

COMM 309: Communication & Technology 4 Units

Spring 2020 – Mondays & Wednesdays 2-3:20

Section: 20494R

Location: ANN-L105A

Instructor: Professor Mike Ananny

Office: ANN-310B

Office Hours: Thursdays, 3-4pm

Contact Info: ananny@usc.edu

Course Assistants:

Students	Name	Email	Office Hours [PhD office, ASC-G6]
TBD	<i>Andrea Alarcon</i>	alar450@usc.edu	<i>Wednesday</i> 1-2pm
TBD	<i>Simogne Hudson</i>	simogneh@usc.edu	<i>Monday</i> 3:30-4:30pm
TBD	<i>Mingxuan (Elaine) Liu</i>	mliu@usc.edu	<i>Tuesday</i> 2:30-3:30pm
TBD	<i>Yunwen (Kathy) Wang</i>	yunwenwa@usc.edu	<i>Monday</i> 1-2pm

I. 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, identity, journalism, copyright, free speech, reputation, “anti-social” behavior, big data, algorithms, privacy, surveillance, labor, commodity, 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.

II. Student Learning Outcomes

Upon successfully completing the course, students will be able to:

- State their own definitions of “communication” and “technology” and explain those definitions’ groundings
- Connect theories of “communication” and “technology” to related concepts like power, politics, difference, identity, community, and labor.
- Discuss contemporary examples of communication technologies in relation to theoretical concepts.

- Connect course concepts and examples to their envisioned future careers.

III. Course Notes

- All readings will be provided as PDFs via Blackboard; there are no textbooks to buy.
- All lecture slides will be posted on Blackboard as PDFs after the lecture is complete.

IV. Description and Assessment of Assignments

- **Thematic Papers (x4):** In response to prompts that will be distributed in class at least 2 weeks prior to the due date, students will submit **4 short “thematic papers” of 1,500-2,000 words.** Each prompt will ask students to reflect on a question, example, or theme connected to that stage of the course. Papers will be evaluated on how well they answer the prompt; offer a compelling and insightful perspective; use evidence to support the argumentation; and use clear, concise, and grammatical language.
- **Mid-term exam:** Approximately half-way through the semester, students will take an **in-class, open-book exam** covering material in both lectures and readings. Students may bring to the exam any notes, study guides, articles, etc., that they like. As in all classes, laptops and phones are **not** allowed during the mid-term exam.
- **Pop quizzes (x5):** Five times during the semester, at the beginning of class, students will take an unannounced “pop” quiz on the readings assigned for that class. The quizzes will be true-false / multiple choice and will evaluate students’ general familiarity with the readings. Note: **your lowest quiz grade is dropped**; your grade for the quiz component will be based on your top 4 quiz scores. There will be **no make-up quizzes.**

V. Grading

a. Breakdown of Grade

Assignment	Handed Out	Due In	Points	% of Grade
Thematic Paper #1 [TP1]	January 29	February 12	15	15%
Thematic Paper #2 [TP2]	February 19	March 25	15	15%
Thematic Paper #3 [TP3]	April 1	April 15	15	15%
Thematic Paper #4 [TP4]	April 22	May 6	15	15%
Mid-term Exam	March 11		30	30%
Pop quizzes	In-class, 5 unannounced times		10	10%
TOTAL			100	100%

b. Grading Scale

95% to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 94%: A-	77% to 79%: C+	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C-	0% to 59%: F

c. Grading Standards

- “A” assignments show an eloquent mastery of ideas and their application; are completely free of grammatical and logical errors; demonstrate creativity, rigor, and sophisticated thinking; speak to an audience in a clear and thoughtful manner; and represent the very best of the class’s work.
- “B” assignments show a good use of concepts; employ relevant examples; contain some grammatical errors and logical problems; and represent work that adequately communicates a student’s point of view.
- “C” assignments show a minimally adequate use of concepts; lack relevant examples; have many grammatical errors and serious logical limitations; and demonstrate work that is not well respected in professional or scholarly settings.
- “D” assignments are barely adequate application of concepts; require excessive rewriting and lack compelling examples; have many errors and have significant flaws in logic; and represent work that requires significant improvement.
- “F” assignments fail to meet the major assignment criteria, are late, rife with grammatical or logical errors, and generally do not meet the standards of quality USC Annenberg students are expected to meet.

Here’s the **best way to get an “A”** in the course:

- *attend all of the classes* (it’s so much easier to have a sense of a topic or the flow of the course if you attend regularly and aren’t trying to catch up second-hand);
- *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);
- *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 papers* (don’t leave it until the night before to write them);
- *although the exam is “open notes,” study for it as if it isn’t* (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 class, 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.

d. Grading Timeline

Assignments will be returned within approximately 2 weeks of the date students submit them.

VI. Assignment Rubrics

The prompt for each paper will explain the assignment expectations, consistent with the “grading standards” section above.

VII. Assignment Submission & Late Policy

For each thematic paper, students must:

- Submit to graders a **paper copy at the beginning of class** the day the paper is due.
- Upload the paper to **Blackboard before the beginning of class** the day the paper is due.

Failure to do **either** of these things will trigger the 24-hour late penalty.

Unless you have communicated with me or a grader **before** the paper's due date and time, the following late penalties will be applied:

- 0-24 hours after the paper is due: automatic deduction of 20% of the paper's grade value (i.e., the maximum possible grade will be 12/15)
- 24-48 hours after the paper is due: automatic deduction of 50% of the paper's grade value (i.e., the maximum possible grade will be 7.5/15)
- After 48 hours: no papers will be accepted; automatic grade of 0/15.

VIII. Required Readings and Supplementary Materials

All course materials will be provided as PDFs on Blackboard. See the weekly class breakdowns for each class's readings. There are no texts to purchase.

IX. Laptop Policy

Although all undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop, **laptops and phones must not be used during class** unless you have a documented need explained by the Office of Disability Services. In-class laptop use harms your learning and the learning of those around you.

X. Add/Drop Dates for Session 001 (15 weeks: 1/13/20 – 5/1/20)

Friday, January 31: Last day to register and add classes for Session 001

Friday, January 31: Last day to drop a class without a mark of "W," except for Monday-only classes, and receive a refund for Session 001

Tuesday, February 4: Last day to drop a Monday-only class without a mark of "W" and receive a refund for Session 001

Friday, February 28: Last day to drop a course without a mark of "W" on the transcript for Session 001.

[Please drop any course by the end of week three (or the 20% mark of the session) to avoid tuition charges.]

Friday, February 28: Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]

Friday, April 3: Last day to drop a class with a mark of "W" for Session 001

XI. Course Schedule: A Weekly Breakdown

This syllabus is subject to change. Several classes have “Recommended (not required)” readings. You are **not** responsible for them. They are included to show you that each class’s theme has a broader scope beyond the assigned materials, provide starting points for background reading you might do for your papers; they point to things that I will likely cover lectures. The USC library has many of the recommended readings.

Week & Date	Topic	Readings	Due
1	1/13	Introduction	<i>No assigned reading, but come to class ready to discuss at least ONE news article that you’ve seen in the past week that you think is connected to the course and/or that raises issues you hope the course address.</i>
	1/15	What is communication?	<p>Carey, J.W. (1989). A cultural approach to communication. <i>Communication as culture: Essays on media and society</i> (pp. 13-36). New York: Routledge.</p> <p>Gerbner, G. (1972, September, 1972). Communication and social environment. <i>Scientific American</i>, 227(3), 152-160.</p> <p>Hall, S. (1980). Encoding/decoding. In S. Hall, D. Hobson, A. Lowe, & P. Willis (Eds.), <i>Culture, media, language</i> (pp. 128-138). London, UK: Hutchinson Press.</p> <p>Recommended (not required): Williams, R. (1958/2002). Culture is ordinary. In B. Highmore (Ed.), <i>The everyday life reader</i> (pp. 91-100). London, UK: Routledge.</p>
2	1/20	No Class – MLK Jr. Day	
	1/22	What is technology?	<p>Winner, L. (1986). Technologies as forms of life. In <i>The whale and the reactor</i> (pp. 3-18). Chicago, IL: Chicago University Press.</p> <p>Pacey, A. (1985). Technology: practice and culture. In <i>The culture of technology</i> (pp. 1-12). Cambridge, MA: MIT Press.</p> <p>Marx, L. (2010). Technology: The emergence of a hazardous concept <i>Technology and Culture</i>, 51(3), 561-577.</p>
3	1/27	The politics of technologies	<p>Baym, N. K. (2015). Making new media make sense. In <i>Personal connections in the digital age</i> (pp. 24-56). New York, NY: Polity.</p> <p>Winner, L. (1980). Do artifacts have politics? <i>Daedalus</i>, 109(1), 121-136.</p> <p>Postman, N. (1998). <i>Five Things We Need to Know About Technological Change</i>. https://web.cs.ucdavis.edu/~rogaway/classes/188/materials/postman.pdf</p>
	1/29	Identity & interpersonal communication	<p>Gershon, I. (2010). Fifty ways to leave your lover: Media ideologies and idioms of practice. In <i>The Breakup 2.0: Disconnecting over new media</i> (pp. 16-49). Ithaca, NY: Cornell University Press.</p> <p>Baym, N. K. (2015). New relationships, new selves? In <i>Personal connections in the digital age</i> (pp. 112-141). New York, NY: Polity.</p> <p>Neff, G., & Nagy, P. (2016). Talking to Bots: Symbiotic Agency and the Case of Tay. <i>International Journal of Communication</i>, 10, 4915–4931.</p>

4	2/3	Communities, collectives, & social media	<p>Lampe, C. (2015). Social Media and Social Capital. In <i>The International Encyclopedia of Digital Communication & Society</i> (pp. 1108-1117): John Wiley.</p> <p>Marwick, A., & boyd, d. (2011). I tweet honestly, I tweet passionately: Twitter users, context collapse, and the imagined audience. <i>New Media & Society</i>, 13(1), 114-133.</p> <p>Rheingold, H. (2000). The heart of the WELL. <i>The Virtual community: Homesteading on the electronic frontier</i> (pp. 1-24). Cambridge, MA: MIT Press.</p> <p>Recommended (not required): Baym, N. K. (2015). Social Media and the Struggle for Society. <i>Social Media + Society</i>, 1(1), 1-2. doi:10.1177/2056305115580477 Burgess, J., & Baym, N. (2020). <i>Twitter: A biography</i>. New York, NY: NYU Press. McGregor, S. C. (2019). Social media as public opinion: How journalists use social media to represent public opinion. <i>Journalism</i>. doi:10.1177/1464884919845458</p>	
	2/5	Histories, infrastructures, standards	<p>Edgerton, D. (2007). Significance. In <i>Shock of the old: Technology and global history since 1900</i> (pp. 1-27). New York, NY: Profile Books.</p> <p>Star, S. L., & Lampland, M. (2009). Reckoning with standards. In M. Lampland & S. L. Star (Eds.), <i>Standards and their stories: How quantifying, classifying, and formalizing practices shape everyday life</i> (pp. 3-34).</p> <p>Shapin, S. (2007, May 7, 2007). What else is new? <i>The New Yorker</i>. Retrieved from https://www.newyorker.com/magazine/2007/05/14/what-else-is-new</p> <p>Hicks, M. (2019). Hacking the Cis-tem. <i>IEEE Annals of the History of Computing</i>, 41(1), 20-33. doi:10.1109/MAHC.2019.2897667</p> <p>Recommended (not required): Costanza-Chock, S. (2018). Design Justice, A.I., and Escape from the Matrix of Domination. <i>Journal of Design and Science</i>. doi:https://doi.org/10.21428/96c8d426 Russell, A., & Vinsel, L. (2016). Hail the maintainers. <i>Aeon</i>. Retrieved from https://aeon.co/essays/innovation-is-overvalued-maintenance-often-matters-more</p>	
5	2/10	Algorithms, data, & automation	<p>boyd, d., & Crawford, K. (2012). Critical questions for big data. <i>Information, Communication & Society</i>, 15(5), 662-679.</p> <p>Gillespie, T. (2012, September 27, 2012). Can an algorithm be wrong? <i>limn: Crowds and clouds</i>. Retrieved from http://limn.it/can-an-algorithm-be-wrong/</p> <p>Seaver, N. (2019). Knowing algorithms. In J. Vertesi & D. Ribes (Eds.), <i>digitalSTS: A fieldguide for Science & Technology Studies</i> (pp. 412-422). Princeton, NJ: Princeton University Press.</p> <p>Recommended (not required): Bucher, T. (2018). <i>If...Then: Algorithmic power and politics</i>. Oxford, UK: Oxford University Press. Crawford, K., & Joler, V. (2018). <i>Anatomy of an AI System</i>. Retrieved from https://anatomyof.ai/ Gillespie, T. (2014). The relevance of algorithms. In T. Gillespie, P. Boczkowski, & K. A. Foot (Eds.), <i>Media technologies: Essays on communication, materiality, and society</i> (pp. 167-194). Cambridge, MA: MIT Press. Pasquale, F. (2015). <i>The black box society: The secret algorithms that control money and information</i>. Cambridge, MA: Harvard University Press. Seaver, N. (2019). Captivating algorithms: Recommender systems as traps. <i>Journal of Material Culture</i>, 24(4), 421-436. doi:10.1177/1359183518820366</p>	

	2/12	Platforms	<p>van Dijck, J., Poell, T., & de Waal, M. (2018). The platform society as a contested concept. In <i>The Platform Society</i> (pp. 7-30). Oxford, UK: Oxford University Press.</p> <p>Gillespie, T. (2018). Platforms are not intermediaries. <i>Georgetown Law Technology Review</i>, 2(2), 198-216.</p> <p>Roberts, S. T. (2019). "Modern Heroes": Moderating in Manilla. In <i>Behind the screen: Content moderation in the shadows of social media</i> (pp. 170-200). New Haven, CT: Yale University Press.</p> <p><u>Recommended (not required):</u> Crawford, K., & Gillespie, T. (2016). What is a flag for? Social media reporting tools and the vocabulary of complaint. <i>New Media & Society</i>, 18(3), 410–428. doi:10.1177/1461444814543163 Gorwa, R. (2019). What is platform governance? <i>Information, Communication & Society</i>, 1-18. doi:10.1080/1369118X.2019.1573914 Gillespie, T. (2017). Governance of and by platforms. In J. Burgess, T. Poell, & A. Marwick (Eds.), <i>SAGE Handbook of Social Media</i> (pp. 254-278). London: SAGE.</p>	TPI
6	2/17	No Class – Presidents Day		
	2/19	Digital journalism & the networked press	<p>Hermida, A. (2016). Social media and the news. In T. Witschge, C. W. Anderson, D. Domingo, & A. Hermida (Eds.), <i>Handbook of Digital Journalism</i> (pp. 81-94). New York, NY: SAGE.</p> <p>Petre, C. (2015). <i>The traffic factories: Metrics at Chartbeat, Gawker Media, and The New York Times</i>. Tow Center for Digital Journalism. Retrieved from http://towcenter.org/research/traffic-factories/</p> <p><u>Recommended (not required):</u> Anderson, C. W., Downie, L., & Schudson, M. (2016). <i>The News Media: What Everyone Needs to Know</i>. Oxford, UK: Oxford University Press. Chadwick, A. (2017). <i>The hybrid media system: Politics and power</i> (2nd ed.). Oxford, UK: Oxford University Press. Helberger, N. (2019). On the Democratic Role of News Recommenders. <i>Digital Journalism</i>, 1-20. doi: 10.1080/21670811.2019.1623700 Napoli, P. M. (2019). <i>Social media and the public interest</i>. New York, NY: Columbia University Press. Newman, N. (2019). Reuters Institute Digital News Report 2019. Retrieved from Oxford, UK: https://reutersinstitute.politics.ox.ac.uk/sites/default/files/inline-files/DNR_2019_FINAL.pdf Rashidian, N., Brown, P. D., Hansen, E., Bell, E. J., & Albright, J. R. (2019). <i>Friend and Foe: The Platform Press at the Heart of Journalism</i>. Tow Center for Digital Journalism, Columbia University. https://academiccommons.columbia.edu/doi/10.7916/d8-15pq-x415</p>	

7	2/24	Games & gaming [Guest: Prof Jeff Watson]	<p>Flanagan, M. (2009). Introduction to critical play. In <i>Critical play</i> (pp. 1-15). Cambridge, MA: MIT Press.</p> <p>Taylor, T. L. (2009). The Assemblage of Play. <i>Games and Culture</i>, 4(4), 331-339. doi:10.1177/1555412009343576</p> <p>Walker, A. (2014). Watching Us Play: Postures and Platforms of Live Streaming. <i>Surveillance & Society</i>, 12(3).</p> <p><u>Recommended (not required):</u></p> <p>Anthropy, A. (2012). The problem with videogames. <i>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</i> (pp. 1-22). New York: Seven Stories.</p> <p>Frasca, G. (2003). Simulation versus narrative: Introduction to ludology. In M. J. P. Wolf & B. Perron (Eds), <i>The video game theory reader</i> (pp. 221-235). New York: Routledge.</p> <p>Starr, P. (2001, December 19, 2001). Seductions of sim. <i>The American Prospect</i>. Retrieved January 6, 2014, from http://prospect.org/article/seductions-sim-policy-simulation-game</p> <p>Taylor, T.L. (2011). Internet & games. In M. Consalvo, C. Ess & R. Burnett (Eds.), <i>The Blackwell Handbook of Internet Studies</i> (pp. 369-383). London: Wiley-Blackwell.</p>	
	2/26	Labor & digital work	<p>Gray, M. L., & Suri, S. (2019). Introduction. In <i>Ghost work</i> (pp. ix-xxxi). Boston, MA: Houghton Mifflin Harcourt.</p> <p>Greenhouse, S. (2016, June 28, 2016). On Demand, and Demanding Their Rights. <i>The American Prospect</i>. https://prospect.org/labor/demand-demanding-rights/</p> <p>Rosenblat, A., & Stark, L. (2016). Algorithmic Labor and Information Asymmetries: A Case Study of Uber's Drivers. <i>International Journal of Communication</i>, 10, 3758-3784.</p> <p><u>Recommended (not required):</u></p> <p>Irani, L. (2015, January 15, 2015). Justice for "data janitors". <i>Public Books</i>. http://www.publicbooks.org/nonfiction/justice-for-data-janitors</p> <p>Kushner, S. (2013). The freelance translation machine: Algorithmic culture and the invisible industry. <i>New Media & Society</i>, 15(8), 1241-1258. doi:10.1177/1461444812469597</p> <p>Rosenblat, A. (2018). <i>Uberland: How algorithms are rewriting the rules of work</i>. Berkeley, CA: University of California Press.</p> <p>Salehi, N., Irani, L. C., Bernstein, M. S., Alkhatib, A., Ogbe, E., Milland, K., & Clickhappier. (2015). We are dynamo: Overcoming stalling and friction in collective action for crowd workers. Paper presented at the <i>Conference on Computer-Human Interaction</i>, Seoul, Republic of Korea.</p> <p>Shaw, A. (2015). Hired hands and dubious guesses: Adventures in crowdsourced data collection. In E. Hargittai & C. Sandvig (Eds.), <i>Digital research confidential</i> (pp. 155-172). Cambridge, MA: MIT Press.</p>	

8	3/2	Tech refusal, non-use, and digital distractions [Guest: Emily Sidnam-Mauch]	<p>Baumer, E. P., Burrell, J., Ames, M. G., Brubaker, J. R., & Dourish, P. (2015). On the importance and implications of studying technology non-use. <i>interactions</i>, 22(2), 52-56.</p> <p>Baumer, E. P., Guha, S., Quan, E., Mimno, D., & Gay, G. K. (2015). Missing photos, suffering withdrawal, or finding freedom? How experiences of social media non-use influence the likelihood of reversion. <i>Social Media+ Society</i>, 1(2). → focus on introduction & discussion</p> <p>Bogost, I. (2019). I Tried to Limit My Screen Time. <i>The Atlantic</i>. https://www.theatlantic.com/technology/archive/2019/09/why-apple-screen-time-mostly-makes-things-worse/597397/</p> <p>Roose, K. (2019). Do Not Disturb: How I Ditched My Phone & Unbroke My Brain. <i>New York Times</i>. https://www.nytimes.com/2019/02/23/business/cell-phone-addiction.html</p> <p>Recommended (not required): Baumer, E. P. S., Ames, M. G., Burrell, J., Brubaker, J. R., & Dourish, P. (2015). Why study technology non-use? <i>First Monday</i>, 20(11). http://firstmonday.org/ojs/index.php/fm/article/view/6310/5137</p> <p>Oudshoorn, N., & Pinch, T. (2003). How users and non-users matter. In N. Oudshoorn & T. Pinch (Eds.), <i>How users matter: The co-construction of users and technology</i> (pp. 1-25). Cambridge, MA: The MIT Press.</p> <p>Portwood-Stacer, L. (2013). Media refusal and conspicuous non-consumption: The performative and political dimensions of Facebook abstention. <i>New Media & Society</i>, 15(7), 1041-1057. doi:10.1177/1461444812465139</p> <p>Brubaker, J. R., Ananny, M., & Crawford, K. (2016). Departing glances: A sociotechnical account of 'leaving' Grindr. <i>New Media & Society</i>, 18(3), 373-390. doi:10.1177/1461444814542311</p>	
	3/4	Privacy & surveillance	<p>Marwick, A. E., & boyd, d. (2014). Networked privacy: How teenagers negotiate context in social media. <i>New Media & Society</i>. doi:10.1177/1461444814543995</p> <p>Turow, J. (2017). A frog slowly boiled. In <i>The Aisles Have Eyes: How Retailers Track Your Shopping, Strip Your Privacy, and Define Your Power</i> (pp. 1-23). New Haven, CT: Yale University Press.</p> <p>Solove, D. (2011). Why privacy matters even if you have 'nothing to hide'. <i>The Chronicle of Higher Education</i>. http://chronicle.com/article/Why-Privacy-Matters-Even-if/127461/</p> <p>Recommended (not required): Igo, S. (2015). The beginnings of the end of privacy. <i>The Hedgehog Review</i>, 17(1), 18-29.</p> <p>Levy, K., & Barocas, S. (2018). Refractive Surveillance: Monitoring Customers to Manage Workers. <i>International Journal of Communication</i>, 12, 1166-1188.</p> <p>Hargittai, E., & Marwick, A. (2016). "What can I really do?" Explaining the privacy paradox with online apathy. <i>International Journal of Communication</i>, 10, 3737-3757.</p> <p>Brunton, F., & Nissenbaum, H. (2015). <i>Obfuscation: A user's guide for privacy and protest</i>. Cambridge, MA: MIT Press.</p> <p>Nissenbaum, H. (2011). A contextual approach to privacy online. <i>Daedalus</i>, 140(4), 32-48.</p>	
9	3/9	Exam Review / Catch-up Class		
	3/11	In-class, Open-notes, Mid-term Exam		
10	3/16	No Class – Spring Recess		
	3/18			

11	3/23	Mis-/dis-information & fact-checking [Guest: Rachel Moran]	<p>Graves, L. (2019). A smarter conversation about how (and why) fact-checking matters. <i>Nieman Lab</i>. Retrieved from https://www.niemanlab.org/2019/12/a-smarter-conversation-about-how-and-why-fact-checking-matters/</p> <p>Nyhan, B. (2019). Why Fears of Fake News Are Overhyped. <i>Medium</i>. Retrieved from https://gen.medium.com/why-fears-of-fake-news-are-overhyped-2ed9ca0a52c9</p> <p>Nieminen, S., & Rapeli, L. (2019). Fighting Misperceptions and Doubting Journalists' Objectivity: A Review of Fact-checking Literature. <i>Political Studies Review</i>, 17(3), 296-309. doi:10.1177/1478929918786852</p> <p>Recommended (not required):</p> <p>Karpf, D. (2019). On Digital Disinformation and Democratic Myths. <i>MediaWell, Social Science Research Council</i>. Retrieved from https://mediawell.ssrc.org/expert-reflections/on-digital-disinformation-and-democratic-myths/</p> <p>Marwick, A. E. (2018). Why Do People Share Fake News? <i>Georgetown Law Technology Review</i>, 2(2), 474-512.</p>	
	3/25	Gender	<p>Wiener, A. (2016, January 31, 2016). Hacking Technology's Boys' Club: Ellen Ullman's early journey to the heart of Silicon Valley and her radical vision for its future. <i>The New Republic</i>. Retrieved from https://newrepublic.com/article/128795/hacking-technologys-boys-club</p> <p>Perez, C. C. (2019). The default male. In <i>Invisible women: Data bias in a world designed for men</i> (pp. 1-26). New York, NY: Harry N. Abrams.</p> <p>Hicks, M. (2017, December 4, 2017). A feature, not a bug. <i>Society for the History of Technology - Stories</i>. Retrieved from http://www.technologystories.org/a-feature-not-a-bug/</p> <p>Marwick, A. (2014). Gender, Sexuality and Social Media. In T.M. Senft & J. Hunsinger (Eds.), <i>Social Media Handbook</i> (pp. 59-75). NY, NY: Routledge.</p> <p>Recommended (not required):</p> <p>Cowan, R. S. (1976). The "Industrial Revolution" in the Home: Household Technology and Social Change in the 20th Century. <i>Technology and Culture</i>, 17(1), 1-23. doi:10.2307/3103251</p> <p>Esmenger, N. (2010). <i>The Computer Boys Take Over</i>. Cambridge, MA: MIT Press.</p> <p>Hicks, M. (2017). <i>Programmed inequality: How Britain discarded women technologists and lost its edge in computing</i>. Cambridge, MA: MIT Press.</p> <p>Light, J. S. (1999). When Computers Were Women. <i>Technology and Culture</i>, 40(3), 455-483. Retrieved from www.jstor.org/stable/25147356</p> <p>Lorber, J. (1994). "Night to his day": The social construction of gender. In <i>Paradoxes of Gender</i> (pp. 13-36). New Haven, CT: Yale University Press.</p> <p>Wajcman, J. (2000). Reflections on Gender and Technology Studies: In What State is the Art? <i>Social Studies of Science</i>, 30(3), 447-464. doi:10.1177/030631200030003005</p> <p>Wajcman, J. (1991). Domestic technology: Labour-saving or enslaving? In <i>Feminism confronts technology</i> (pp. 81-109). University Park, PA: Penn State University Press.</p> <p>Ullman, E. (1996). <i>Close to the machine</i>. San Francisco: City Lights Books.</p> <p>Ullman, E. (2017). <i>Life in Code: A Personal History of Technology</i>. SF, CA: MCD.</p>	TP2

12	3/30	Working in the communication technology industry [Guest: Dr. Katherine Murray, Lyft]	<p>Fleming, R. (2019). So You're Interested in User Experience (UX) Research? Thoughts from an Anthropologist Working in Industry. <i>American Ethnologist</i>. Retrieved from https://americanethnologist.org/features/professionalization/so-youre-interested-in-user-experience-ux-research-thoughts-from-an-anthropologist-working-in-industry</p> <p>Postma, C., Zwartkruis-Pelgrim, E., Daemen, E., & Du, J. (2012). Challenges of Doing Empathic Design: Experiences from Industry. <i>Design Case Studies</i>, 6(1), 59-70.</p> <p>Travis, D., & Hodgson, P. (2019). Setting the stage. In <i>Think like a UX researcher</i> (pp. 1-42). New York, NY: Routledge.</p> <p>Recommended (not required):</p> <p>Cross, N. (2006). <i>Designerly ways of knowing</i>. New York: Springer.</p> <p>Cross, N. (2011). <i>Design thinking</i>. New York, NY: Bloomsbury.</p> <p>Forlizzi, J., & Battarbee, K. (2004). Understanding experience in interactive systems. Paper presented at the <i>Proceedings of the 5th conference on Designing interactive systems: processes, practices, methods, and techniques</i>, Cambridge, MA, USA. Pp. 261-268.</p> <p>Vermeeren, A. P. O. S., Law, E. L.-C., Roto, V., Obrist, M., Hoonhout, J., & Väänänen-Vainio-Mattila, K. (2010). User experience evaluation methods: current state and development needs. Paper presented at the <i>Proceedings of the 6th Nordic Conference on Human-Computer Interaction: Extending Boundaries</i>, Reykjavik, Iceland. https://doi.org/10.1145/1868914.1868973</p>	
	4/1	Money	<p>Swartz, L. (2020). <i>New Money</i>. New Haven, CT: Yale University Press. – Excerpts: <i>Chapter 1</i> (“The Communication of Money”) and <i>Chapter 2</i> (“Transactional Pasts”)</p> <p>Scott, B. (2013, August 28, 2013). Riches beyond belief. <i>Aeon</i>. Retrieved from http://aeon.co/magazine/society/so-you-want-to-invent-your-own-currency/</p> <p>In-class exercise: “Money 2050” in preparation for Thematic Paper #3</p>	
13	4/6	Networks [Guest: Prof Marlon Twyman]	<p>boyd, d., & Ellison, N. B. (2008). Social Network Sites: Definition, history, and scholarship. <i>Journal of Computer-Mediated Communication</i>, 13, 210-230.</p> <p>Wellman, B. (2001). Computer networks as social networks. <i>Science</i>, 293, 2031-2034.</p> <p>Bhagat, S., Burke, M., Diuk, C., Filiz, I. O., & Edunov, S. (2016). Three and a half degrees of separation. <i>Facebook Research</i>. Retrieved from https://research.fb.com/blog/2016/02/three-and-a-half-degrees-of-separation/</p> <p>Recommended:</p> <p>Butts, C.T. (2009). Revisiting the Foundations of Network Analysis. <i>Science</i>, 325, 414-416.</p>	

4/8	Body tracking, faces, & “life hacking”	<p>Keyes, O. (2019). The body instrumental. <i>Logic</i>, 9, 33-43.</p> <p>Neff, G., & Nafus, D. (2016). What's at stake? The personal gets political. In <i>Self-tracking</i> (pp. 37-68). Cambridge, MA: MIT Press.</p> <p>Reagle, J. (2019). Hacking health. In <i>Hacking life</i> (pp. 83-106). Cambridge, MA: MIT Press.</p> <p>Stark, L. (2019). Facial recognition is the plutonium of AI. <i>XRDS</i>, 25(3), 50-55. doi:10.1145/3313129</p> <p><u>Recommended (not required):</u></p> <p>Costanza-Chock, S. (2018). Design Justice, A.I., and Escape from the Matrix of Domination. <i>Journal of Design & Science</i>. doi:https://doi.org/10.21428/96c8d426</p> <p>Helfand, J. (2019). <i>FACE: A visual odyssey</i>. Cambridge, MA: MIT Press.</p> <p>Lupton, D. (2016). <i>The quantified self: A sociology of self-hacking</i>. Cambridge, UK: Polity.</p> <p>Pearl, S. (2017). <i>Face/on</i>. Chicago, IL: University of Chicago Press.</p> <p>Waldron, L., & Medina, B. (2019, August 26, 2019). When Transgender Travelers Walk Into Scanners, Invasive Searches Sometimes Wait on the Other Side. <i>ProPublica</i>. Retrieved from https://www.propublica.org/article/tsa-transgender-travelers-scanners-invasive-searches-often-wait-on-the-other-side</p> <p>Wernimont, J. (2018). Every step you take. In <i>Numbered lives: Life and Death in Quantum Media</i> (pp. 89-120). Cambridge, MA: MIT Press.</p>	
14	4/13 Free speech [Guest: Prof Jennifer Petersen]	<p>Kairys, D. (1998). Freedom of speech. In D. Kairys (Ed.), <i>The politics of law</i> (3rd ed., pp. 190-215). New York, NY: Basic Books.</p> <p>Whitney, H. (2018). Search Engines, Social Media, and the Editorial Analogy. <i>Knight First Amendment Institute - Emerging Threats</i>. Retrieved from https://knightcolumbia.org/content/search-engines-social-media-and-editorial-analogy#/ftnref35</p> <p>Wu, T. (2012). Free Speech for Computers? <i>New York Times</i>. Retrieved from https://www.nytimes.com/2012/06/20/opinion/free-speech-for-computers.html</p>	
4/15	Space, place, & cities	<p>Gordon, E., & de Souza e Silva, A. (2011). Introduction. In <i>Net locality: Why location matters in a networked world</i> (pp. 1-18). New York, NY: Wiley-Blackwell. → only read through the top of p. 13</p> <p>Green, B. (2019). The smart city. In <i>The smart (enough) city</i> (pp. 1-14). Cambridge, MA: MIT Press. – Excerpts: Chapter 1 (“The smart city”) and Chapter 2 (“The livable city”)</p> <p><u>Recommended (not required):</u></p> <p>Johnson, B. J., & Halegoua, G. R. (2014). Potential and Challenges for Social Media in the Neighborhood Context. <i>Journal of Urban Technology</i>, 21(4), 51-75. doi:10.1080/10630732.2014.971528</p>	TP3

15	4/20	Race [Guest: Prof Cristina Visperas]	<p>Nakamura, L. (2000). Race in/for cyberspace: Identity tourism and racial passing on the internet. In D. Bell & B. M. Kennedy (Eds.), <i>The cybercultures reader</i> (pp. 712-720). New York, NY: Routledge.</p> <p>Benjamin, R. (2019). Introduction. <i>Race after technology</i> (pp. 1-48). Polity.</p> <p>Freelon, D., McIlwain, C. D., & Clark, M. D. (2016). Beyond the hashtags: #Ferguson, #Blacklivesmatter, and the online struggle for offline justice. Retrieved from https://cmsimpact.org/wp-content/uploads/2016/03/beyond_the_hashtags_2016.pdf</p> <p>Recommended (not required):</p> <p>Browne, S. (2015). <i>Dark matters: On the surveillance of blackness</i>. Duke U Press.</p> <p>Noble, S. U. (2018). <i>Algorithms of Oppression</i>. New York, NY: NYU Press.</p> <p>Brock, A. (2012). From the Blackhand Side: Twitter as a Cultural Conversation. <i>Journal of Broadcasting & Electronic Media</i>, 56(4), 529-549. doi:10.1080/08838151.2012.732147</p> <p>Chun, W. (2011). Race and/as technology, or how to do things with race. In L. Nakamura & P. Chow-White (Eds.), <i>Race after the internet</i> (pp. 38-60). London: Routledge.</p> <p>Mcilwain, C. D. (2019). <i>Black Software: The Internet & Racial Justice, from the AfroNet to Black Lives Matter</i>. Oxford, UK: Oxford University Press.</p>	
	4/22	No class meeting. Use time to work on final thematic paper		
16	4/27	Climate crisis	<p>[More readings than usual but several are short & very accessibly written.]</p> <p>Burrington, I. (2015). The Environmental Toll of a Netflix Binge. <i>The Atlantic</i>. https://www.theatlantic.com/technology/archive/2015/12/there-are-no-clean-clouds/420744/</p> <p>Cool, Z. (2019). Oil is the New Data. <i>Logic</i>, 9, 15-30.</p> <p>Dobbe, R., & Whittaker, M. (2019). AI and Climate Change: How they're reconnected, and what we can do about it. <i>AI Now Institute</i>. Retrieved from https://medium.com/@AINowInstitute/ai-and-climate-change-how-theyre-connected-and-what-we-can-do-about-it-6aa8d0f5b32c</p> <p>Ensmenger, N. (2018). The Environmental History of Computing. <i>Technology and Culture</i>, 59(4), S7-S33. doi:10.1353/tech.2018.0148</p> <p>Hao, K. (2019). Training a single AI model can emit as much carbon as five cars in their lifetimes. <i>MIT Technology Review</i>. Retrieved from https://www.technologyreview.com/s/613630/training-a-single-ai-model-can-emit-as-much-carbon-as-five-cars-in-their-lifetimes/</p> <p>Recommended (not required):</p> <p>Brain, T. (2018). The environment is not a system. <i>APRJA</i>, 7(1), 153-165.</p> <p>Brunton, F. (2015). Heat exchanges. In <i>MoneyLab Reader: An intervention in digital economy</i> (pp. 158-172): Institute of Network Cultures.</p> <p>Cubitt, S. (2016). <i>Finite Media: Environmental Implications of Digital Technologies</i>. Raleigh-Durham, NC: Duke University Press.</p> <p>Hogan, M., & Vonderau, A. (2019). The Nature of Data Centers. <i>Culture Machine</i>. Retrieved from https://culturemachine.net/vol-18-the-nature-of-data-centers/</p> <p>Maxwell, R., Raundalen, J., & Vestberg, N. L. (Eds.). (2014). <i>Media and the Ecological Crisis</i>. London, UK: Routledge.</p> <p>Velkova, J. (2016). Data that warms: Waste heat, infrastructural convergence and the computation traffic commodity. <i>Big Data & Society</i>, 3(2), 2053951716684144. doi:10.1177/2053951716684144</p>	

4/29	Summing it up: Developing your “critical lens”	<p>Watson, S. M. (2016, October 4, 2016). Toward a constructive technology criticism. <i>Tow Center for Digital Journalism</i>. Retrieved from https://www.cjr.org/tow_center_reports/constructive_technology_criticism.php</p> <p>Frischmann, B. (2018, September 20, 2018). There's Nothing Wrong with Being a Luddite. <i>Scientific American</i>. Retrieved from https://blogs.scientificamerican.com/observations/theres-nothing-wrong-with-being-a-luddite/</p> <p>Recommended (not required):</p> <p>Latour, B. (2004). Why has critique run out of steam? From matters of fact to matters of concern. <i>Critical Inquiry</i>, 30(2), 225-248.</p> <p>Sismondo, S. (2009). Controversies. In <i>An introduction to science and technology studies</i> (2nd ed., pp. 120-135). London, UK: Wiley-Blackwell.</p> <p>Pendleton-Jullian, A. M., & Brown, J. S. (2018). The role of critique. In <i>Design Unbound: Designing for Emergence in a White Water World, Volume 1</i> (pp. 111-126). Cambridge, MA: MIT Press.</p>	
NOTE: Final Thematic Paper due May 6th.			

XII. Policies and Procedures

Additional Policies

Your phone must be **switched off** during class. I will ask you to turn it off or leave class if I see you using it.

You should bring your laptop to class with you every day but, unless I ask you to bring it out for an in-class exercise, ***laptops are NOT allowed to be used during class***. (Research shows that using phones or laptops in class for things other than class work harms your learning and that of those around you. You and others will learn better if you take hand-written notes.)

Communication

With a class of this size, ***TAs are 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. For the first week or two of class you're welcome to email any of the 4 TAs (see first page of syllabus) but, after enrollment settles, I'll divide up the class evenly into 4 groups with one TA as the primary contact, so you'll have a dedicated TA as your first point of contact.

Of course, you are also welcome to email me if you have a question/concern beyond the response the TA has given. I'll generally answer your email within about 24-36 hours, but keep in mind that I usually don't answer email on weekends or after 7pm on weekdays. If it's an urgent matter (*e.g.*, a personal or medical 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's best addressed in a conversation, ***please visit one of our office hours*** (see first page of syllabus) or email me/TA to make an appointment. More involved questions about course content or personal matters are often best answered face to face.

Please note: do not email me or a TA saying something like "I missed class – what happened? Anything important?" First, every class is important; second, the TAs and I can't summarize whole classes for you. All the materials are posted on Blackboard and you can ask a fellow student for notes.

Make friends with your fellow students. They're often a good point of contact if you missed a class or want to compare assignment approaches. It's also a good idea to form small study groups to review notes and prepare for exams together.

Statement on Academic Conduct and Support Systems

a. Academic Conduct

Plagiarism

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 Part B, Section 11, “Behavior Violating University Standards”

policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

b. Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 / Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

uscsa.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Annenberg Student Success Fund

<https://annenberg.usc.edu/current-students/resources/additional-funding-resources>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Breaking Bread Program [undergraduate students only]

<https://undergrad.usc.edu/faculty/bread/>

The Breaking Bread Program is designed to provide individual undergraduate students with an opportunity to meet and have scholarly discussions with faculty members outside of the normal classroom setting. Through this program, students and faculty enjoy good company and great conversation by literally “breaking bread” over a meal together and USC will pick up the tab! Your meal event can take place anywhere outside of the normal classroom setting. Your venue can be a restaurant or eatery on or off-campus.

XIII. About Your Instructor

Mike Ananny is an Associate Professor of Communication and Journalism and Affiliated Faculty of Science, Technology, and Society at the University of Southern California's Annenberg School for Communication and Journalism. He studies the public significance of networked news infrastructures and the politics of algorithmic systems. He is the author of numerous articles and the book *Networked Press Freedom* (MIT Press, 2018), co-editor (with Laura Forlano and Molly Wright Steenson) of the volume *Bauhaus Futures* (MIT Press, 2019), and is preparing a manuscript on the public power of silence and mediated absences (under contract with Yale University Press). He holds a PhD from Stanford University and a Masters from the MIT Media Laboratory.