USCAnnenberg

COMM 309: Communication & Technology
4 Units

Fall 2020 – Mondays & Wednesdays 3:30-4:50pm [Pacific]
Section: 20494R
Location: Zoom (see Blackboard for link)

Instructor: Professor Mike Ananny
Office: Zoom (see Blackboard for link)
Office Hours: Thursday, 10am-12noon
Contact Info: ananny@usc.edu

Course Assistants:

Students	Name	Email	Office Hour [Pacific time]
An → Ferro	*Simogne Hudson*	simogneh@usc.edu	*Thursday 2:30-3:30pm*
Fischer → Ku	*Anna Loup*	aloup@usc.edu	*Tuesday 3-4pm*
LeClercq → Ribbeck	*Calvin Liu*	liucalvi@usc.edu	*Monday 2:30-3:30pm*
Riechert → Zuriff	*Jingyi Sun*	jingyisu@usc.edu	*Wednesday 2-3pm*

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, climate crisis, race, gender, identity, journalism, copyright, free speech, reputation, misinformation, big data, algorithms, privacy, surveillance, labor, commodity, gaming, and cities. 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 and class recordings will be posted on Blackboard after the lecture is complete and deleted when the course is over.

- Live class sessions will be recorded and made available to students through Blackboard (including transcriptions). Please remember that USC policy prohibits sharing of any synchronous and asynchronous course content outside of the learning environment. As a student, you are responsible for the appropriate use and handling of these recordings under existing SCampus policies regarding class notes (https://policy.usc.edu/scampus-part-c/). These rules will be strictly enforced, and violations will be met with the appropriate disciplinary sanction.
- While students are expected to attend the class in real-time (Mondays and Wednesdays, 3:30-4:50pm [Pacific]), I understand that this is an unusual semester. Many people may be in time zones or have family/connectivity issues that make real-time attendance difficult. I understand that some students may need to rely on watching the recorded lectures, participating on the discussion boards, and coming to my and TA office hours. In a class this large, the TAs and I cannot "summarize" classes for individual students so, **if it is impossible for you to attend classes in real-time, I do expect that you will watch the lectures on your own time.**
- **Zoom etiquette:** Although you are not obligated to turn your camera on, we highly recommend it (feel free to pick a background of your choice if this makes you feel more comfortable keeping your camera on). Please keep your **microphone off** except when you're speaking.

IV. Description and Assessment of Assignments

==You will submit all work through Blackboard.==

- **Papers (x3):** In response to detailed prompts, students will submit **3 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 complete a **take-home, open-book exam** covering material in both lectures and readings up to that point. Students may use any notes, guides, articles, etc., that they like but are **not allowed to collaborate or receive outside help**.
- **Reading analyses (x2):** Twice during the semester, you will submit a "reading analysis." More information will be given in class, but **must pick the readings from an approved list** of required course readings. These are "deep dives" into readings that give you the chance to show your mastery of a text, analyze its strengths and weaknesses, and relate it to larger course concepts.
- **Discussion board posts (x2):** Twice during the semester you will post a thoughtful observation or question to the Blackboard discussion board for each class. This is a **100-150 word** contribution and could include: a short analysis, a critical question, a link to another of this course's class, a connection between the reading and lectures, etc. You can post these *before* or *after* a class.

V. Grading
a. Breakdown of Grade
I'm giving you flexibility in assignment due dates because this semester may have some uncertainty, you may be dealing with personal and/or family health issues, logistical issues may arise, etc.. I'd also like to avoid having your deadlines pile up or collide with your other classes' deadlines.

So, except for the midterm exam, you have a *limited amount of choice* about when to hand in assignments. The table below lists strongly suggested due dates that will keep you on-track. Even though you will not incur late penalties until the dates listed I *highly recommend* that you follow the suggested due dates, which are designed to spread the work over the semester and keep you on-track.

This means:

Papers:
- 1 due by October 5, 11:59pm (Pacific) *at the latest* → *I.e., submit any time before then; you <u>must</u> submit by then.*
- 2 due by November 23, 11:59pm (Pacific) *at the latest* → *I.e., submit any time before then; you <u>must</u> submit by then*

Midterm exam: distributed October 6, 12noon (Pacific), due October 11, 11:59pm (Pacific) → *otherwise late*

Reading analyses:
- 1 due by October 5, 11:59pm (Pacific) *at the latest* → *I.e., submit any time before then; you <u>must</u> submit by then*
- 1 due by November 23, 11:59pm (Pacific) *at the latest* → *I.e., submit any time before then; you <u>must</u> submit by then*

Discussion board posts:
- 1 due by October 5, 11:59pm (Pacific) *at the latest* → *I.e., submit any time before then; you <u>must</u> submit by then*
- 1 due by November 23, 11:59pm (Pacific) *at the latest* → *I.e., submit any time before then; you <u>must</u> submit by then*

Assignment	Distributed	Strongly Suggested Due Date	Latest Possible Submission Date	Points	% of Grade
Paper #1	Aug 31, 11:59pm (Pacific)	Sept 14, 11:59pm (Pacific)	Oct 5, 11:59pm (Pacific)	15	15
Paper #2	Sept 30, 11:59pm (Pacific)	Oct 21, 11:59pm (Pacific)	Nov 23, 11:59pm (Pacific)	15	15
Paper #3	Oct 26, 11:59pm (Pacific)	Nov 23, 11:59pm (Pacific)		15	15
Reading Analysis #1	You will be given a list of approved readings for analysis by Aug 24	Sept 30, 11:59pm (Pacific)	Oct 5, 11:59pm (Pacific)	10	10
Reading Analysis #2		Nov 11, 11:59pm (Pacific)	Nov 23, 11:59pm (Pacific)	10	10
Midterm Exam	Oct 6, 12noon (Pacific)	Oct 11, 11:59pm (Pacific)		25	25
Discussion Post #1	You can post to the discussion board for any class	Sept 2, 11:59pm (Pacific)	Oct 5, 11:59pm (Pacific)	5	5
Discussion Post #2		Oct 28, 11:59pm (Pacific)	Nov 23, 11:59pm (Pacific)	5	5
			TOTAL	**100**	**100%**

NOTES:
- **Because you have this flexibility, I will grant no extensions and the late penalty will be applied without exception**:

- o 0-24 hours past the deadline: automatic deduction of 20% of the assignment's value (e.g., on a paper, the *maximum* possible grade will be 12/15)
  - o 24-48 hours after the deadline: automatic deduction of 50% of the assignment's value (e.g., on a paper, the *maximum* possible grade will be 7.5/15)
  - o 48 hours or more after the deadline: no assignments accepted; automatic grade of zero.
- The TAs commit to getting assignment grades back to you **14 working days** after you submit an assignment. If you do not account for this grading period then you will have no feedback to help you improve. E.g., if you submit both paper #2 and #3 on November 23rd then you will have had no chance to get feedback on paper #2 before submitting paper #3. If you submit assignments earlier, one at a time, you will get feedback, your work will improve, your grade will be better.
- **It is up to you to these Pacific time zone times into your time zone**; failing to convert the time correctly will not be an accepted excuse for avoiding a late penalty.
- If you submit a paper before the deadline and get feedback in time, you cannot resubmit the paper before the deadline and have it re-graded.

To be clear, this flexibility may seem like a relaxed approach to grading but it actually means that it is **your responsibility to plan ahead, set and manage your own submission dates, and get feedback if you want it**. To reiterate, there will be **NO EXTENSIONS ON ANY ASSIGNMENT** and we will strictly apply the late penalty. The semester will pass quickly, so manage your time wisely. E.g., if you leave all of your submissions to the last minute, you leave yourself zero flexibility to deal with any pressures or challenges that may arise. I *strongly* recommend that you do not run that risk.

Be sure to mark your calendars with the various due dates and decide the submission schedule that makes sense for your other commitments and that leaves you room for unforeseen events.

b. Grading Scale

94% to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 93%: 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 / watch all of the lecture videos promptly* (it's so much easier to have a sense of a topic or the flow of the course if you attend/watch regularly and aren't trying to play catch up);
- *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 take-home and "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 **14 working days** of the date students submit them.

e. Policy on Re-Grading
If you think a grading error has been made, you may submit any piece of work for re-grading, with these rules:
- you must submit the work for regrading between **2-10 days after receiving the grade** (we cannot accept any re-grading requests after this point);
- you **cannot submit the work for regrading less than 48 hours after receiving the grade** (this is a "reflection period" to encourage you to think about the reasons for your request);
- you must submit any regrading request with a paragraph explaining why you are requesting the re-grading;
- your TA will be the first person who re-grades your work;
- if after the TA's re-grading you still think that a grading error has been made, you can submit it to me (the professor) for regrading but you must explain why you think there has still been an error;
- at any point in the re-grading process your grade may increase – but your grade may also decrease as a result of re-grading.

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

Because you have this flexibility, I will grant no extensions and will apply the late penalty without exceptions:
- 0-24 hours past the deadline: automatic deduction of 20% of the assignment's value (i.e., the maximum possible grade will be 12/15)
- 24-48 hours after the deadline: automatic deduction of 50% of the assignment's value (i.e., the maximum possible grade will be 7.5/15)
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To be clear, this flexibility may seem like a relaxed approach to grading but it actually means that it is **your responsibility to plan ahead, set and manage your own submission dates, and get feedback if you want it**. To reiterate, there will be **NO EXTENSIONS ON ANY ASSIGNMENT** after the "latest possible submission date" listed in the table above. The semester will pass quickly, so manage your time wisely. E.g., if you leave all of your submissions to the last minute, you leave yourself zero flexibility to deal with any pressures or challenges that may arise. I *strongly* recommend that you do not run that risk and follow the strongly suggested due dates.

Be sure to mark your calendars with the various due dates and decide the submission schedule that makes sense for your other commitments and that leaves you room for unforeseen events.

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 should only be used for class purposes during class meetings.** I know it's hard, but I expect you to stay focused on the Zoom class when you're in it.

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
1	8/17	Introduction	*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.*
	8/19	What is communication?	Carey, J.W. (1989). A cultural approach to communication. *Communication as culture: Essays on media and society* (pp. 13-36). New York: Routledge. Gerbner, G. (1972, September, 1972). Communication and social environment. *Scientific American, 227*(3), 152-160. Hall, S. (1980). Encoding/decoding. In S. Hall, D. Hobson, A. Lowe, & P. Willis (Eds.), *Culture, media, language* (pp. 128-138). London, UK: Hutchinson Press. <u>Recommended (not required):</u> Williams, R. (1958/2002). Culture is ordinary. In B. Highmore (Ed.), *The everyday life reader* (pp. 91-100). London, UK: Routledge.
2	8/24	What is technology?	Winner, L. (1986). Technologies as forms of life. In *The whale and the reactor* (pp. 3-18). Chicago, IL: Chicago University Press. Pacey, A. (1985). Technology: practice and culture. In *The culture of technology* (pp. 1-12). Cambridge, MA: MIT Press. Marx, L. (2010). Technology: The emergence of a hazardous concept *Technology and Culture, 51*(3), 561-577.
	8/26	The politics of technologies	Baym, N. K. (2015). Making new media make sense. In *Personal connections in the digital age* (pp. 24-56). New York, NY: Polity. Winner, L. (1980). Do artifacts have politics? *Daedalus, 109*(1), 121-136. Postman, N. (1998). *Five Things We Need to Know About Technological Change*. https://web.cs.ucdavis.edu/~rogaway/classes/188/materials/postman.pdf
3	8/31	Identity & interpersonal communication	Gershon, I. (2010). Fifty ways to leave your lover: Media ideologies and idioms of practice. In *The Breakup 2.0: Disconnecting over new media* (pp. 16-49). Ithaca, NY: Cornell University Press. Baym, N. K. (2015). New relationships, new selves? In *Personal connections in the digital age* (pp. 112-141). New York, NY: Polity. Neff, G., & Nagy, P. (2016). Talking to Bots: Symbiotic Agency and the Case of Tay. *International Journal of Communication, 10*, 4915–4931.

	9/2	Communities, collectives, & social media	Lampe, C. (2015). Social Media and Social Capital. In *The International Encyclopedia of Digital Communication & Society* (pp. 1108-1117): John Wiley. Marwick, A., & boyd, d. (2011). I tweet honestly, I tweet passionately: Twitter users, context collapse, and the imagined audience. *New Media & Society, 13*(1), 114-133. Rheingold, H. (2000). The heart of the WELL. *The Virtual community: Homesteading on the electronic frontier* (pp. 1-24). Cambridge, MA: MIT Press. **Recommended (not required):** Baym, N. K. (2015). Social Media and the Struggle for Society. *Social Media + Society, 1*(1), 1-2. doi:10.1177/2056305115580477 Burgess, J., & Baym, N. (2020). *Twitter: A biography*. New York, NY: NYU Press. McGregor, S. C. (2019). Social media as public opinion: How journalists use social media to represent public opinion. *Journalism*. doi:10.1177/1464884919845458
4	**9/7**		**Labor Day – No Class**
	9/9	Histories, infrastructures, standards	Edgerton, D. (2007). Significance. In *Shock of the old: Technology and global history since 1900* (pp. 1-27). New York, NY: Profile Books. Star, S. L., & Lampland, M. (2009). Reckoning with standards. In M. Lampland & S. L. Star (Eds.), *Standards and their stories: How quantifying, classifying, and formalizing practices shape everyday life* (pp. 3-34). Shapin, S. (2007, May 7, 2007). What else is new? *The New Yorker*. Retrieved from https://www.newyorker.com/magazine/2007/05/14/what-else-is-new Hicks, M. (2019). Hacking the Cis-tem. *IEEE Annals of the History of Computing, 41*(1), 20-33. doi:10.1109/MAHC.2019.2897667 **Recommended (not required):** Costanza-Chock, S. (2018). Design Justice, A.I., and Escape from the Matrix of Domination. *Journal of Design and Science*. doi:https://doi.org/10.21428/96c8d426 Russell, A., & Vinsel, L. (2016). Hail the maintainers. *Aeon*. Retrieved from https://aeon.co/essays/innovation-is-overvalued-maintenance-often-matters-more
5	**9/14**	Algorithms, data, & automation	boyd, d., & Crawford, K. (2012). Critical questions for big data. *Information, Communication & Society, 15*(5), 662-679. Gillespie, T. (2012, September 27, 2012). Can an algorithm be wrong? *limn: Crowds and clouds*. Retrieved from http://limn.it/can-an-algorithm-be-wrong/ Seaver, N. (2019). Knowing algorithms. In J. Vertesi & D. Ribes (Eds.), *digitalSTS: A fieldguide for Science & Technology Studies* (pp. 412-422). Princeton, NJ: Princeton University Press. **Recommended (not required):** Bucher, T. (2018). *If...Then: Algorithmic power and politics*. Oxford, UK: Oxford University Press. Crawford, K., & Joler, V. (2018). *Anatomy of an AI System*. Retrieved from https://anatomyof.ai/ 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. Pasquale, F. (2015). *The black box society: The secret algorithms that control money and information*. Cambridge, MA: Harvard University Press. Seaver, N. (2019). Captivating algorithms: Recommender systems as traps. *Journal of Material Culture, 24*(4), 421–436. doi:10.1177/1359183518820366

	9/16	Platforms	van Dijck, J., Poell, T., & de Waal, M. (2018). The platform society as a contested concept. In *The Platform Society* (pp. 7-30). Oxford, UK: Oxford University Press. Gillespie, T. (2018). Platforms are not intermediaries. *Georgetown Law Technology Review, 2*(2), 198-216. Roberts, S. T. (2019). "Modern Heroes": Moderating in Manilla. In *Behind the screen: Content moderation in the shadows of social media* (pp. 170-200). New Haven, CT: Yale University Press. **Recommended (not required):** Crawford, K., & Gillespie, T. (2016). What is a flag for? Social media reporting tools and the vocabulary of complaint. *New Media & Society, 18*(3), 410–428. doi:10.1177/1461444814543163 Gorwa, R. (2019). What is platform governance? Information, Communication & Society, 1-18. doi:10.1080/1369118X.2019.1573914 Gillespie, T. (2017). Governance of and by platforms. In J. Burgess, T. Poell, & A. Marwick (Eds.), SAGE Handbook of Social Media (pp. 254-278). London: SAGE.
6	9/21	Perspectives on Disability [*Guest: Prof Meryl Alper*]	Gerard Goggin and Christopher Newell (2003). Encountering technology, media, and culture. In *Digital disability: The social construction of disability in new media* (pp. 3-14). New York: Rowman & Littlefield. Linda Besner (2019). When is a caption close enough? *The Atlantic*. https://www.theatlantic.com/health/archive/2019/08/youtube-captions/595831/ (PDF on Blackboard attached since *The Atlantic* has article limits) Emily Ackerman (2019). My fight with a sidewalk robot. *CityLab*. https://www.citylab.com/perspective/2019/11/autonomous-technology-ai-robot-delivery-disability-rights/602209/
	9/23	Digital journalism & the networked press	Hermida, A. (2016). Social media and the news. In T. Witschge, C. W. Anderson, D. Domingo, & A. Hermida (Eds.), *Handbook of Digital Journalism* (pp. 81-94). New York, NY: SAGE. Petre, C. (2015). *The traffic factories: Metrics at Chartbeat, Gawker Media, and The New York Times*. Tow Center for Digital Journalism. Retrieved from http://towcenter.org/research/traffic-factories/ **Recommended (not required):** Anderson, C. W., Downie, L., & Schudson, M. (2016). *The News Media: What Everyone Needs to Know*. Oxford, UK: Oxford University Press. Chadwick, A. (2017). *The hybrid media system: Politics and power* (2nd ed.). Oxford, UK: Oxford University Press. Helberger, N. (2019). On the Democratic Role of News Recommenders. *Digital Journalism*, 1-20. doi: 10.1080/21670811.2019.1623700 Napoli, P. M. (2019). *Social media and the public interest*. 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). Friend and Foe: The Platform Press at the Heart of Journalism. Tow Center for Digital Journalism, Columbia University. https://academiccommons.columbia.edu/doi/10.7916/d8-15pq-x415

7	9/28	Labor & Digital Work	Gray, M. L., & Suri, S. (2019). Introduction. In *Ghost work* (pp. ix-xxxi). Boston, MA: Houghton Mifflin Harcourt. Greenhouse, S. (2016, June 28, 2016). On Demand, and Demanding Their Rights. *The American Prospect*. https://prospect.org/labor/demand-demanding-rights/ Rosenblat, A., & Stark, L. (2016). Algorithmic Labor and Information Asymmetries: A Case Study of Uber's Drivers. *International Journal of Communication, 10*, 3758-3784. <u>Recommended (not required):</u> Irani, L. (2015, January 15, 2015). Justice for "data janitors". *Public Books*. http://www.publicbooks.org/nonfiction/justice-for-data-janitors Kushner, S. (2013). The freelance translation machine: Algorithmic culture and the invisible industry. *New Media & Society, 15*(8), 1241-1258. doi:10.1177/1461444812469597 Rosenblat, A. (2018). *Uberland: How algorithms are rewriting the rules of work*. Berkeley, CA: University of California Press. 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 *Conference on Computer-Human Interaction*, Seoul, Republic of Korea. Shaw, A. (2015). Hired hands and dubious guesses: Adventures in crowdsourced data collection. In E. Hargittai & C. Sandvig (Eds.), *Digital research confidential* (pp. 155-172). Cambridge, MA: MIT Press. Woodcock, J., & Graham, M. (2020). *The Gig Economy: A Critical Introduction*. New York, NY: Wiley.
	9/30	Social Media, Race, and Place-Based Health [*Guest: Prof Robin Stevens*]	Lane, J., Ramirez, F. A., & Pearce, K. E. (2018). Guilty by Visible Association: Socially Mediated Visibility in Gang Prosecutions. *Journal of Computer-Mediated Communication, 23*(6), 354-369. doi:10.1093/jcmc/zmy019 Stevens, R., Gilliard-Matthews, S., Dunaev, J., Woods, M., & Brawner, B. M. (2017). The Digital Hood: Social Media Use among Youth in Disadvantaged Neighborhoods. New Media & Society, 19(6), 950-967. doi:10.1177/146144481562594 Hu, J. (2020, August 3, 2020). "The second act of social media activism." <u>The New Yorker</u>. Retrieved August 8, 2020, from https://www.newyorker.com/culture/cultural-comment/the-second-act-of-social-media-activism
8	10/5	**Review & Discussion**	
	10/7	**Take-Home Exam**	
9	10/12	Mis-/dis-information & Fact-Checking [*Guest: Dr. Rachel Moran*]	Graves, L. (2019). A smarter conversation about how (and why) fact-checking matters. *Nieman Lab*. Retrieved from https://www.niemanlab.org/2019/12/a-smarter-conversation-about-how-and-why-fact-checking-matters/ Nyhan, B. (2019). Why Fears of Fake News Are Overhyped. *Medium*. Retrieved from https://gen.medium.com/why-fears-of-fake-news-are-overhyped-2ed9ca0a52c9 Nieminen, S., & Rapeli, L. (2019). Fighting Misperceptions and Doubting Journalists' Objectivity: A Review of Fact-checking Literature. *Political Studies Review, 17*(3), 296-309. doi:10.1177/1478929918786852 <u>Recommended (not required):</u> Karpf, D. (2019). On Digital Disinformation and Democratic Myths. *MediaWell, Social Science Research Council*. Retrieved from https://mediawell.ssrc.org/expert-reflections/on-digital-disinformation-and-democratic-myths/ Marwick, A. E. (2018). Why Do People Share Fake News? *Georgetown Law Technology Review, 2*(2), 474-512.

	10/14	Privacy & Surveillance	Marwick, A. E., & boyd, d. (2014). Networked privacy: How teenagers negotiate context in social media. *New Media & Society*. doi:10.1177/1461444814543995 Turow, J. (2017). A frog slowly boiled. In *The Aisles Have Eyes: How Retailers Track Your Shopping, Strip Your Privacy, and Define Your Power* (pp. 1-23). New Haven, CT: Yale University Press. Solove, D. (2011). Why privacy matters even if you have 'nothing to hide'. *The Chronicle of Higher Education.* http://chronicle.com/article/Why-Privacy-Matters-Even-if/127461/ **Recommended (not required):** Igo, S. (2015). The beginnings of the end of privacy. The Hedgehog Review, 17(1), 18-29. Levy, K., & Barocas, S. (2018). Refractive Surveillance: Monitoring Customers to Manage Workers. *International Journal of Communication, 12*, 1166–1188. Hargittai, E., & Marwick, A. (2016). "What can I really do?" Explaining the privacy paradox with online apathy. *International Journal of Communication, 10*, 3737-3757. Brunton, F., & Nissenbaum, H. (2015). Obfuscation: A user's guide for privacy and protest. Cambridge, MA: MIT Press. Nissenbaum, H. (2011). A contextual approach to privacy online. *Daedalus,140*(4), 32-48.
10	10/19	Working in the Communication Technology Industry [*Guest: Dr. Katherine Murray, Lyft*]	Fleming, R. (2019). So You're Interested in User Experience (UX) Research? Thoughts from an Anthropologist Working in Industry. *American Ethnologist*. Retrieved from https://americanethnologist.org/features/professionalization/so-youre-interested-in-user-experience-ux-research-thoughts-from-an-anthropologist-working-in-industry Postma, C., Zwartkruis-Pelgrim, E., Daemen, E., & Du, J. (2012). Challenges of Doing Empathic Design: Experiences from Industry. *Design Case Studies, 6*(1), 59-70. Travis, D., & Hodgson, P. (2019). Setting the stage. In *Think like a UX researcher* (pp. 1-42). New York, NY: Routledge. **Recommended (not required):** Cross, N. (2006). *Designerly ways of knowing*. New York: Springer. Cross, N. (2011). *Design thinking*. New York, NY: Bloomsbury. Forlizzi, J., & Battarbee, K. (2004). Understanding experience in interactive systems. Paper presented at the *Proceedings of the 5th conference on Designing interactive systems: processes, practices, methods, and techniques*, Cambridge, MA, USA. Pp. 261-268. 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 *Proceedings of the 6th Nordic Conference on Human-Computer Interaction: Extending Boundaries*, Reykjavik, Iceland. https://doi.org/10.1145/1868914.1868973

	10/21	Gender	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. *The New Republic*. Retrieved from https://newrepublic.com/article/128795/hacking-technologys-boys-club Perez, C. C. (2019). The default male. In *Invisible women: Data bias in a world designed for men* (pp. 1-26). New York, NY: Harry N. Abrams. Hicks, M. (2017, December 4, 2017). A feature, not a bug. *Society for the History of Technology - Stories*. Retrieved from http://www.technologystories.org/a-feature-not-a-bug/ Marwick, A. (2014). Gender, Sexuality and Social Media. In T.M. Senft & J. Hunsinger (Eds.), *Social Media Handbook* (pp. 59-75). NY, NY: Routledge. **Recommended (not required):** Cowan, R. S. (1976). The "Industrial Revolution" in the Home: Household Technology and Social Change in the 20th Century. *Technology and Culture, 17*(1), 1-23. doi:10.2307/3103251 Esmenger, N. (2010). *The Computer Boys Take Over*. Cambridge, MA: MIT Press. Hicks, M. (2017). *Programmed inequality: How Britain discarded women technologists and lost its edge in computing*. Cambridge, MA: MIT Press. Light, J. S. (1999). When Computers Were Women. *Technology and Culture, 40*(3), 455-483. Retrieved from www.jstor.org/stable/25147356 Lorber, J. (1994). "Night to his day": The social construction of gender. In *Paradoxes of Gender* (pp. 13-36). New Haven, CT: Yale University Press. Wajcman, J. (2000). Reflections on Gender and Technology Studies::In What State is the Art? *Social Studies of Science, 30*(3), 447-464. doi:10.1177/030631200030003005 Wajcman, J. (1991). Domestic technology: Labour-saving or enslaving? In *Feminism confronts technology* (pp. 81-109). University Park, PA: Penn State University Press. Ullman, E. (1996). *Close to the machine*. San Francisco: City Lights Books. Ullman, E. (2017). *Life in Code: A Personal History of Technology*. SF, CA: MCD.
11	10/26	Race, Incarceration, and Border Technologies [*Guest: Prof Cristina Visperas*]	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. Benjamin, R. (2019). Introduction. *Race after technology* (pp. 1-48). Polity. 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 **Recommended (not required):** Browne, S. (2015). *Dark matters: On the surveillance of blackness*. Duke U Press. Noble, S. U. (2018). *Algorithms of Oppression*. New York, NY: NYU Press. Brock, A. (2012). From the Blackhand Side: Twitter as a Cultural Conversation. *Journal of Broadcasting & Electronic Media, 56*(4), 529-549. doi:10.1080/08838151.2012.732147 Chun, W. (2011). Race and/as technoloy, or how to do things with race. In L. Nakamura & P. Chow-White (Eds.), *Race after the internet* (pp. 38-60). London: Routledge. Mcilwain, C. D. (2019). *Black Software: The Internet & Racial Justice, from the AfroNet to Black Lives Matter*. Oxford, UK: Oxford University Press.
	10/28	Money	Swartz, L. (2020). *New Money.* New Haven, CT: Yale University Press. – Excerpts: *Chapter 1* ("The Communication of Money") and *Chapter 2* ("Transactional Pasts") Scott, B. (2013, August 28, 2013). Riches beyond belief. *Aeon*. Retrieved from http://aeon.co/magazine/society/so-you-want-to-invent-your-own-currency/

12	11/2	Networks [*Guest: Prof Marlon Twyman*]	boyd, d., & Ellison, N. B. (2008). Social Network Sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication, 13*, 210-230. Wellman, B. (2001). Computer networks as social networks. *Science, 293*, 2031-2034. Bhagat, S., Burke, M., Diuk, C., Filiz, I. O., & Edunov, S. (2016). Three and a half degrees of separation. *Facebook Research*. Retrieved from https://research.fb.com/blog/2016/02/three-and-a-half-degrees-of-separation/ <u>Recommended:</u> Butts, C.T. (2009). Revisiting the Foundations of Network Analysis. *Science, 325*, 414-416.
	11/4	Body Tracking, Faces, & "Life hacking"	Keyes, O. (2019). The body instrumental. *Logic, 9*, 33-43. Neff, G., & Nafus, D. (2016). What's at stake? The personal gets political. In *Self-tracking* (pp. 37-68). Cambridge, MA: MIT Press. Reagle, J. (2019). Hacking health. In *Hacking life* (pp. 83-106). Cambridge, MA: MIT Press. Stark, L. (2019). Facial recognition is the plutonium of AI. *XRDS*, 25(3), 50-55. doi:10.1145/3313129 <u>Recommended (not required):</u> Costanza-Chock, S. (2018). Design Justice, A.I., and Escape from the Matrix of Domination. *Journal of Design & Science*. doi:https://doi.org/10.21428/96c8d426 Helfand, J. (2019). *FACE: A visual odyssey*. Cambridge, MA: MIT Press. Lupton, D. (2016). *The quantified self: A sociology of self-hacking*. Cambridge, UK: Polity. Pearl, S. (2017). *Face/on*. Chicago, IL: University of Chicago Press. Waldron, L., & Medina, B. (2019, August 26, 2019). When Transgender Travelers Walk Into Scanners, Invasive Searches Sometimes Wait on the Other Side. *ProPublica*. Retrieved from https://www.propublica.org/article/tsa-transgender-travelers-scanners-invasive-searches-often-wait-on-the-other-side Wernimont, J. (2018). Every step you take. In *Numbered lives: Life and Death in Quantum Media* (pp. 89-120). Cambridge, MA: MIT Press.
13	11/9	Digital Divide & Hacking Cities [*Guest: Prof Francois Bar*]	Gordon, E., & de Souza e Silva, A. (2011). Introduction. In *Net locality: Why location matters in a networked world* (pp. 1-18). New York, NY: Wiley-Blackwell. → **only read through the top of p. 13** Green, B. (2019). The smart city. *In The smart (enough) city* (pp. 1-14). Cambridge, MA: MIT Press. <u>Recommended (not required):</u> Johnson, B. J., & Halegoua, G. R. (2014). Potential and Challenges for Social Media in the Neighborhood Context. *Journal of Urban Technology, 21*(4), 51-75. doi:10.1080/10630732.2014.971528

	11/11	Climate Crisis & Class Wrap-up	*[More readings than usual but several are short & very accessibly written.]*
			Burrington, I. (2015). The Environmental Toll of a Netflix Binge. *The Atlantic*. https://www.theatlantic.com/technology/archive/2015/12/there-are-no-clean-clouds/420744/
			Cool, Z. (2019). Oil is the New Data. *Logic, 9*, 15-30.
			Dobbe, R., & Whittaker, M. (2019). AI and Climate Change: How they're connected, and what we can do about it. *AI Now Institute*. Retrieved from https://medium.com/@AINowInstitute/ai-and-climate-change-how-theyre-connected-and-what-we-can-do-about-it-6aa8d0f5b32c
			Ensmenger, N. (2018). The Environmental History of Computing. *Technology and Culture, 59*(4), S7-S33. doi:10.1353/tech.2018.0148
			Hao, K. (2019). Training a single AI model can emit as much carbon as five cars in their lifetimes. *MIT Technology Review*. Retrieved from https://www.technologyreview.com/s/613630/training-a-single-ai-model-can-emit-as-much-carbon-as-five-cars-in-their-lifetimes/
			<u>Recommended (not required):</u> Brain, T. (2018). The environment is not a system. *APRJA, 7*(1), 153-165. Brunton, F. (2015). Heat exchanges. In *MoneyLab Reader: An intervention in digital economy* (pp. 158-172): Institute of Network Cultures. Cubitt, S. (2016). *Finite Media: Environmental Implications of Digital Technologies*. Raleigh-Durham, NC: Duke University Press. Hogan, M., & Vonderau, A. (2019). The Nature of Data Centers. *Culture Machine*. Retrieved from https://culturemachine.net/vol-18-the-nature-of-data-centers/ Maxwell, R., Raundalen, J., & Vestberg, N. L. (Eds.). (2014). *Media and the Ecological Crisis*. London, UK: Routledge. Velkova, J. (2016). Data that warms: Waste heat, infrastructural convergence and the computation traffic commodity. *Big Data & Society, 3*(2), 2053951716684144. doi:10.1177/2053951716684144

The 'wrap-up' in the last class will reference these readings, which are not required but you may want to reference on your own, to think about how to carry forward with a critical study of communication and technology:

- Frischmann, B. (2018, September 20, 2018). There's Nothing Wrong with Being a Luddite. *Scientific American*. Retrieved from https://blogs.scientificamerican.com/observations/theres-nothing-wrong-with-being-a-luddite/
- Kalluri, P. (2020). Don't ask if AI is good or fair, ask how it shifts power. Nature, 583, 169.
- Watson, S. M. (2016, October 4, 2016). Toward a constructive technology criticism. *Tow Center for Digital Journalism*. Retrieved from https://www.cjr.org/tow_center_reports/constructive_technology_criticism.php
- **More advanced:**
  - Latour, B. (2004). Why has critique run out of steam? From matters of fact to matters of concern. *Critical Inquiry, 30*(2), 225-248.
  - Sismondo, S. (2009). Controversies. In *An introduction to science and technology studies* (2nd ed., pp. 120-135). London, UK: Wiley-Blackwell.
  - Pendleton-Jullian, A. M., & Brown, J. S. (2018). The role of critique. In *Design Unbound: Designing for Emergence in a White Water World, Volume 1* (pp. 111-126). Cambridge, MA: MIT Press.

XII. Policies and Procedures

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.** <mark>**Be sure to email any question to your TA first.**</mark>

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 Zoom 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 individually.

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, all lectures are recorded on Zoom, 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.

Attendance policy: Students are strongly encouraged to attend live sessions via Zoom. This is the best way to engage with the course and keep up to date with class activities and assignments. However, there will be no penalty for failing to attend live sessions, and students who miss live sessions will be able to keep up with the class by reviewing class recordings and engaging through asynchronous class activities and assignments. (Note that university guidelines dictate that faculty should only maintain normal attendance, participation, and assessment expectations for students when the class time falls within reasonable learning hours in the student's time zone, defined as 7:00am to 10:00pm in the student's time zone.)

Zoom etiquette: Although you are not obligated to turn your camera on, we highly recommend it (feel free to pick a background of your choice if this makes you feel more comfortable keeping your camera on). Please keep your **microphone off** except when you're speaking.

Statement on Academic Conduct and Support Systems

Academic Integrity Policy:

The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school's policy.

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 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.

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course, without approval of the instructor.

Emergency Preparedness/Course Continuity in a Crisis
In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university's site on Campus Safety and Emergency Preparedness.

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 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.

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 Campus Support and Intervention - (213) 821-4710
campussupport.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.

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.

Going Back to Campus

Although we are starting the semester with online instruction only, conditions may improve. In such case, courses listed as hybrid will give opportunity to students to attend class in person.

This will happen only by following the strictest health guidelines and safety protocols. These are listed in the **Trojans Return** page. Please take the time to read this ahead so that you are prepared in case it is possible to return to in-person instruction.