt & K. d. Vries (Eds.), *Privacy, due process and the computational turn* (pp. 164-188). New York, NY: Routledge.

Calo, M. R. 2011. Peeping Hals. *Artificial Intelligence*, 175(5-6), 940-941.

Foucault, Michel. (1995). Panopticism. *Discipline & punish: The birth of the prison* (pp. 195-230). New York, NY: Vintage Books.

Golbeck, J. (2014, January 1, 2014). I decided to delete all my Facebook activity. It was hard. *Slate: Future Tense*. Retrieved January 6, 2014, from http://www.slate.com/articles/technology/future_tense/2014/01/facebook_cleansing_how_to_delete_all_of_your_account_activity.html

Harwood, M. (2013, July 29, 2013). My life in circles: Why metadata is incredibly intimate. American Civil Liberties Union. Retrieved January 5, 2014, from <https://www.aclu.org/blog/technology-and-liberty-national-security/my-life-circles-why-metadata-incredibly-intimate>

Jernigan, C., & Mistree, B.F.T. (2009). Gaydar: Facebook friendships expose sexual orientation. *First Monday*, 14(10).

Landau, S. (2013, June 6, 2013). What's the matter with metadata? *The New Yorker*. Retrieved March 30, 2014, from <http://www.newyorker.com/online/blogs/newsdesk/2013/06/verizon-nsa-metadata-surveillance-problem.html>

Marwick, A. (2014, January 9, 2014). How your data are being deeply mined. *The New York Review of Books*. Retrieved January 8, 2014, from www.nybooks.com/articles/archives/2014/jan/09/how-your-data-are-being-deeply-mined/

Nissenbaum, H. (2009). *Privacy in context*. Stanford, CA: Stanford Law Books.

Palen, L., & Dourish, P. (2003, April 5-10, 2003). Unpacking 'privacy' for a networked world. *Paper presented at the Computer-Human Interaction*, Ft. Lauderdale, FL.

Rosen, R. J. (2013, March 12, 2013). Armed with Facebook 'Likes' alone, researchers can tell your race, gender, and sexual orientation. *The Atlantic*. Retrieved January 3, 2016, from <http://www.theatlantic.com/technology/archive/2013/03/armed-with-facebook-likes-alone-researchers-can-tell-your-race-gender-and-sexual-orientation/273963/>

Singer, N. (2013, November 9, 2013). They loved your G.P.A. then they saw your tweets. *The New York Times*. Retrieved January 6, 2014, from <http://www.nytimes.com/2013/11/10/business/they-loved-your-gpa-then-they-saw-your-tweets.html>

Solove, D. (2011, May 15, 2011). Why privacy matters even if you have 'nothing to hide'. *The Chronicle of Higher Education*. Retrieved October 2, 2014, from <http://chronicle.com/article/Why-Privacy-Matters-Even-if/127461/>

Solove, D. J., & Schwartz, P. M. (2015, October 7, 2015). An overview of privacy law. *SSRN*. Retrieved October 8, 2015, from http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2669879

Soltani, A., Peterson, A., & Gellman, B. (2013, December 10, 2013). NSA uses Google cookies to pinpoint targets for hacking. *The Washington Post*. Retrieved January 2, 2014, from www.washingtonpost.com/blogs/the-switch/wp/2013/12/10/nsa-uses-google-cookies-to-pinpoint-targets-for-hacking/

Vertesi, J. (2015). How evasion matters: Implications from surfacing data tracking online. *Interface*, 1(1), 1-14. doi: <http://dx.doi.org/10.7710/2373-4914.1013>

Week #11: Monday, March 21st

GENDER & DIVERSITY IN CULTURES OF COMMUNICATION TECHNOLOGY

Guest: Prof. Christina Dunbar-Hester

Assistant Professor of Communication, USC

Eubanks, V. E. (2007). Trapped in the Digital Divide: The Distributive Paradigm in Community Informatics. *The Journal of Community Informatics*, 3(2).

Guo, P.J. (2014, January 5, 2014). *Silent technical privilege*. Retrieved January 7, 2014, from <http://pgbovine.net/tech-privilege.htm>

Listen: NPR. (2014, November 3, 2014). When women stopped coding. *Planet Money*. Retrieved January 6, 2015, from <http://www.npr.org/sections/money/2014/10/17/356944145/episode-576-when-women-stopped-coding>

Background/Recommended:

Coates, T.-N. (2014, June 2014). The case for reparations. *The Atlantic*. Retrieved January 3, 2016, from <http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>

Hempel, J. (2015, October 28, 2015). Siri and Cortana sound like ladies because of sexism. *Wired*. Retrieved December 3, 2015, from <http://www.wired.com/2015/10/why-siri-cortana-voice-interfaces-sound-female-sexism/>

Kendall, L. (2002). *Hanging out in the virtual pub: Masculinities and relationships online* Berkeley, CA: University of California Press.

Nakamura, L. (2000). Race in/for cyberspace: Identity tourism and racial passing on the internet. In D. Bell & B. M. Kennedy (Eds.), *The cybercultures reader* (pp. 712-720). New York, NY: Routledge.

Stephen, B. (2015, November 1, 2015). Get up, stand up: Social media helps Black Lives Matter fight the power. *Wired*. Retrieved January 3, 2016, from <http://www.wired.com/2015/10/how-black-lives-matter-uses-social-media-to-fight-the-power/>

Ullman, E. (2013, May 18, 2013). How to be a 'woman programmer'. *The New York Times Sunday Review*. Retrieved June 30, 2013, from <http://www.nytimes.com/2013/05/19/opinion/sunday/how-to-be-a-woman-programmer.html?pagewanted=all>

Haigh, T., & Priestley, M. (2015). Innovators assemble: Ada Lovelace, Walter Isaacson, and the superheroines of computing. *Communications of the ACM*, 58(9), 20-27. doi: 10.1145/2804228

Taylor, T.L. (2003). Multiple pleasures: Women and online gaming. *Convergence: The Journal of Research into New Media Technologies*, 9(1), 21-46.

Wajcman, J. (2007). From women and technology to gendered technoscience. *Information, Communication & Society*, 10(3), 287-298. doi: 10.1080/13691180701409770

Week #11: Monday, March 23rd

ALGORITHMS & AUTOMATION

Gillespie, T. (2014). The relevance of algorithms. In T. Gillespie, P. Boczkowski & K. A. Foot (Eds.), *Media technologies: Essays on communication, materiality, and society* (pp. 167-194). Cambridge, MA: MIT Press.

Oremus, W. (2016, January 3, 2016). Who controls your Facebook feed. *Slate*. Retrieved January 5, 2016, from http://www.slate.com/articles/technology/cover_story/2016/01/how_facebook_s_news_feed_algorithm_works.single.html

Recommended/Background:

Ananny, M. (2011, April 14, 2011). The curious connection between apps for gay men and sex offenders. *The Atlantic*. Retrieved January 8, 2014, from <http://www.theatlantic.com/technology/archive/2011/04/the-curious-connection-between-apps-for-gay-men-and-sex-offenders/237340/>

- Ananny, M. (2016). Toward an ethics of algorithms: Convening, observation, probability, and timeliness. *Science, Technology & Human Values*, 41(1), 93-117. doi: 10.1177/0162243915606523
- Armitage, S. (2015, April 14, 2015). Russian Siri treated “gay” like a swear word until last night. BuzzFeed. Retrieved April 22, 2015, from <http://www.buzzfeed.com/susiearmitage/russian-siri-treated-gay-like-a-swear-word-until-last-night#.fnqvkyxp5l>
- Barocas, S., Hood, S., & Ziewitz, M. (2013). Governing algorithms: A provocation piece. *Paper presented at the Governing Algorithms Conference*, New York, NY. <http://dx.doi.org/10.2139/ssrn.2245322>
- Barry-Jester, A. M., Casselman, B., & Goldstein, D. (2015, August 4, 2015). The new science of sentencing. The Marshall Project. Retrieved August 10, 2015, from <https://www.themarshallproject.org/2015/08/04/the-new-science-of-sentencing>
- Beer, D. (2009). Power through the algorithm? Participatory web cultures and the technological unconscious. *New Media & Society*, 11(6), 985-1002.
- Bucher, T. (2012). Want to be on top? Algorithmic power and the threat of invisibility on Facebook. *New Media & Society*, 14(7), 1164-1180.
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Podcast: Funnell, A. (2013, May 12, 2013). The big picture on big data. *Future Tense*. Retrieved January 6, 2014, from <http://www.abc.net.au/radionational/programs/futuretense/the-big-picture-on-big-data/4673946>

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“DISCONNECTION”: WHEN & WHY COMMUNICATION TECHNOLOGIES ARE NOT USED

Baumer, E. P. S., Adams, P., Khovanskaya, V. D., Liao, T. C., Smith, M. E., Sosik, V. S., & Williams, K. (2013). Limiting, leaving, and (re)lapsing: An exploration of facebook non-use practices and experiences. *Paper presented at the Proceedings of the SIGCHI Conference on Human Factors in Computing Systems*, Paris, France.

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Schoenebeck, S. Y. (2014). Giving up Twitter for Lent: how and why we take breaks from social media. Paper presented at the Proceedings of the SIGCHI Conference on Human Factors in Computing Systems, Toronto, Ontario, Canada.

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Wyatt, S., Thomas, G., & Terranova, T. (2002). They came, they surfed, they went back to the beach: Conceptualising use and non-use of the Internet. In S. Woolgar (Ed.), *Virtual society? Technology, cyberbole, reality* (pp. 23-40). Oxford, UK.

**A TOUR OF COMMUNICATION TECHNOLOGY LEGAL & REGULATORY CONCEPTS:
COPYRIGHT, FREE SPEECH, REMIX CULTURE, NET NEUTRALITY, SAFE HARBOR, & COMMON CARRIAGE**

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- Madrigal, A.C., & LaFrance, A. (2014, April 25, 2014). Net neutrality: A guide to (and history of) a contested idea. *The Atlantic*. Retrieved October 20, 2014, from <http://www.theatlantic.com/technology/archive/2014/04/the-best-writing-on-net-neutrality/361237/>
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- Aufderheide, P. (2011). Copyright, fair use, and social networks. In Z. Papacharissi (Ed.), *A networked self: Identity, community and culture on social network sites* (pp. 274-279). London, UK: Routledge.
- Chozick, A. (2012, August 10, 2012). Under copyright pressure, Google to alter search results. *New York Times*. Retrieved January 6, 2014, from <http://mediadecoder.blogs.nytimes.com/2012/08/10/google-to-alter-search-results-to-reflect-a-sites-history-of-copyright-infringement/>
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- Henderson, J.J. (2013). The boundaries of free speech in social media. In D. R. Stewart (Ed.), *Social media and the law: A guidebook for communication students and professionals* (pp. 1-22). New York, NY: Routledge.
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- van Schewick, B., & Farber, D. (2009). Point/counterpoint: Network neutrality nuances. *Communications of the ACM*, 52(2), 31-37.
- Vega, T. (2013, May 28, 2013). Facebook says it failed to bar posts with hate speech. *New York Times*. Retrieved January 6, 2014, from <http://www.nytimes.com/2013/05/29/business/media/facebook-says-it-failed-to-stop-misogynous-pages.html>
- Wu, T. (2012, September 18, 2012). When censorship makes sense: How YouTube should police hate speech. *The New Republic*. Retrieved January 6, 2014, from <http://www.newrepublic.com/blog/plank/107404/when-censorship-makes-sense-how-youtube-should-police-hate-speech>

Week #13: Wednesday, April 6th

GAMES & GAMING CULTURES

Guest: Dr. Aaron Trammell

Provost Postdoctoral Scholar for Diverse Faculty in Informatics and Digital Knowledge, USC

Anthropy, A. (2012). The problem with videogames. *Rise of the videogame zinesters: How freaks, normals, amateurs, artists, dreamers, drop-outs, queers, housewives, and people like you are taking back an art form* (pp. 1-22). New York, NY: Seven Stories Press.

Frasca, G. (2003). Simulation versus narrative: Introduction to ludology. In M. J. P. Wolf & B. Perron (Eds.), *The video game theory reader* (pp. 221-235). New York, NY: Routledge.

Watch: All 3 parts of Anita Sarkeesian video series "Damsels in Distress"

- **Part 1:** https://www.youtube.com/watch?v=X6p5AZp7r_Q&index=1&list=PLn4ob_5_ttEaA_vc8F3fjzE62esf9yP61
- **Part 2:** https://www.youtube.com/watch?v=toa_vH6xGqs&index=2&list=PLn4ob_5_ttEaA_vc8F3fjzE62esf9yP61
- **Part 3:** https://www.youtube.com/watch?v=LjmnqH_KwM&index=3&list=PLn4ob_5_ttEaA_vc8F3fjzE62esf9yP61

Recommended/Background:

Download and play games from the Internet Archive's *Classic PC Games* collection: <https://archive.org/details/classicpcgames> and the "Games for Change" collection <http://www.gamesforchange.org/play/>

Castronova, E. (2005). *Synthetic worlds: The business and culture of online games*. Chicago, IL: University of Chicago Press.

Castronova, E. (2007). *Exodus to the virtual world: How online fun is changing reality*. New York, NY: Palgrave Macmillan.

Gee, J.P. (2005). Good video games and good learning. *Phi Kappa Phi Forum*, 85(2), 33-37.

Kafai, Y.B., Heeter, C., Denner, J., & Sun, J.Y. (Eds.). (2008). *Beyond Barbie and Mortal Kombat: New perspectives on gender and gaming*. Cambridge, MA: MIT Press.

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Singer, P. (2010, February 22, 2010). Meet the sims...and shoot them. *Foreign Policy*. Retrieved April 14, 2014, from http://www.foreignpolicy.com/articles/2010/02/22/meet_the_sims_and_shoot_them

Starr, P. (2001, December 19, 2001). Seductions of sim. *The American Prospect*. Retrieved January 6, 2014, from <http://prospect.org/article/seductions-sim-policy-simulation-game>

Taylor, T.L. (2003). Multiple pleasures: Women and online gaming. *Convergence: The Journal of Research into New Media Technologies*, 9(1), 21-46.

Taylor, T.L. (2006). *Play between worlds: Exploring online game culture*. Cambridge, MA: MIT Press.

Taylor, T.L. (2011). Internet and games. In M. Consalvo, C. Ess & R. Burnett (Eds.), *The Blackwell Handbook of Internet Studies* (pp. 369-383). West Sussex, UK: Wiley-Blackwell.

Taylor, T.L. (2012). *Raising the stakes: E-sports and the professionalization of computer gaming*. Cambridge, MA: MIT Press.

Turkle, S. (2009). New ways of knowing / new ways of forgetting. *Simulation and its discontents* (pp. 71-84). Cambridge, MA: MIT Press.

Week #14: Monday, April 11th

"ANTI-SOCIAL" COMMUNICATION PRACTICES: DOXXING, SWATTING, TROLLING, LULZ, SPAM

Guest: Kate Miltner

Doctoral Student, USC Annenberg

Phillips, W. (2015). *This is why we can't have nice things*. Cambridge, MA: MIT Press. → [Introduction](#), [Chapter 1](#), [Chapter 2](#).

Listen: *This American Life*. (2015, January 23, 2015). Act I: Ask not for whom the bell trolls; it trolls for thee. If You Don't Have Anything Nice to Say, SAY IT IN ALL CAPS. Retrieved January 4, 2016, from <http://www.thisamericanlife.org/radio-archives/episode/545/if-you-dont-have-anything-nice-to-say-say-it-in-all-caps?act=1>

Recommended/Background:

- Bergstrom, K. (2011). "Don't feed the troll": Shutting down debate about community expectations on Reddit.com. *First Monday*, 16(8). doi: 10.5210/fm.v16i8.3498
- Brunton, F. (2013). *Spam: A shadow history of the internet*. Cambridge, MA: The MIT Press.
- Chu, A. (2015, October 13, 2015). The Internet is like this toilet: How Reddit and other Web 2.0 communities broke the Internet. *Salon*. Retrieved November 3, 2015, from http://www.salon.com/2015/10/13/swatting_stalking_doxing_how_reddit_and_other_web_2_0_communities_broke_the_internet/
- Chu, A. (2015, August 29, 2015). Opening Pandora's Dox: The unintended consequences of an internet that never forgets. *TechCrunch*. Retrieved October 5, 2015, from <http://techcrunch.com/2015/08/29/opening-pandoras-dox-the-unintended-consequences-of-an-internet-that-never-forgets/>
- Citron, D. K. (2014). Digital hate *Hate crimes in cyberspace* (pp. 35-55). Cambridge, MA: Harvard University Press.
- Driscoll, K. (2013, August 11, 2013). The tedium is the message: Finn Brunton's "Spam: A Shadow History of the Internet" *Los Angeles Review of Books*. Retrieved August 16, 2013, from <http://lareviewofbooks.org/review/the-tedium-is-the-message-finn-bruntons-spam-a-shadow-history-of-the-internet>
- Fagone, J. (2015, November 24, 2015). The serial swatter. *New York Times*. Retrieved December 20, 2015, from <http://www.nytimes.com/2015/11/29/magazine/the-serial-swatter.html>
- Marwick, A., & Ellison, N.B. (2012). "There isn't wifi in heaven!" Negotiating visibility on Facebook memorial pages. *Journal of Broadcasting & Electronic Media*, 56(3), 378-400.
- Quodling, A. (2015, April 21, 2015). Doxing, swatting and the new trends in online harassment The Conversation. Retrieved January 3, 2016, from <https://theconversation.com/doxing-swatting-and-the-new-trends-in-online-harassment-40234>
- McCosker, A. (2014). Trolling as provocation: YouTube's agonistic publics. *Convergence: The Journal of Research into New Media Technologies*, 20(2), 201-217.
- Phillips, W. (2013, January 8, 2013). Ethnography of trolling: Workarounds, discipline-jumping & ethical pitfalls (1 of 3). *Ethnography Matters*. Retrieved January 8, 2013, from <http://ethnographymatters.net/2013/01/08/ethnography-and-the-troll-space-workarounds-discipline-jumping-and-ethical-pitfalls-1-of-3/>
- Shepherd, T., Harvey, A., Jordan, T., Srauy, S., & Miltner, K. (2015). Histories of Hating. *Social Media + Society*, 1(2). doi: 10.1177/2056305115603997
- Yeshua-Katz, D., & Martins, N. (2013). Communicating stigma: The pro-ana paradox. *Health Communication*, 28(5), 499-508.

Week #14: Wednesday, April 13th

HACKTIVISM & ONLINE RESISTANCE: CASE STUDIES OF NETWORKED PROTEST

Guest: Sarah Myers West

Doctoral Student & Wallis Annenberg Graduate Research Fellow, USC Annenberg

- Bamford, J. (2014, August 13, 2014). Edward Snowden: The untold story. *Wired*. Retrieved August 13, 2014, from <http://www.wired.com/2014/08/edward-snowden/>
- Coleman, E. Gabriella. (2013, February 4, 2013). Geeks are the new guardians of our civil liberties. *MIT Technology Review*. Retrieved January 2, 2016, from <http://www.technologyreview.com/news/510641/geeks-are-the-new-guardians-of-our-civil-liberties/>
- Coleman, G. (2014). Introduction: "And now you have got our attention" *Hacker, hoaxer, whistleblower, spy: The many faces of Anonymous* (pp. 1-17). New York, NY: Verso.
- Keller, B. (2011, January 26, 2011). Dealing with Assange and the WikiLeaks secrets. *New York Times Magazine*. Retrieved November 13, 2013, from <http://www.nytimes.com/2011/01/30/magazine/30Wikileaks-t.html?pagewanted=all>

Recommended/Background:

Watch:

- "We are Legion", <http://wearelegionthedocumentary.com/>
- "The Internet's own boy: The story of Aaron Swartz" <https://www.youtube.com/watch?v=vXr-2hwTk58>
- Snowden, E. (2014, July 17, 2014). 'If I end up in chains in Guantánamo I can live with that'. *The Guardian*. Retrieved

January 5, 2016, from <http://www.theguardian.com/world/video/2014/jul/17/edward-snowden-video-interview>

Coleman, G. (2011). Hacker politics and publics. *Public Culture*, 23(3), 511-516.

Coleman, G. (2012, September 27, 2012). Am I Anonymous. *limn: Crowds and clouds*. Retrieved January 4, 2014, from <http://limn.it/am-i-anonymous/>

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Dunbar-Hester, C. (2012). Soldering toward media democracy: Technical practice as symbolic value in radio activism. *Journal of Communication Inquiry*, 36(2), 149-169.

Peters, J. (2016). *The idealist: Aaron Swartz and the rise of free culture on the internet*. New York, NY: Simon & Schuster.

Ratto, M. (2011). Critical Making: Conceptual and material studies in technology and social life. *The Information Society*, 27(4), 252-260.

Raymond, E.S. (1998). The cathedral and the bazaar. *First Monday*, 3(3).

Rosenberg, S. (2007). *Dreaming in code*. New York, NY: Three Rivers Press.

Rushkoff, D. (2011). Program or be programmed. New York, NY: Soft Skull Press. → *Preface & Introduction*

Turner, F. (2006). How digital technology found utopian ideology: Lessons from the First Hackers' Conference. In D. Silver & A. Massanari (Eds.), *Critical cyberculture studies: Current terrains, future directions* (pp. 257-269). New York, NY: New York University Press.

Ullman, E. (1996). *Close to the machine*. San Francisco: City Lights Books.

Ullman, E. (2013, May 18, 2013). How to be a 'woman programmer'. *The New York Times Sunday Review*. Retrieved June 30, 2013, from <http://www.nytimes.com/2013/05/19/opinion/sunday/how-to-be-a-woman-programmer.html?pagewanted=all>

Week #15: Monday, April 18th

NETWORKED CURRENCIES: ONLINE COMMODIFICATIONS & FORMS OF MONEY

Castronova, Edward. (2014). Weirdly normal: Virtual economies and virtual money. *Wildcat currency: How the virtual money revolution is transforming the economy* (pp. 5-40). New Haven, CT: Yale University Press.

Scott, Brett. (2013, August 28, 2013). Riches beyond belief. *Aeon*. Retrieved October 28, 2014, from <http://aeon.co/magazine/society/so-you-want-to-invent-your-own-currency/>

Swartz, Lana, & Maurer, Bill. (2014, May 22, 2014). The future of money-like things. *The Atlantic*. Retrieved October 30, 2014, from <http://www.theatlantic.com/technology/archive/2014/05/future-payment-systems/370902/>

Recommended/Background:

The "Los Angeles Payment Project": <http://alippman.com/>

Bustillos, M. (2013, April 2, 2013). The Bitcoin boom. *The New Yorker*. Retrieved January 8, 2014, from <http://www.newyorker.com/online/blogs/elements/2013/04/the-future-of-bitcoin.html>

Desan, C. (2015). *Making money: Coin, currency, and the coming of capitalism*. Oxford, UK: Oxford University Press.

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Week #15: Wednesday, April 20th

NETWORKED LABOR, CROWDWORK, & "SHARING" ECONOMIES

Chen, Adrian. (2014, October 23, 2014). The laborers who keep dick pics and beheadings out of your Facebook feed. *Wired*. Retrieved October 23, 2014, from <http://www.wired.com/2014/10/content-moderation/>

Gray, M. L. (2016, January 8, 2016). Your job is about to get 'taskified'. *Los Angeles Times*. Retrieved January 9, 2016, from <http://www.latimes.com/opinion/op-ed/la-oe-0110-digital-turk-work-20160110-story.html>

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Background/Recommended:

Baym, N. (2015). Connect with your audience! The relational labor of connection. *The Communication Review*, 18(1), 14-22.

Dibbel, J. (2007, June 17, 2007). The life of the Chinese gold farmer. *New York Times Magazine*. Retrieved January 8, 2014, from <http://www.nytimes.com/2007/06/17/magazine/17lootfarmers-t.html?pagewanted=all>

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Gray, M. L. (2015, August 21, 2015). The future of work: Caring for the crowdworker going it alone. *Pacific Standard*. Retrieved August 23, 2015, from <http://www.psmag.com/business-economics/the-future-of-work-caring-for-the-crowdworker-going-it-alone>

Kushner, S. (2013). The freelance translation machine: Algorithmic culture and the invisible industry. *New Media & Society*. doi: 10.1177/1461444812469597

Madrigal, A. (2013, February 22, 2013). Facebook workers try to spend less than 1 second determining whether content is 'appropriate'. *The Atlantic*. Retrieved January 6, 2014, from <http://www.theatlantic.com/technology/archive/2013/02/facebook-workers-try-to-spend-less-than-1-second-determining-whether-content-is-appropriate/273402/>

McPhate, M. (2015, December 11, 2015). Discrimination by Airbnb hosts is widespread, report says. *New York Times*. Retrieved December 14, 2015, from <http://www.nytimes.com/2015/12/12/business/discrimination-by-airbnb-hosts-is->

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- Raphel, Adrienne. (2014, July 22, 2014). Taskrabbit redux. *The New Yorker*. Retrieved October 23, 2014, from <http://www.newyorker.com/business/currency/taskrabbit-redux>
- Roose, K. (2014, September 18, 2014). Does Silicon Valley have a contract-worker problem? *New York Magazine*. Retrieved November 20, 2015, from <http://nymag.com/daily/intelligencer/2014/09/silicon-valleys-contract-worker-problem.html>
- Rosenblat, A., & Stark, L. (2015, October 15, 2015). Uber's drivers: Information asymmetries and control in dynamic work. SSRN. Retrieved November 23, 2015, from <http://dx.doi.org/10.2139/ssrn.2686227>
- Ross, J., Irani, L., Silberman, M.S., Zaldivar, A., & Tomlinson, B. (2010). Who are the crowdworkers? Shifting demographics in Mechanical Turk. *Paper presented at the ACM Conference on Computer Human Interaction*, Atlanta, GA.
- Scholz, T. (2010). Facebook as playground and factory. In D. Wittkower (Ed.), *Facebook and philosophy: What's on your mind?* (pp. 241-252). Chicago, IL: Open Court Books.
- Singer, Natasha. (2014, August 16, 2014). In the sharing economy, workers find both freedom and uncertainty. *New York Times*. Retrieved August 28, 2014, from <http://www.nytimes.com/2014/08/17/technology/in-the-sharing-economy-workers-find-both-freedom-and-uncertainty.html>
- Terranova, T. (2012). Free labor. In T. Scholz (Ed.), *Digital labor: The Internet as playground and factory* (pp. 33-57). London, UK: Routledge.

Week #16: Monday, April 25th

SCIENCE FICTION: MAKING & MAKING SENSE OF COMMUNICATION TECHNOLOGIES

Guest: Prof. Henry Jenkins

Provost Professor of Communication, Journalism, Cinematic Arts and Education, USC

Reading / Listening Due

Doctorow, C. (2007). *Anda's game*. Retrieved January 6, 2014, from http://craphound.com/overclocked/Cory_Doctorow_-_Overclocked_-_Andas_Game.html

Dourish, P., & Bell, G. (2013). "Resistance is futile": Reading science fiction alongside ubiquitous computing. *Personal and Ubiquitous Computing*. doi: 10.1007/s00779-013-0678-7

Recommended/Background:

Aguilar, S.B. (2013, December 9, 2013). Geek speaks: The uses (and abuses) of science fiction: A conversation with Henry Jenkins, Cory Doctorow, Brian David Johnson (video). *USC Annenberg Innovation Lab*. Retrieved January 1, 2014, from <http://www.annenberglab.com/news/2013/12/geek-speaks-uses-and-abuses-science-fiction>

Dunne, A., & Raby, F. (2001). *Design noir: The secret life of electronic objects*. London: Springer.

Dunne, A., & Raby, F. (2013). *Speculative everything: Design, fiction, and social dreaming*. Cambridge, MA: The MIT Press.

Gaver, W., Dunne, T., & Pacenti, E. (1999). Design: Cultural probes. *Interactions*, 6(1), 21-29.

Gunn, E. (2014, May, 2014). How America's leading science fiction authors are shaping your future. *Smithsonian Magazine*. Retrieved April 29, 2014, from <http://www.smithsonianmag.com/arts-culture/how-americas-leading-science-fiction-authors-are-shaping-your-future-180951169/?all&no-ist>

Segal, H. (2005). The vocabulary of technological utopianism. *Technological utopianism in American culture* (pp. 10-18). Syracuse, NY: Syracuse University Press.

Week #16: Wednesday, April 27th

**COURSE REVIEW, EXAM PREPARATION,
OPEN Q&A ON ANY ASPECT OF COURSE.**

FINAL EXAM

Friday, May 6, 11am-1pm

Set by university: <http://classes.usc.edu/term-20161/finals/>

(Only covering only material since the midterm exam)

