# **USC**Annenberg

#### COMM 574: Science & Technology Studies for Communication & Media Studies

4 units

Spring 2021 – Wednesdays – 9:30am-12:20pm Section: 20852D Location: See Blackboard for Zoom link

Instructor: Mike Ananny, PhD Office: Office hour Zoom link listed on Blackboard Office Hours: Mondays 3-4pm / email for appointment Contact Info: ananny@usc.edu

#### "Technology is society made durable." (Bruno Latour)

How does knowledge acquire the status of fact, how does it travel through the world, and how are such status and travel sociotechnical achievements? What are the relationships among science, technology, media systems, theories of communication, and social order? While it's tempting to see new technologies, especially new media technologies, as drivers of political and social change such artifacts also embody the values and assumptions—and conflicts—of the societies that produce them. They do this is in complicated and surprising ways that are inseparable from media infrastructures, traditions of observation, claims to authority, and political commitments. This course is a survey of intersections between Science & Technology Studies and studies of Communication and Media. These are all contingent and contestable fields and disciplines, and the class appropriately treats them as products of history, perspectives, and social relations. It takes as its premise assumptions about how society is enacted *through* technological artifacts and technical knowledge, and traces how social relations get "inside" technology. We will read examples of sociological, historical, and ethnographic approaches to the study of knowledge production and its relationship to media and information technologies. This will provide doctoral students with a foundation for analyzing the material and epistemological dimensions of media and communication.

#### **Student Learning Outcomes**

- achieve a command of foundational literature in Science & Technology Studies, especially as they relate to research in Media and Communication;
- articulate differences and similarities between how STS and Communication scholars approach the study of media technologies, media institutions, technological practices, and technological cultures;
- complete a literature review as part of a final project and show how this contributes to original research at the intersection of Communication & STS.

#### **Recommended Preparation (not required):**

COMM 620 "Studies in Communication Theory – Introduction to Science & Technology Studies"

#### **Policies and Procedures**

Students are expected to be present and focused in each meeting; a course like this works best when students engage with the readings and each other thoughtfully, professionally, and attentively. See this as a space to practice developing your ideas and those of your fellow students. I know that it's especially tough to maintain focus while on Zoom and that distractions will happen. As much as possible, please try to be present and

refrain from having back-channel or side conversations. Your participation is crucial. In a small seminar it's <u>completely</u> obvious when someone has checked out and is no longer present. Talk to me if you're having trouble being present.

Please speak up, take risks, experiment with taking new perspectives you wouldn't normally adopt. And please be generous, gentle, and generative with yourself and everyone in the seminar. The best learning requires vulnerability and taking care of others' vulnerabilities.

It is also <u>critically important that you do each week's readings</u> and that you meet the deadlines for the weekly memos. This is non-negotiable and I will ask people to leave the class if they're not prepared. In a course like this you can't afford to fall behind on the readings.

That said, I also understand that students are often under a great deal of stress, and that such stress can take different forms and appear at different times in the semester.

To that end, you have <u>one "free" week</u> during the semester when you can show up not fully prepared. This means that you can skip writing the memo that week if you like. But you are only allowed <u>one</u> of these weeks and you can <u>cannot take a "free" week when you are responsible for opening a reading or system</u>.

Please don't disappear, and don't think that you're alone in experiencing stress or anxiety. To the extent that you feel comfortable, let me know how I can help. There are often simple ways of accommodating and adjusting that can help everyone have a successful semester. I'm highly aware that these are incredibly tough times, for many different reasons.

#### **Communication & Attendance**

You can email me if you have a question/concern or you want to make a time to meet outside of my office hours. I'll answer your email in about 24-36 hours, but I usually don't answer email on weekends and after 7pm. If it's an emergency, please include 'urgent' in the subject line.

If you have a longer question that's best addressed in a conversation, *please visit my (Zoom) office hours* (see Blackboard) or make an appointment to talk. More involved questions about course content or personal matters are often best answered individually.

*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.

**Attendance**: 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:** While 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.

#### **Required Readings & Supplementary Materials**

All materials will be provided through Blackboard and/or are accessible through USC Libraries online resources.

#### Assessment & Assignments

#### Weekly Memos with Question (20%): Post to Blackboard every week by 5pm Tuesday [strict]

Each week, you will write a short, approximately 350-500 word memo that engages with <u>at least two</u> of the week's readings. You have considerable freedom to pose questions that you had as you read; contrast readings; connect themes you saw emerging among texts; critique authors' arguments; situate texts in relation to networked technologies. The goal is to reflect upon the readings and share reflections with your classmates so you arrive to class ready to participate.

Memos will be graded as:

'check-plus' = thoughtful and sophisticated analysis that moves a conversation forward 'check' = a good effort that contributes to class, but could have been stronger 'minus' = not quite up to expectations, let's talk in person about how to improve

Please distribute each week's memo to the *entire class*, through Blackboard, by **5pm of the Tuesday night before Wednesday's class**. This gives me time before the next morning's class to read your memos, identify any common themes, and tailor class discussion if needed. You are encouraged but not required to read your classmates' memos.

#### 'Opening' Readings (15%)

At several points during the semester (exact number to be determined by the class size), you will individually 'open' readings. I'll say more in class about what this means, but the ideal opening: stays close to the text (no divergences until we have a shared, grounded understanding of the author's argument); situates the text in relation to other readings and the course themes; and moves conversation forward, generating new research questions that critique and extend the text. You can make a hand-out or slides if you like, but <u>neither is required</u>.

*Even if you are not opening a reading, you are expected to come to class prepared to discuss it.* It is not okay to skip a reading and rely on your classmate to summarize or present it for you.

#### 'Opening' Systems (15%)

At several points during the semester (exact number to be determined by the class size), individually or in a pair, you will lead a discussion on a sociotechnical system that you think is relevant to the course's public sphere themes. These may be systems that you discussed in your weekly memo, or systems that you would like to think through as a group in the context of the week's readings.

Please be ready to discuss how it relates to the week's theme and/or readings. (If you learned about the system from a news or trade press article, please feel free to email those articles beforehand through Blackboard.)

The aim is to show how scholarship can help us think rigorously about sociotechnical systems.

#### Project proposal (5%): Due March 31

In preparation for your final project (see below), you will submit a proposal that describes what you're going to do, what theories or questions you'll be working with, what literature you're using or analyzing, what research methods you'll be using, what your timeline is, and any resources you require. This is meant to be a check-in so that you and I can understand what your final project will be and what you need to make it successful. In addition to this written proposal, I'm happy to meet with you 1-1 to discuss your plans.

#### Final presentation & project (45%): Presentation April 28; paper due by email May 9 11:59pm

You have considerable freedom to decide the topic of your final project, but I ask you to choose one of the following formats:

- a traditional <u>"deep analysis</u>" paper (5,000-6,000 words) in which you identify, analyze, and synthesize among a body of literature on some topic at the intersection of STS and Media/Communication;
- a <u>system evaluation</u> paper (5,000-6,000 words) that is essentially an in-depth system opening in which you engage more deeply with theory, analyze gaps in conceptual literature take a rigorously critical perspective to a sociotechnical system that extends well beyond a mere description;
- a <u>system design</u> in which you prototype a new example sociotechnical system that exemplifies theoretical concepts (we can discuss different design approaches and prototyping materials) *and* write a description (3,000 words) of how your prototype connects to the theoretical literature and course concepts. For this system design option, you are encouraged to work in a group to *prototype* the system, but each group member must submit his/her own description paper.

**In the final class, you will give a 10-15 minute presentation** on the state of your final project, getting feedback from the class that should feed into your final paper submission.

Assignment	Points	% of Grade
Weekly memos & participation	20	20
Reading openings	15	15
System openings	15	15
Final project proposal	5	5
Participation in "class picks" readings group	0	0
Final project	45	45
TOTAL		100%

#### Grading Breakdown, Scale, & Standards

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

Grade	Description
А	Excellent; demonstrates extraordinarily high achievement; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded.
В	Good; moderately broad knowledge and understanding of subject matter; explicitly or implicitly demonstrates good, if not thorough understanding; only minor substantive shortcomings.
С	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.

#### **Grading Timeline & Late Policy**

I will get grades / feedback to you on all assignments approximately one week after submission.

Weekly memos will not be accepted or graded after the weekly 5pm Tuesday deadline. If a memo is submitted after 5pm Tuesday it will receive a grade of zero.

For all other assignments, I will deduct 10% of the total possible points for each 24-hour period that the assignment is late.

All of this said, if you are struggling with due dates or need extra time, talk to me *before* a due date and we'll figure something out. Please do not leave an accommodations until *after* a due date, unless there has been some grave emergency.

#### Add/Drop Dates for Session 001

#### (15 weeks: 1/15/2021 – 4/30/2021; Final Exam Period: 5/5-12/2021)

- Friday, February 5: Last day to register and add classes for Session 001
- Friday, February 5: 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 9**: Last day to drop a Monday-only class without a mark of "W" and receive a refund for Session 001
- Friday, March 5: Last day to drop a course without a mark of "W" on the transcript for Session 001. Mark of "W" will still appear on student record and STARS report and tuition charges still apply.
   [Please drop any course by the end of week three (or the 20 percent mark of the session) to avoid tuition charges.]
- Friday, March 5: 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 9: Last day to drop a class with a mark of "W" for Session 001

### Course Schedule: A Weekly Breakdown [subject to change]

WEEK	DATE	ΤΟΡΙϹ	READINGS
1	20-Jan	Introduction	<ul> <li>There is no reading officially due for the first class but please consider three things in relation to both Wednesday's expected events in Washington and class themes:</li> <li>Dr Alondra Nelson, an esteemed social scientist and STS scholar, was just nominated as Biden's Deputy Director for Science &amp; Society in the Office of Science &amp; Technology Policy. Watch her remarks accepting the nomination here (or here at ~24m if that link doesn't work). And read this recent short JSTOR interview with her here. Think about how she describes not only her own work, but also how that work is simultaneously scholarly and personal. We want to acknowledge that our relationships ideas, concepts, and events are about both intellect and identity. Alondra is a master of eloquently bridging these meanings of relationship.</li> <li>Recognizing Monday's day of reflection on the life of MLK Jr, social justice, and unfinished work of all kinds, read King's "The Role of the Behavioral Scientist in the Civil Rights Movement". Think about scholars' obligations to different worlds, and our power to help shape worlds. What does it mean to put inquiry, evidence, expertise in service of contemporary social life?</li> <li>Finally, recognizing that we'll be spending a lot of time with texts, authors, and perspectives, read or listen to Toni Morrison's 1993 Nobel Prize acceptance speech. We won't focus on fiction readings in this class, but think about how Morrison deploys <i>language</i> as both a force in the world, and mutual obligations between speaker/author and listener/reader. Consider your own voice, as you understand it, and where you might like it to go by the end of the semester. And consider how each of us comes to this class with different voices and different listening perspectives, with duties to meet each other where we're at and help each other go somewhere else.</li> </ul>
2	27-Jan	Seeing & Observing	<ul> <li>Law, J. (2017). STS as method. In U. Felt, R. Fouché, C. A. Miller, &amp; L. Smith-Doerr (Eds.), <i>The Handbook of Science and Technology Studies</i> (4th ed., pp. 31-58). Cambridge, MA: MIT Press.</li> <li>Law, J. (2009). Seeing like a survey. <i>Cultural Sociology, 3</i>(2), 239-256.</li> <li>Latour, B. (1992). Where are the missing masses? The sociology of a few mundane artifacts. In W. E. Bijker &amp; J. Law (Eds.), <i>Shaping technology / building society: Studies in sociotechnical change</i>. MIT Press.</li> <li>Mackenzie, D. (2008). Performing theory? In <i>An engine, not a camera: How financial models shape markets</i> (pp. 1-35). Cambridge, MA: MIT Press.</li> <li>Burrell, J. (2016). How the machine 'thinks': Understanding opacity in machine learning algorithms. <i>Big Data &amp; Society, 3</i>(1). doi:10.1177/2053951715622512</li> <li>Buolamwini, J., &amp; Gebru, T. (2018). <i>Gender Shades: Intersectional Accuracy Disparities inCommercial Gender Classification</i>. Conference on Fairness, Accountability, and Transparency.</li> </ul>

3	3-Feb	Measuring, Categorizing, & Controlling	<ul> <li>Star, S.L. (1991). Power, technologies, and the phenomenology of conventions: On being allergic to onions. In J. Law (Ed.), <i>A sociology of monsters: Essays on power, technology, and domination</i> (pp. 26-56).</li> <li>Bowker, G. C., &amp; Star, S. L. (1999). Introduction: To classify is human. In <i>Sorting things out: Classification and its consequences</i> (pp. 1-32). Cambridge, MA: The MIT Press.</li> <li>Benjamin, R. (2019). <i>Race after technology</i>. London, UK: Polity. → <i>Introduction &amp; Chapter 1</i></li> <li>Rieder, B. (2016). Scrutinizing an algorithmic technique: the Bayes classifier as interested reading of reality. <i>Information, Communication &amp; Society</i>, 1-18. doi:10.1080/1369118X.2016.1181195</li> <li>Bechmann, A., &amp; Bowker, G.C. (2019). Unsupervised by any other name: Hidden layers of knowledge production in artificial intelligence on social media. <i>Big Data &amp; Society</i>, <i>6</i>(1), doi:10.1177/2053951718819569</li> </ul>
4	10-Feb	Infrastructures & Platforms	<ul> <li>Star, S. L. (1999). Ethnography of infrastructure. <i>American Behavioral Scientist, 43</i>(3), 377-391.</li> <li>Larkin, B. (2013). The politics and poetics of infrastructure. <i>Annual Review of Anthropology, 42</i>, 327-343. doi:10.1146/annurev-anthro-092412-155522</li> <li>van Dijck, J., Poell, T., &amp; 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.</li> <li>Plantin, JC., Lagoze, C., Edwards, P. N., &amp; Sandvig, C. (2016). Infrastructure studies meet platform studies in the age of Google and Facebook. <i>New Media &amp; Society</i>. doi:10.1177/1461444816661553</li> <li>Parks, L. (2012). Technostruggles and the satellite dish: A populist approach to infrastructure. In G. Bolin (Ed.), <i>Cultural technologies: The shaping of culture in media and society</i> (pp. 64-86). Routledge.</li> <li>Brock, A. (2012). From the Blackhand Side: Twitter as a Cultural Conversation. <i>Journal of Broadcasting &amp; Electronic Media</i>, <i>56</i>(4), 529-549. doi:10.1080/08838151.2012.732147</li> <li>Cowen, D. (2017). "Infrastructures of Empire and Resistance." <i>Verso.</i> Retrieved from <a href="https://www.versobooks.com/blogs/3067-infrastructures-of-empire-and-resistance">https://www.versobooks.com/blogs/3067-infrastructures-of-empire-and-resistance</a></li> <li>Browse: Crawford &amp; Joler's "Anatomy of Al" (2018) site [https://anatomyof.ai/] and/or watch Crawford's January 2020 "Anatomy of Al" UNSW address: <a href="https://www.versobooks.com/blogs/1041">https://www.versobooks.com/blogs/1041"</a> (2018) site [https://anatomyof.ai/] and/or watch Crawford's January 2020 "Anatomy of Al" UNSW address: <a href="https://www.versobooks.com/watch?v=uM7ggPnmDDc">https://www.versobooks.com/blogs/3067-infrastructures-of-empire-and-resistance</a></li> </ul>

			Gillespie, T. (2014). The relevance of algorithms. In T. Gillespie, P. Boczkowski, & K. A. Foot (Eds.), Media technologies:
	17-Feb		Essays on communication, materiality, and society (pp. 167-194). MIT Press.
		Algorithms & Automation	Mendon-Plasek, A. (2021). Mechanized Significance and Machine Learning: Why It Became Thinkable and Preferable to Teach Machines to Judge the World. In J. Roberge & M. Castelle (Eds.), <i>The Cultural Life of Machine Learning: An</i> <i>Incursion into Critical AI Studies</i> (pp. 31-78). Springer International Publishing.
			Napoli, P. M. (2014). Automated media: An institutional theory perspective on algorithmic media production and consumption. <i>Communication Theory, 24</i> (3), 340-360. doi:10.1111/comt.12039.
5			Seaver, N. (2019). Knowing algorithms. In J. Vertesi & D. Ribes (Eds.), <i>digitalSTS: A fieldguide for Science &amp; Technology Studies</i> (pp. 412-422). Princeton, NJ: Princeton University Press.
			Christin, A. (2020). The ethnographer and the algorithm: beyond the black box. <i>Theory and Society</i> . doi:10.1007/s11186-020-09411-3
			Gebru, T. (2020). Race and gender. In F. P. Markus D. Dubber, Sunit Das (Ed.), Oxford Handbook of Ethics of AI.
			Crawford, K., & Paglen, T. (2019, September 19, 2019). Excavating AI: The Politics of Training Sets for Machine Learning. AI Now Institute. Retrieved from <u>https://excavatingai.com/</u>
	24-Feb	Feb <b>Scale</b>	Edwards, P. (2003). Infrastructure and modernity: Force, time, and social organization in the history of sociotechnical systems. In T. J. Misa, P. Brey, & A. Feenberg (Eds.), <i>Modernity and technology</i> (pp. 185-225). MIT Press.
6			Tsing, A. L. (2012). On Nonscalability: The Living World Is Not Amenable to Precision-Nested Scales. <i>Common Knowledge,</i> 18(3), 505-524.
			Gillespie, T. (2020). Content moderation, AI, & the question of scale. <i>Big Data &amp; Society, 7</i> (2), doi:10.1177/2053951720943234
			Ananny, M. (2019). Probably Speech, Maybe Free: Toward a Probabilistic Understanding of Online Expression and Platform Governance. <i>Columbia Law School</i> . <u>https://knightcolumbia.org/content/probably-speech-maybe-free-toward-a-probabilistic-understanding-of-online-expression-and-platform-governance</u>
			Stark, L. (2018). Algorithmic psychometrics and the scalable subject. <i>Social Studies of Science, 48</i> (2), 204-231. doi:10.1177/0306312718772094
			Bowker, G. C., & Star, S. L. (1999). The case of race classification and reclassification under apartheid. In <i>Sorting things out:</i> <i>Classification and its consequences</i> (pp. 195-225). Cambridge, MA: The MIT Press.
			Browne, S. (2015). Notes on surveillance studies. In <i>Dark matters: On the surveillance of blackness</i> (pp. 31-62). Durham, NC: Duke University Press.

7	3-Mar	Accountability & Governance	<ul> <li>Gorwa, R., Binns, R., &amp; Katzenbach, C. (2020). Algorithmic content moderation: Technical and political challenges in the automation of platform governance. <i>Big Data &amp; Society, 7</i>(1), 2053951719897945.</li> <li>Hoffmann, A. L. (2019). Where fairness fails: data, algorithms, and the limits of antidiscrimination discourse. <i>Information, Communication &amp; Society, 22</i>(7), 900-915. doi:10.1080/1369118X.2019.1573912</li> <li>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</li> <li>Stark, L., Greene, D., &amp; Hoffmann, A. L. (2021). Critical Perspectives on Governance Mechanisms for AI/ML Systems. In J. Roberge &amp; M. Castelle (Eds.), <i>The Cultural Life of Machine Learning: An Incursion into Critical AI Studies</i> (pp. 257-280). Cham: Springer International Publishing.</li> <li>Elish, M. C. (2019). Moral Crumple Zones: Cautionary Tales in Human-Robot Interaction. <i>Engaging Science, Technology, and Society, 5</i>, 21. doi:10.17351/ests2019.260</li> <li>Crawford, K., &amp; Schultz, J. (2013). Big data and due process: Toward a framework to redress predictive privacy harms. <i>Boston College Law Review, 55</i>(1), 93-128.</li> </ul>
8	10-Mar	Utopias, Disruptions, & Charisma [Visitor: Dr. Morgan Ames]	<ul> <li>Avle, S., Lin, C., Hardy, J., &amp; Lindtner, S. (2020). Scaling Techno-Optimistic Visions. <i>Engaging Science, Technology, and Society, 6</i>, 237-254. doi:10.17351/ests2020.283</li> <li>Ames, M. G. (2019). <i>The Charisma Machine: The Life, Death, and Legacy of One Laptop per Child</i>. Cambridge, MA: MIT Press.</li> </ul>

9	17-Mar	Indigenous, Anti-Colonial & Oppositional Perspectives	<ul> <li>Subramaniam, B., Foster, L., Harding, S., Roy, D., &amp; TallBear, K. (2017). Feminism, Postcolonialism, Technoscience. In U. Felt, R. Fouché, C. A. Miller, &amp; L. Smith-Doerr (Eds.), <i>The Handbook of Science and Technology Studies</i> (4th ed., pp. 407-434). Cambridge, MA: MIT Press.</li> <li>Christen, K. (2012). Does information really want to be free? Indigenous knowledge systems and the question of openness. <i>International Journal of Communication, 6</i>, 2870–2893.</li> <li>Philip, K., Irani, L., &amp; Dourish, P. (2012). Postcolonial Computing: A Tactical Survey. <i>Science, Technology, &amp; Human Values, 37</i>(1), 3-29. doi:10.1177/0162243910389594.</li> <li>Nakamura, L. (2014). Indigenous Circuits: Navajo Women and the radicialization of early electronic manufacture. <i>American Quarterly, 66</i>(4), 919-941. doi:10.1353/aq.2014.0070.</li> <li>Tsosie, K. S., Yracheta, J. M., Kolopenuk, J., &amp; Smith, R. W. A. Indigenous data sovereignties and data sharing in biological anthropology. <i>American Journal of Physical Anthropology</i>, doi:https://doi.org/10.1002/ajpa.24184.</li> <li>Gangadharan, S. P. (2015). The downside of digital inclusion: Expectations and experiences of privacy and surveillance among marginal Internet users. <i>New Media &amp; Society</i>. doi:10.1177/1461444815614053.</li> </ul>
10	24-Mar	Information & Public Infrastructures	<ul> <li>Marres, N. (2010). Front-staging nonhumans: Publicity as a constraint on the political activity of things. In B. Braun &amp; S.J. Whatmore (Eds), <i>Political matter: Technoscience, democracy &amp; public life</i> (pp. 177-210)</li> <li>LeDantec, C. A., &amp; DiSalvo, C. (2013). Infrastructuring and the formation of publics in participatory design. <i>Social Studies of Science, 43</i>, 241-264. doi:10.1177/0306312712471581</li> <li>Gray, J., Bounegru, L., &amp; Venturini, T. (2020). 'Fake news' as infrastructural uncanny. <i>New Media &amp; Society, 22</i>(2), 317-341. doi:10.1177/1461444819856912</li> <li>Von Schnitzler, A. (2016). Introduction: Democracy's Infrastructure, Apartheid's Debris. In <i>Democracy's infrastructure: Techno-politics and protest after apartheid</i> (pp. 1-30). Princeton, NJ: Princeton.</li> <li>Graves, L., &amp; Anderson, C. W. (2020). Discipline and promote: Building infrastructure and managing algorithms in a 'structured journalism' project by professional fact-checking groups. <i>New Media &amp; Society, 22</i>(2), 342-360.</li> <li>Marres, N. (2018). Why we can't have our facts back. <i>Engaging Science, Technology, &amp; Society, 4</i>, 423-443</li> </ul>

11	31-Mar	Data & Data Science [Visitor: Prof	<ul> <li>Koopman, C. (2019). Introduction: Informational persons and our information politics. In <i>How we became our data: A geneology of the informational person</i> (pp. 1-32). Chicago, IL: University of Chicago Press.</li> <li>Amoore, L. (2011). Data Derivatives: On the Emergence of a Security Risk Calculus for Our Times. <i>Theory, Culture &amp; Society, 28</i>(6), 24-43. doi:10.1177/0263276411417430</li> <li>Jasanoff, S. (2017). Virtual, visible, and actionable: Data assemblages and the sightlines of justice. <i>Big Data &amp; Society, 4</i>(2).</li> </ul>	
		Seeta Peña Gangadharan]	doi:10.1177/2053951717724477 D'Ignazio, C., & Klein, L. F. (2020). <i>Data feminism</i> . Cambridge, MA: MIT Press. → <b>read any two chapters</b> Passi, S., & Sengers, P. (2020). Making data science systems work. <i>Big Data &amp; Society, 7</i> (2), doi:10.1177/2053951720939605	
12	7-Apr		WELLNESS DAY – NO CLASS MEETING	
13	14-Apr	Repair, Maintenance, & Broken-World Thinking	<ul> <li>Graham, S., &amp; Thrift, N. (2007). Out of Order: Understanding Repair and Maintenance. <i>Theory, Culture &amp; Society, 24</i>(3), 1-25. doi:10.1177/0263276407075954</li> <li>Jackson, S. J. (2013). Rethinking repair. In T. Gillespie, P. J. Boczkowski, &amp; K. A. Foot (Eds.), <i>Media technologies: Essays on communication, materiality, and society</i> (pp. 221-239). Cambridge, MA: MIT Press.</li> <li>Nemer, D., &amp; Chirumamilla, P. (2019). Living in the Broken City: Infrastructural Inequity, Uncertainty, and the Materiality of the Digital in Brazil. In J. Vertesi &amp; D. Ribes (Eds.), <i>digitalSTS: A fieldguide for Science &amp; Technology Studies</i> (pp. 221-239). Princeton, NJ: Princeton University Press.</li> <li>Sachs, S. E. (2020). The algorithm at work? Explanation and repair in the enactment of similarity in art data. <i>Information, Communication &amp; Society, 23</i>(11), 1689-1705. doi:10.1080/1369118X.2019.1612933.</li> <li>Slota, S. C., Fleischmann, K. R., Greenberg, S., Verma, N., Cummings, B., Li, L., &amp; Shenefiel, C. (2020). Good systems, bad data?: Interpretations of Al hype and failures. <i>Proceedings of the Association for Information Science and Technology, 57</i>(1), e275. doi:https://doi.org/10.1002/pra2.275</li> <li>Sharma, S. (2020). A Manifesto for the Broken Machine. <i>Camera Obscura: Feminism, Culture, and Media Studies, 35</i>(2 (104)), 171-179. doi:10.1215/02705346-8359652</li> </ul>	
14	21-Apr	Class Picks	TBD – the class will collaborate to choose readings that represent individual and collective unmet interests.	
15	28-Apr	STUDENT PRESENTATIONS		

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

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.

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.

#### **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 genderbased 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* <u>dsp.usc.edu</u>

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 <u>dps.usc.edu</u>

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 extraand co-curricular programs and opportunities.