

## COMM 502: Theoretical Approaches to Multidisciplinary Design Projects

(4.0 Units)

Fall 2022 – Tuesdays – 2.00-4.50pm

Section: (20780D)

Location: ANN 406

**Instructor: Dr. Morten Bay**

**Office Hours:** By appointment via Zoom (see links below)

**Contact Info:**

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### Course Description

The purpose of this course is to examine and apply theories and present research in Communication and the Social Sciences to individuals interested in bridging disciplines in order to produce a proposal, business plan, publication, or a research project. Particular emphasis is placed on applying theory to understand human communication and behavior, both in face-to-face and digital contexts. Students are introduced to individual, group, and network level theoretical frameworks. See the Daily Schedule below for more specific details.

### Student Learning Outcomes

Expected learning outcomes for students are listed below.

- *Knowledge and Application of Theory*
  - Accurately explain theories of communication and how these theories impact communication outcomes.
  - Use communication theory to analyze case studies for a new perspective on problem solving.
- *Analytical Thinking:*
  - Develop theoretically-grounded improvements to existing communication processes, products, or platforms.
  - Identify, challenge and develop solutions to instances of exclusion, discrimination and systemic bias perpetuated by prevailing systems.
  - Conduct a literature review that synthesizes research from a variety of sources.
  - Apply communication theories to design a feasible and executable cross-disciplinary research project or business proposal of the student's choosing.
- *Research & Communication Skills:*
  - Conduct academic research using a variety of library resources.

- Develop the ability to effectively communicate complex ideas to a diverse range of stakeholders.

## Course Notes

### Modality

This is an in-person class. However, the course has been designed to transition to fully online, should the need arise due to local, state or federal guidelines. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery and participation.

### Recording Notice

In the event that we must meet remotely 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.

*Instructor slide decks will be made available the day after the session.*

## Policies and Procedures

### ***A respectful learning environment***

This class consists of students with diverse identities from a very wide range of backgrounds and cultures. Intellectual freedom is a priority in class discussions, but **any form of sexism, racism, xenophobia, homophobia, ableism or other forms of discriminatory behavior on the basis of gender, ethnicity, sexual orientation, ability or class will not be tolerated. Incidents will be reported to the university immediately.**

Should you be triggered, offended or hurt by anything said in the classroom or require any form of trigger warnings, **speak up**. If you are not comfortable speaking up in class, contact the instructor privately to remedy the situation.

The above **naturally also applies to things said by your instructor**, who is a human being, always learning, and can make mistakes. Do not be afraid to call your instructor out in class sessions on these grounds. If done in a respectful manner, this will **not diminish** your standing in class, but **will improve it.**

**Please see below for instructions on how to contact the Office of Equity and Diversity, the Title IX Office, The Office of Disability Services and Programs and how to report incidents of harassment and/or bias.**

### ***Pronouns and names***

You have an absolute right to demand that your chosen pronouns are respected. Since it is still not standard to list preferred pronouns on university rosters, please enable your instructor to respect any specific pronoun choices by submitting this information via email before classes start or as early as possible after that. Your instructor's pronouns are He/him/his.

If your preferred name does not match the name in the university's registration system, please inform your instructor in a similar manner.

### ***Faith/Belief-based accommodations***

Please inform your instructor as early as possible if the suggested schedule in this syllabus conflicts with your faith or belief system so accommodations can be made.

### ***Honoring Native Lands***

*By participating in this course, you implicitly accept the land acknowledgment below. If you are not comfortable with this for any reason, please notify your instructor as quickly as possible.*

This course acknowledges the Gabrielino-Tongva peoples as the traditional land caretakers of Tovaangar (the Los Angeles basin and So. Channel Islands), and pays respect to the Honuukvetam (Ancestors), 'Ahihirom (Elders) and 'Eyoohiinkem (our relatives/relations) past, present and emerging. Along with the Tongva, we also recognize the Chumash, Tataviam, Serrano, Cahuilla, Juaneno, and Luiseno People, for the land that USC also occupies around Southern California. The course is taught in respectful consideration of the many legacies of violence, displacement, migration, and settlement that preceded its establishment as an opportunity for students.

### **Communication**

Feel free to email me anytime with any concerns or questions. Please allow for 24 hours response time on weekdays, 48 hours on weekends. Due to ongoing research work, I am more inundated with emails than usual. If you have NOT heard back from me within 48 hours of sending your email, it may have been caught by an overzealous spam filter or drowned in a sudden wave of unrelated email, and you should follow up with me. Also, feel free to use any DM mechanism on the social media accounts mentioned above, however I make no guarantees for response time on those.

### **Required Readings and Supplementary Materials**

There is no textbook in this course. All readings and other instructional material that must be read, watched, or listened to will be available on Blackboard.

### **Description of Assignments**

#### ***Weekly Assignments (30%)***

A central goal of this course is to help you strengthen your ability to apply academic theory to real-world scenarios. In this course, you will complete weekly assignments focused on applying the theory you have learned about in class. Some weeks are exempt due to holidays or preparation of other class assignments, and some assignments are easier than others.

Please check the assignment descriptions in the weekly schedule below to plan the completion of these assignments accordingly in weeks where other courses or personal activities may put extra demand on your time. **NOTE: Detailed instructions on how to complete the weekly assignments will be available in the folders on Blackboard.**

Weekly assignment deliverables will take two forms:

*Response papers:* These are short papers that can be in the shape of essays or reports that describe the outcome of the exercise you have been asked to complete. You will be asked to post these in a narrative format on a discussion board on Blackboard so that other students can comment on them.

*Interactive exercises:* Some exercises require you to respond through interaction in an online format, either on Blackboard or a third-party app.

For response papers: This assignment is about **application**, and it is not a summary. At most, you should spend a paragraph summarizing ideas. The bulk of your assignment should be devoted to showing how you applied the theory in question and what the outcome was. Your assignment should demonstrate that you are critically engaging with the material and providing your own take on it. Length should not exceed 500 words. You must include references to course materials and any outside materials you cite (APA format). References are not included in the word count.

Though you are posting your paper online, the paper should still have the same logical structure as if you were submitting it in a traditional fashion. This is a graduate program, and you should be honing your writing skills. Grammatical and spelling errors are distracting. Look out for them. Use the built-in spell-checking mechanisms of your preferred writing software or consider using a tool such as Grammarly.

You will find the link to the discussion board in the folder for the week in question on Blackboard.

Note: Your assignment is due by 11:59PM PST the day before class in order to ensure that your classmates have time to read and comment on your assignment. Submissions posted after this time will be counted as late. Submissions more than 24 hours late will not be accepted.

You are required to post one thoughtful comment on another classmate's post per week. This is worth 2 of the 10 points for each assignment. So, if you post and do not comment, the highest grade you can earn is 8 out of 10 points. You should come to class prepared to discuss your assignment. Lack of preparation for application assignment discussions will impact your course participation grade.

### ***Midterm Project Proposal Presentation (20%)***

The midterm assignment in this course consists of a paper containing a proposal for a project that a group may work on as their final project (In other words, the midterm is a solo project where you come up with an idea for a project, whereas the final is a group project.)

It is your job to put together a compelling project idea and describe it according to a set of criteria. These criteria will be presented in a more detailed prompt that you will receive early on in the course. This prompt will also contain more information about presentation format, length etc.

Besides submitting the proposal paper, you will also present the project to the class using your preferred presentation and data visualization tools.

The groups for the final project will be put together based on these presentations. Some projects will be similar enough to merge. In other cases, some students will prefer to drop their own projects to work on someone else's idea. If you feel strongly about your project, your presentation should be so compelling that other students are willing to drop or merge their own projects with yours. This is how the list of final group projects will come together.

### ***Final Project & Presentation (35%)***

The final project for this course is a group effort and consists of developing a detailed presentation of a “big idea”. The final deliverable consists of a written report and a design component along with a presentation in the final class period. As in the midterm, a prompt with detailed instructions that also outline expectations for this assignment will be provided to you in the second half of the semester.

***Class Participation (15%)***

This is a seminar-style class. I will be lecturing each week, but there will also be a large discussion component of each class meeting. Therefore, class participation is essential. We will spend time discussing the readings, application assignments, and at times working through case studies that relate to the theories and concepts we are covering each week. You will be expected to come to class prepared, having read the assigned readings, with questions/comments prepared on those readings, and with case questions or application examples when requested. If you want to ensure you receive a high participation grade, you should volunteer your thoughts, ideas and responses verbally in class each week. This demonstrates both your engagement and your preparation. (It also makes class more interesting for everyone!).

*Note: ALL writing assignments in this class must follow APA formatting guidelines.*

***Attendance policy***

While it is expected that students will make every effort to attend classes, it is recognized that personal circumstances will arise which preclude class attendance. In such circumstances, the student is responsible for obtaining the materials presented in missed classes and for making up missed tests and other assignments.

**In the event that you find yourself experiencing COVID-19 related symptoms or any symptoms of illness (even the common cold),** in keeping with university recommendations, you should: **STAY HOME!** This is the best way to prevent spreading COVID-19 as supported by scientific evidence; **Please do not come to an in-person class if you are feeling ill, particularly if you are experiencing symptoms of COVID-19.** Nothing we do in our class is worth risking your health, my health, or the health of your peers. Contact me directly to identify options available for keeping up with course requirements and content.

**Breakdown of Grade**

Assignment	Points	% of Grade
Weekly Assignments		30
Midterm proposal paper (Due 10/19)		20
Final project (Due 12/7)		35
Participation		15
<b>TOTAL</b>		<b>100%</b>

**Grading Scale**

**Note:** This is the standard grading scale suggested by USC Annenberg. However, the actual, final grading scale for the course is created at the discretion of the instructor and for this course, it will be calculated based on the performance of the entire class and with consideration of external conditions and circumstances emerging during the semester.

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

## Grading Standards

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

## Grading Timeline

For effective learning, students should receive timely feedback on assignments and exams. Therefore, every attempt will be made to grade assignments/exams and post grades within two weeks. If you think a score or a grade is missing or inaccurate, you are responsible for notifying the Instructor via email **within one (1) week** of a score posting. The email must include a compelling reason/argument for why you believe your score or grade is inaccurate. Do NOT sign up for office hours to discuss your grade before having completed this step. After reviewing your email, any further action is at the discretion of the instructor. Moreover, you only have this period of time to contest a score on an assignment/exam. If you fail to inquire/notify us of any discrepancy, missing score, or contest a score within one week of the date the score is posted, no further changes will be made.

## Assignment Submission Policy

All submissions are due at 11:59pm on the due date (unless otherwise stated) and must be submitted through Blackboard/TurnItIn in .DOC or .PDF format.

## Add/Drop Dates for Session 001 (15 weeks: 8/22/22 – 12/2/22)

Link: <https://classes.usc.edu/term-20223/calendar/>

**Friday, September 9:** Last day to register and add classes for Session 001

**Friday, September 9:** Last day to drop a class without a mark of “W,” except for Monday-only classes, and receive a refund for Session 001

**Friday, September 9:** Last day to change enrollment option to audit for Session 001

**Friday, September 9:** Last day to change a Pass/No Pass to a letter grade for Session 001

**Friday, September 9:** Last day to purchase or waive tuition refund insurance for fall

**Tuesday, September 13:** Last day to add or drop a Monday-only class without a mark of “W” and receive a refund or change to Pass/No Pass or Audit for Session 001

**Friday, October 7:** 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, November 11:** Last day to drop a class with a mark of “W” for Session 001

### Course Schedule: A Weekly Breakdown

**Important note to students:** Be advised that this syllabus is subject to change - and probably will change - based on the progress of the class, events, and/or guest speaker availability. Students should consult the University [Registration Calendar](#) for dates associated with add/drop deadlines, fees, and grading options.

**Note on readings:** The readings are mandatory. I will cold-call students in class, and I do take note when it is clear that the student hasn't done the readings, and this will significantly lower the student's participation grade. Similarly for papers: If a student does not make use of the class readings when discussing a relevant topic, this will be regarded as if the student hasn't done the reading work, and this will also severely decrease the score for the paper. In other words, if you want to succeed in this course: **READ THE REQUIRED MATERIALS BEFORE CLASS!**

You will be instructed on how to read scientific and academic papers strategically in the beginning of the course, helping you to save time and make the studying process easier.

Please note that the readings in this class are a mix of academic readings and journalistic, easy-to-read articles and book chapters. If it looks like there are a lot of pages to read in preparation for a class session, please know that these are much easier to read than academic articles and shouldn't take you very long to get through. The reading amount for each week is designed to be the equivalent of 40-60 academic pages, which is typical for a graduate-level course.

	Topics	Readings	Assignments
Module 1: The Individual			
Week 1 8/23/22	Course Introduction*  Presentation of subjects and discussion of possible project types	<p><a href="#">Ruben, A. (2016) <i>How to Read an a Scientific Paper</i></a>. (WARNING: Sarcasm and irony may be present in this reading)</p> <p><a href="#">Rosenberg, K. (2010). "Reading Games: Strategies for Reading Scholarly Sources - excerpt"</a>.</p> <p><a href="#">Harold Washington College Library. (2022). <i>How to Read Scholarly Articles: Strategies for Reading</i></a>.</p> <p>Griffin, E. (2018). <i>A First Look at Communication Theory</i>-compendium</p> <p>Crawford, K. (2021). <i>Atlas of AI</i>. Yale University Press. Chapter 3: Data</p>	WA: Prepare a statement for the first class: What does communication data science mean to you?

		<p>boyd, d. &amp; Crawford, K. (2012). Critical questions for big data. <i>Information, Communication &amp; Society</i>, 15(5), 662-679.</p> <p><a href="#">Crawford, K. et al. (2019.) AI Now 2019 Report. New York: AI Now Institute. Read pp. 5-13</a></p> <p><i>Optional:</i>  Bernato, S. (2019). Data science and the art of Persuasion. <i>Harvard Business Review</i>.  Griffin, E. (2018). <i>A First Look at Communication Theory</i>- Selected chapters</p>	
Week 2 9/30/22	<b>Cognition</b>	<p><a href="#">Video: Seth, A. (2017). Your Brain Hallucinates Your Conscious Reality. TED.</a></p> <p>Yagoda, D. (September, 2018). <a href="#">The cognitive biases tricking your brain</a>. <i>The Atlantic</i>.</p> <p>Kahneman, D. (2011). Thinking, fast and slow. New York: Farrar, Strauss and Giroux. Chapter 1.</p> <p><a href="#">Gendershades.org: Walk through the presentation on the website and read the text embedded there.</a></p> <p>Scheuerman, M. K., Paul, J. M., &amp; Brubaker, J. R. (2019). How computers see gender: An evaluation of gender classification in commercial facial analysis services. <i>Proceedings of the ACM on Human-Computer Interaction</i>, 3(CSCW), 1-33.</p> <p>Christian, B. (2020). The alignment problem: machine learning and human values. Norton. Chapter 1</p> <p><i>Optional:</i>  Buolamwini, T. &amp; Gebru, T. (2018). Gender Shades: Intersectional Accuracy Disparities in Commercial Gender Classification. <i>Proceedings of Machine Learning Research</i> 81:1{15, 2018 Conference on Fairness, Accountability, and Transparency  Manyika, J., Silberg, J., &amp; Presten, B. (2019). What do we do about the biases in AI?. <i>Harvard Business Review</i></p>	WA: Library Tutorial
Week 3 9/6/22	<b>Emotion</b>	<p>Crawford, K. (2021). "Artificial Intelligence Is Misreading Human Emotion" <i>The Atlantic</i>.</p> <p><a href="#">Heaven, D. (2020). "Why faces don't always tell the truth about feelings" Nature.</a></p> <p>Stark, L. (2019). Affect and Emotion in digitalSTS. <i>digitalSTS: A field guide for science &amp; technology studies</i>, 117-135.</p> <p><a href="#">Stark, L. (2018). Facial recognition, emotion and race in animated social media. First Monday, 23(9).</a></p> <p>Stark, L., &amp; Hoey, J. (2021, March). The ethics of emotion in artificial intelligence systems. In <i>Proceedings of the 2021 ACM Conference on Fairness, Accountability, and Transparency</i> (pp. 782-793).</p>	WA: Can automated, data-driven presentation of visuals trigger an emotional response in you?



		<p>Optional:  Goleman, D. &amp; Boyatzis, R.E. (2017). <u>Emotional intelligence has 12 elements. Which do you need to work on?</u> <i>Harvard Business Review</i>.  Lerner, J.S., Li, Y., Valdesolo, P., &amp; Kassam, K.S. (2015). Emotion and decision making. <i>Annual Review of Psychology</i>, 66, 799-823.  Tellis, G.J., MacInnis, D.J., Tirunillai, S., &amp; Zhang, Y. (2019). What drives virality (sharing) of online digital content? The critical role of information, emotion, and brand prominence. <i>Journal of Marketing</i>, 83(4), 1-20.</p>	
Week 4 9/13/22	<b>Identity and Reputation</b>	<p>Fullwood, C. (2019). Impression management and self-presentation online. In Attrill-Smith, A., Fullwood, C., Keep, M., &amp; Kuss, D.J. (Eds.), <i>The Oxford Handbook of Cyberpsychology</i>. Oxford University Press.</p> <p>Kant, T. (2020). <i>Making it personal: Algorithmic personalization, identity, and everyday life</i>. New York: Oxford University Press. Chapters 1 &amp; 3 (see compendium on Blackboard)</p> <p>Crawford, K. (2021). <i>Atlas of AI</i>. Yale University Press. [Full Text Available via USC Library] Chapter 4: Classification</p> <p><a href="#">Hsu, T. (2019). These influencers aren't flesh and blood, yet millions follow them. <i>New York Times</i>.</a></p> <p>Optional:  Donath, J. (2007). Signals in social supernets. <i>Journal of Computer-Mediated Communication</i>, 12 (1), 231-251  Hermann, E. (2021): Artificial intelligence and mass personalization of communication content—An ethical and literacy perspective.</p>	<p>WA: Describe your edited self. Who are you when you present yourself in computational form? How may those changes interact with platform algorithms?</p>
Week 5 9/20/22	<b>Persuasion and Motivation</b>	<p>Dehnert and Mongeau: Persuasion in the Age of Artificial Intelligence (AI): Theories and Complications of AI-Based Persuasion</p> <p>Kahneman, D. (2011). <i>Thinking, fast and slow</i>. New York: Farrar, Strauss and Giroux. Chapter 12+13</p> <p>Burke, B. (2014). <i>Gamify: How gamification motivates people to do extraordinary things</i>. New York, NY: Garner. Chapter 1.</p> <p>Mason, S. (November 20, 2018). <a href="#">High score, low pay: why the gig economy loves gamification.</a><i>The Guardian</i>.</p> <p>Incentive Research Foundation (2017). <a href="#">Using behavioral economics insights in incentives, rewards, and recognition: A nudge guide</a></p> <p>Optional:  Chou, Y. (n.d.). <a href="#">The Octalysis framework for gamification &amp; behavioral design.</a></p>	<p>Midterm Topic Finalized</p> <p>WA: Examine three compliance- seeking situations in computational media and analyze them.</p>
<b>Module 2: Interpersonal &amp; Group Dynamics</b>			

<p>Week 6 9/27/22</p>	<p><b>Interpersonal Communication</b></p>	<p>Licklider, J. C., &amp; Taylor, R. W. (1968). The computer as a communication device. <i>Science and technology</i>, 76(2), 1-3.</p> <p>Hancock, J.T., Naaman, M., &amp; Levy, K. (2020). AI-mediated communication: Definition, research agenda, and ethical considerations. <i>Journal of Computer-Mediated Communication</i>, 25(1), 89-100.</p> <p>Hohenstein, J., &amp; Jung, M. (2020). AI as a moral crumple zone: The effects of AI-mediated communication on attribution and trust. <i>Computers in Human Behavior</i>, 106.</p> <p>Walther, J. (2011). Theories of Computer-Mediated Communication. In Knapp, M.L., &amp; Daly, J.A. (Eds.), <i>The SAGE Handbook of Interpersonal Communication</i>. Sage: Thousand Oaks.</p> <p><i>Optional:</i> Arsenyan, J., &amp; Mirowska, A. (2021). Almost human? A comparative case study on the social media presence of virtual influencers. <i>International Journal of Human-Computer Studies</i>, 155</p>	<p>WA: Perform your own Turing Test of popular chatbots and virtual assistants.</p>
<p>Week 7 10/4/22</p>	<p><b>Midterm Presentations</b></p>		<p>Midterm proposal paper due WA: Prepare Midterm project proposals presentation</p>
<p>Week 8 10/11/22</p>	<p><b>Intra-group Communication, Collaboration &amp; Collective Intelligence</b></p>	<p>Peeters, M.M.M, et al. (2021). Hybrid collective intelligence in a human-AI society. <i>AI &amp; Society</i>, 36, 217-238.</p> <p>Malone et al. (2010). The collective intelligence genome. MIT Sloan Management Review, 51(3).</p> <p>Sloman, S.A., &amp; Fernbach, P. (2017). <i>The knowledge illusion: Why we never think alone</i>. New York, NY: Riverhead Books. Chapters 6 &amp; 7</p> <p><i>Optional:</i> Raymond, E. (1999). <i>The Cathedral and the Bazaar</i>. O'Reilly. Amelkin, V., et al. (2018). Dynamics of collective performance in collaborative networks. PLOS ONE, 13(10). <a href="#">HBS Digital Initiative (2018). The biggest challenge to the future of crowdsourcing in business. [includes videos]</a> <a href="#">Wilson, H.J. &amp; Daugherty, P.R. (2018). Collaborative intelligence: Humans and AI are joining forces. Harvard Business Review.</a> Metcalf, L., et al, (2019). Keeping humans in the loop: Pooling knowledge through artificial swarm intelligence to improve business decision making. <i>California Management Review</i>, 61(4), 84-109.</p>	<p>WA: Map your own online and offline affinity groups. What are the in-group dynamics that create cohesion and trust? What might do the opposite?</p>

<p>Week 9 10/18/22</p>	<p><b>Addressing and communicating with audiences:</b> <b>Group Emotion</b> <b>Group Identity</b></p>	<p>Goldenberg, A., Garcia, D., Halperin, E., &amp; Gross, J.J. (2020). Collective emotions. <i>Current Directions in Psychological Science</i>, 29(2), 154-160.</p> <p>Mackie, D.M., &amp; Smith, E.R. (2017). Group-based emotion in group processes and intergroup relations. <i>Group Processes &amp; Intergroup Relations</i>, 20(5), 658-668.</p> <p>DeCook and Forestal. (2022). Of Humans, Machines, and Extremism: The Role of Platforms in Facilitating Undemocratic Cognition. <i>American Behavioral Scientist</i></p> <p>Samantha Hautea et al. (2021). "Showing They Care (Or Don't): Affective Publics and Ambivalent Climate Activism on TikTok," <i>Social Media+ Society</i> 7, no. 2</p> <p>Gaudette, T., Scrivens, R., Davies, G., &amp; Frank, R. (2020). Upvoting extremism: Collective identity formation and the extreme right on Reddit. <i>New Media &amp; Society</i></p> <p><i>Optional:</i> Spears, R. (2012). Group identities: The social identity perspective. In Schwarz, S.J. et. al. (eds.), <i>Handbook of identity theory and research</i>. New York, NY: Springer.</p> <p>Spears, R. (2009). Social identity model of deindividuation effects. In Rossler, P., Hoffner, C.A., &amp; van Zoonen, L. (Eds.), <i>The international encyclopedia of media effects</i>. Hoboken, NJ: Wiley-Blackwell.</p> <p>Li, S., Zhang, G. (2018). Intergroup communication in online forums: The effect of group identification on online support provision. <i>Communication Research</i>, 48(6), 874-894.</p>	<p>Final Project Group &amp; Topic Selection</p> <p>WA: Perform a DEIA audit on a real- life message whose creation and strategic dissemination was data-driven.</p>
<p><b>Module 3: Dynamics of Networks and Collectives</b></p>			
<p>Week 10 10/25/22</p>	<p><b>Theories of Social Networks and diffusion of information/innovation</b></p>	<p>Miltner. K.M. (2018) Internet Memes. <i>The SAGE handbook of social media</i> 55, 412-428</p> <p>García-Avilés, J. (2020). Diffusion of Innovation. <i>International Encyclopedia of Media Psychology</i>. Wiley.</p> <p>Knoke, D., &amp; Yang, S. (2020). <i>Social network analysis</i>. SAGE Publications, Inc. Chapters 1, 2 and 4 (<i>Note: Chapter 3 is optional!</i>)</p> <p>Soffer, O. (2021). Algorithmic Personalization and the Two-Step Flow of Communication. <i>Communication Theory</i>, Volume 31, Issue 3, August 2021, Pages 297–315, <a href="https://doi.org/10.1093/ct/qtz008">https://doi.org/10.1093/ct/qtz008</a></p> <p>Goldenberg, A., &amp; Gross, J.J. (2020). Digital emotion contagion. <i>Trends in Cognitive Sciences</i>, 24(4), 316-328.</p> <p><i>Optional:</i> Thompson, D. (2017). Hit makers: The science of popularity in an age of distraction. New York, NY: Penguin Press Chapter 8 Rogers, E. (2003). <i>Diffusion of Innovations</i>, 5th Ed. New York, NY: Free Press. Chapters 1, 4, 6 &amp; 7</p>	<p>WA: Draw your ego network map and identify your key opinion leaders, degrees of centralization, weak and strong ties, etc.</p>

		<p>Ferrara, E., &amp; Yang, Z. (2015). Measuring emotional contagion in social media. <i>Plos One</i>.</p> <p>Gerbaudo, P. (2016). Rousing the Facebook crowd: Digital enthusiasm and emotional contagion in the 2011 protests in Egypt and Spain. <i>International Journal of Communication</i>, 10.</p>	
<p>Week 11 11/1/22</p>	<p><b>Infrastructure of digital media</b></p>	<p>Borning, A. et al. (2020). The 'invisible' materiality of information technology. <i>Communications of the ACM</i>,</p> <p>Winseck, D. (2017). The geopolitical economy of the global internet infrastructure. <i>Journal of Information Policy</i>, 7(1), 228-267.</p> <p>Starosielski, N. (2015). Fixed Flow: Undersea Cables as Media Infrastructure in Parks, L. and Starosielski, N. (eds). <i>Signal Traffic: Critical Studies of Media Infrastructures</i>. University of Illinois Press.</p> <p>Colbjørnsen, T. (2021). The streaming network: Conceptualizing distribution economy, technology, and power in streaming media services. <i>Convergence</i>, 27(5), 1264-1287.</p> <p>Chalaby, J. K., &amp; Plunkett, S. (2021).</p> <p>Cubitt, S. (2017). Current screens. <i>The Screen Media Reader: Culture, Theory, Practice</i>, 39-54.</p>	<p>WA: Trace an Internet query or transmission using a tool provided by your instructor and perform a critical analysis of what you find.</p>
<p>Week 12 11/8/22</p>	<p><b>Digital Cultures</b></p>	<p>Zulli, D., &amp; Zulli, D. J. (2020). Extending the Internet meme: Conceptualizing technological mimesis and imitation publics on the TikTok platform. <i>New Media &amp; Society</i>, 1461444820983603.</p> <p>Ganesh, S., Mingsheng, L., &amp; Vaccarino, F. (2017). The bases for intercultural communication in a digital era. In <i>Global perspectives on intercultural communication</i> (pp. 355-365). Routledge.</p> <p>Striphas, T. (2015). Algorithmic culture. <i>European Journal of Cultural Studies</i>, 18(4-5), 395-412.</p> <p>Abidin, C. (2021). From “networked publics” to “refracted publics”: A companion framework for researching “below the radar” studies. <i>Social Media+ Society</i>, 7(1).</p> <p><i>Optional:</i></p> <p>Earley, P.C., &amp; Mosakowski, E. (2004). Toward culture intelligence: Turning cultural differences into a workplace advantage. <i>Academy of Management Executive</i>, 19(3), 151-157.</p> <p>Huntington, H. (2019) Partisan cues and internet memes: early evidence for motivated skepticism in audience message processing of spreadable political media. <i>Atlantic Journal of Communication</i>.</p> <p>Hofstede, G. (2009). <i>Dimensionalizing Cultures: The Hofstede Model in Context</i>. <a href="#">Online Readings in Psychology and Culture, Unit 2</a></p>	<p>WA: Choose an organized “public” from a provided list and analyze their network power.</p>
<p>Week 13 11/15/22</p>	<p><b>Ethics in the Age of Big Data</b></p>	<p>Ess, C. (2013). “Chapter 6: Digital Media Ethics - Overview, Frameworks, Resources.” In <i>Digital Media Ethics</i>. Polity.</p> <p>Crawford, K. (2021). <i>Atlas of AI</i>. Yale University Press. Chapters 1, Conclusion.</p> <p>Slater, M. et al. (2020). The ethics of realism in virtual and augmented reality. <i>Frontiers in Virtual Reality</i>, 1, 1.</p> <p><a href="#">Kaelin, M. (2019). GDPR Cheat Sheet. TechRepublic.</a></p> <p><a href="#">Bloomberg Law (2021) - CCPA vs CPRA - What’s the Difference?</a></p>	<p>WA: Perform an applied ethics analysis of a controversy of your choice.</p>

		<a href="#">Klosowski, T. (2021). The state of consumer data privacy laws in the US (and why it matters). New York Times.</a>  <i>Optional:</i> Markkula Center for Applied Ethics (2015). <i>Thinking Ethically</i> . Chessell, M. (2014). Ethics for big data and analytics. <i>IBM</i> Benaich, N. & Hogarth, B. (2020). <i>State of AI Report</i> . (Section on Politics) Metcalf, J., Keller, E.F., & boyd, d. (2016). Perspectives on big data, ethics, and society. <i>Council for big data, ethics, and society</i> .	
Week 14 11/22/22	<b>Finals Workshop Week* (No Class-Thanksgiving Holiday)</b>		
Week 15 11/29/22	<b>Final Presentations &amp; Course Reflections*</b>		Final Presentation
Week 16	<b>Final Paper due December 8</b>		

## 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](#).” Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

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](http://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](https://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](https://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](https://equity.usc.edu), [titleix.usc.edu](https://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.symlicity.com/care\\_report](https://usc-advocate.symlicity.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](https://dsp.usc.edu)

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

*USC Support and Advocacy - (213) 821-4710*  
[uscsa.usc.edu](https://uscsa.usc.edu)

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

*Diversity at USC - (213) 740-2101*  
[diversity.usc.edu](https://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](https://dps.usc.edu), [emergency.usc.edu](https://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](https://dps.usc.edu)

Non-emergency assistance or information.

*Annenberg Student Success Fund*

<https://annenbergscholarships.usc.edu/current-students/resources/annenbergscholarships-and-awards>

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.