



COMM 553: Global Internet Governance (4 units)

Instructor: Prof. Hernan Galperin

Term: Fall 2020

Schedule: Monday 5:00-7:50pm

Location: TBD

Office Hours: Wednesday 4-5pm or by appointment

Office: ASC 332C

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Course Description: In recent years, the governance of new media has taken the global center stage. In the US, policymakers are debating new data protection rules, how to reign in on fake news, the implications of consolidation in the digital economy, and how to protect the country from cyberespionage. The EU has passed stringent new privacy and copyright rules that some argue threaten to fragment the Internet, while China and other countries continue to build cyber walls that reassert national sovereignty over the global digital ecosystem.

In this class, we will examine the political and economic forces shaping new media governance on a global scale, and how this is likely to affect the organization of Internet and new media markets in the next decades. We will survey contemporary debates on hot-button issues such as net neutrality, data privacy, copyright and safe harbor, cross-border data flows and content regulation in social media, and examine how policy responses to these issues differ between countries and regions and why this matters for the future of the Internet and the digital economy at large. The class is aimed at Master-level students interested in acquiring rigorous policy analysis tools, as well as doctoral students whose research interests intersect with regulatory and policy issues.

Learning Objectives: By the end of this course, students will:

- Be familiar with the fundamental tools of political-economy analysis.
- Be able to apply these tools to the analysis of contemporary issues in new media governance.
- Be able to conduct such analysis in international comparative perspective.
- Be able to write a research-based policy paper on a topic of their choosing related to the global governance of telecoms and new media.

Class structure: The course will follow a seminar teaching format, which means keeping lectures to a bare minimum. Much of the class will be based on open discussions (grounded in class readings) and research projects developed by students. As a result, keeping up with weekly readings is essential. A substantial part of class time will be dedicated to the discussion of progress in student research projects, which will be developed over the course of the semester and presented to the class in the final week of class. We may also have occasional guest speakers join in the conversation.

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 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.

Class Readings: There is no textbook or course reader. All reading materials are available through Blackboard. Students are expected to read the material before class per the course schedule below.

Assignments and requirements

There are four class requirements, described below:

1. *Weekly blog entry.* A key objective of the class is that students become familiar with the key discussions in global Internet governance. To this goal, students are required to write a short blog entry most weeks starting in week 2 (see course schedule for due dates) that consists of a link to a recent news article/report/short video/blog post that relates to an Internet governance topic discussed in class or in readings, followed by at least two paragraphs that explain how the material relates to class readings or themes discussed during class. Blog entries are due every week on Monday at 9am on Blackboard. Before posting, please review existing entries from classmates to make sure you are not linking to the same article or material. In addition, students will be asked during class to comment briefly on the blog entry of at least one other classmate. How to find interesting articles/material for your blog entry? See the "News Resources" page on Blackboard for tips. Blog entries are not graded individually but as a whole class activity.
2. *Weekly reading memo.* Each week students will write a short memo of approximately 500 words (about 1 page) that engages with the week's reading material. The goal of the memo is to critically reflect on the readings and offer at least two questions for class discussion. Starting in week 2, memos are due most weeks at Monday at 9am on Blackboard (see course schedule for due dates). Memos are not graded individually but as a whole class activity. However, they will be marked each week as follows:
 - "check+" = thoughtful analysis and questions that moves the conversation forward;
 - "check" = a good effort that contributes to class, but could have been stronger;
 - "check -" = not quite up to expectations, let's talk about how to improve.
3. *Class discussion facilitation.* Students will work in groups of two to facilitate the class discussion of a week of their choice. Facilitating the class discussion does not mean that groups need to prepare a lecture or a long presentation. Rather, come ready to give a brief introduction of the topic and your key takeaways from readings (about 15 min), and then propose a set of questions to spark the discussion. Also make sure you read the weekly reading memos from your classmates as well as their questions. Groups/weeks assignments will be finalized by the end of week 3, and the activity will begin by week 4.
4. *Final research paper.* Students will develop an individual research paper in which they are expected to examine an Internet governance issue of their interest. Papers will be developed throughout the semester and will be due on the day of the final class exam set by the Registrar's office (via Blackboard). The suggested length is 15 pages, including references (1.5 spacing, 12

points font). Papers are expected to be based on original research using mostly secondary sources. Below is the expected schedule of intermediate deliverables for the paper:

- Week 5: 1-page summary including main topic and research questions to be addressed
- Week 8: 2-page paper outline laying out sections and organization of the paper
- Week 11: Literature review list of at least 12 papers/reports related to the topic

These intermediate deliverables will not be graded individually. Rather, I will give feedback that will help push the project forward, and there will also be opportunities for peer feedback (to be discussed in class).

This assignment will be graded based upon:

- Paper pitch & check-ins: Students will pitch their paper topic to the class on week 5. There will also be periodic progress check-ins. These are not formal presentations, but students should come ready to talk about progress and challenges encountered.
- Class presentation: a 15-minute oral presentation of the (almost final) paper, similar to a presentation at an academic conference or business meeting (week 15).
- Final paper: delivery of final paper the day of the final class exam (TBD by Registrar's office).

Assignment Submission Policy: All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will receive a grade penalty that will vary depending on the assignment and the number of days from the due date.

Breakdown of Grade:

Assignment	% of Grade
Weekly blog entries	15
Weekly reading memos	15
Class facilitation	10
Research paper	60
TOTAL	100%

Course Grading Policy: In order to pass this class you will need to complete ALL of the assignments. Failure to complete one or more of them will result in an F in the class. Grades will be assigned as follows:

Letter Grade	Description
A	Excellent; demonstrates extraordinarily high achievement; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded.
B	Good; moderately broad knowledge and understanding of subject matter; explicitly or implicitly demonstrates good, if not thorough understanding; only minor substantive shortcomings.
C	Satisfactory/Fair; reasonable knowledge and understanding of subject matter; most expectations are met; despite any shortcomings, demonstrates basic level of understanding.
D	Marginal; minimal knowledge and understanding of subject matter; more than one significant shortcoming; deficiencies indicate only the most rudimentary level of understanding.
F	Failing; unacceptably low level of knowledge and understanding of subject matter; deficiencies indicate lack of understanding.

Your percentage scores in the assignments will be totaled and translated to a letter grade per the scale shown below:

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

If you have concerns regarding a grade on a given assignment, you must appeal it in writing, stating the reasons why you feel the grade is inaccurate, within one week of receiving the graded assignment. No late appeals will be accepted for review.

Other Classroom Policies:

Netiquette

- Log in early to make sure your connection and device are working properly, and you are ready to start at the scheduled class time. Remember you need to use your USC credentials to log in to Zoom.
- It is always nice to be able to see the faces of students and classmates. However, feel free to turn off your camera, or consider a virtual Zoom background.
- To help organize the discussion, please use the "Raise Hand" option on Zoom or write on the Zoom chat window if you have a comment or question.
- For text-based communication, limit your use of the exclamation point and avoid using all caps. Use professional language and avoid using social media language and characters (i.e. don't use slang, text shortcuts, such as "u" instead of "you," emojis, emoticons).
- Above all, show respect to your peers and the instructor, and respect the opinions of others.

Synchronous session recording notice

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.

Going back to Campus

Although we are starting the semester with online instruction only, conditions may improve. In such case, courses listed as hybrid such as this will give opportunities 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.

Course Schedule: A Weekly Breakdown

Important note to students: Be advised that this schedule is subject to change based on the progress of the class, current events, and/or guest speaker availability.

	Topics/Daily Activities	Class material	Deliverable/Due Dates
Week 1 Dates: 8/24	What is governance? Theoretical foundations.	<u>Read</u> : Puppis, M. (2010). Media Governance: A New Concept for the Analysis of Media Policy and Regulation. <u>Watch</u> : What is the Internet <u>here</u> .	
Week 2 Dates: 8/31	The evolution of governance regimes for ICT networks.	<u>Read</u> : Drake, W. (2010). Introduction: The distributed architecture of network global governance, p 1-26 (rest is optional). <u>Watch</u> : The Internet: Wires, cables and Wifi <u>here</u> .	Blog Entry due Reading memo due
Week 3 Dates: 9/7	No class	<u>Watch</u> : The Internet: IP addresses and DNS <u>here</u> . <u>Watch</u> : The Internet: Packets, Routing, and Reliability <u>here</u> .	[Labor Day : Monday, September 7]
Week 4 Dates: 9/14	Network neutrality and the governance of Internet infrastructure	<u>Read</u> : Kurbalija, J. (2016). Internet Governance: An introduction, p. 35-80 (The Infrastructure Basket). <u>Read</u> : Keeping the Internet Neutral?: Tim Wu and Christopher Yoo Debate (2007). <u>Watch</u> : The Internet: HTTP/HTML <u>here</u> .	Blog Entry due Reading memo due Start of class facilitation activity
Week 5 Dates: 9/21	Consolidation and competition in networked industries.	<u>Read</u> : Crawford, S. (2013). Captive Audience. Intro and Chapter 1. <u>Read</u> : McChesney, R. and Schiller, D. (2003). The Political Economy of International Communications.	Blog Entry due Reading memo due 1-page research project summary due

		Watch: The Internet: Cybersecurity and crime here .	
Week 6 Dates: 9/28	Internet jurisdiction.	Read: Goldsmith, J., and Wu, T. (2005). Who controls the Internet? Chapters 1-5. Watch: The Internet: How search works here .	Blog Entry due Reading memo due
Week 7 Dates: 10/5	Internet fragmentation?	Read: O'Hara and Hall (2018). Four Internets: The Geopolitics of Digital Governance. Read: DeNardis (2016). One Internet: An Evidentiary Basis for Policy Making on Internet.	Blog Entry due Reading memo due
Week 8 Dates: 10/12	Cyberpower.	Read: Nye, J. (2010). Cyberpower. Harvard Kennedy School. Read: DeNardis (2020). The Internet in Everything.	Blog Entry due Reading memo due 2-page research project outline due
Week 9 Dates: 10/19	Online privacy and surveillance.	Read: Zuboff. A. (2015). Big other: surveillance capitalism and the prospects of an information civilization.	Blog Entry due Reading memo due
Week 10 Dates: 10/26	Platforms and free speech.	Read: Gillespie, T. (2018). Custodians of the Internet (Chapters 1 and 2). Watch: David Kaye's speech here .	Blog Entry due Reading memo due
Week 11 Dates: 11/2	Algorithms and online bias	Read: Latzer et al. (2014). The economics of algorithmic selection on the Internet.	Blog Entry due Reading memo due Lit review due
Week 12 Dates: 11/9	Cybersecurity	Read: Bauer and Dutton (2015). The New Cybersecurity Agenda: Economic and Social Challenges to a Secure Internet.	Blog Entry due Reading memo due
Week 13 Dates: 11/16	The geopolitics of global platforms	TBD	Blog Entry due Reading memo due
Week 14 Dates: 11/23	The governance of digital trade	TBD	Blog Entry due Reading memo due
Week 15 Dates: 11/30	Student project presentations		Project presentation

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.

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.