

COMM 553: Global Internet Governance (4 units)

Instructor: Prof. Hernan Galperin

Term: Fall 2022

Schedule: Monday 5:00-7.50pm

Location: ASC 230

Office Hours: Wednesday 3-4pm (or by appointment)

email: hgalperi@usc.edu

Zoom room: <https://usc.zoom.us/my/hernangalperin>

Course Description: In recent years, the governance of Internet infrastructure and platforms 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 industry consolidation in the digital economy, and how to protect the country from cyberattacks. The EU has passed new privacy and copyright rules that some argue threaten to fragment the Internet. Brazil is debating new rules for content moderation on social media, while China, Russia 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 Internet governance on a global scale, and how this is likely to affect the organization of Internet and new media markets in the coming decades. We will survey contemporary debates on issues such as net neutrality, data privacy, cross-border data flows and content moderation, and examine how policy responses to these issues differ across 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's-level students interested in acquiring rigorous policy analysis tools, as well as doctoral students whose research interests intersect with Internet governance topics.

Student Learning Outcomes: 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 Internet governance;
- Be able to conduct such analysis in international comparative perspective.

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 student research projects, which will be developed over the course of the semester and presented to the class in the final week of classes. We may also have occasional guest speakers join in the conversation.

Delivery modality and attendance policy: It is expected that students attend class in person. Please do not come to 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 to identify options available for keeping up with course requirements and content.

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 current debates about 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). Each blog entry will consist of a link to a recent news article/report/short video/blog post that relates to a 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 on Mondays at 9am on Blackboard. Before posting, please review existing entries from your classmates to make sure you are not linking to the same material. In addition, at the start of every class each student will be asked to comment briefly on the blog entry of at least one classmate. How to find interesting articles/material for your blog entry? See the “Resources” page on Blackboard. Blog entries are not graded individually but rather as a whole as part of your class participation grade.
2. *Weekly questions.* Each week students will write at least two questions for discussion that engages with the week’s reading material. The goal of this activity is to spark discussions in class based on questions presented by students. These questions are due via email (hgalperi@usc.edu) on Mondays at 9am. These questions are not graded individually but rather as a whole as part of your class participation grade. This activity will begin in week 2.
3. *Class facilitation.* Each student will facilitate the class discussion in a week of their choice. Facilitating the class discussion does not mean that students need to prepare a lecture or a long presentation. Rather, come ready to give a brief introduction to the topic and your key takeaways from the readings (about 10-15 min), and then propose a set of questions to spark the discussion (you may also use the questions submitted by your classmates). This activity will begin in week 4.
4. *Final research paper.* Students will develop an individual research paper in which they will examine an Internet governance issue of their choice. Papers will be developed throughout the semester and will be due (through Blackboard) on December 9 at 11.59pm. The suggested length is 18 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 final paper:
 - Week 5: 1-page summary including main topic and research questions to be addressed
 - Week 8: 3-page outline laying out sections and organization of the paper
 - Week 11: Literature review containing at least 12 papers/reports related to the topic

These intermediate deliverables will not be graded. Rather, I will provide feedback that will help push the paper forward. The research paper grade will be based on the quality of the final paper as well as a 15-minute presentation of the (almost final) paper (similar to a presentation at an academic or policy/business meeting) that each student will deliver in class on week 15.

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	10
Weekly questions	10
Class facilitation	20
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.

Grading Scale:

95 to 100%: A	78% to 81%: B-	62% to 65%: D+
90% to 94%: A-	74% to 77%: C+	58% to 61%: D
86% to 89%: B+	70% to 73%: C	54% to 57%: D-
82% to 85%: B	66% to 69%: C-	0% to 53%: F

Grading Standards

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.

Other Classroom Policies: USC Annenberg has a policy that requires that all students enrolled in an Annenberg class bring their own laptop device to campus. Please bring your laptop or tablet to class as we will occasionally have activities in class that require each student to have a laptop. If you do not have a laptop, USC Information Technology Services provides loaner laptops. Laptops are expected to be used for taking notes and other course-related activities only.

Important note: The class requires students have a working understanding of how the Internet works. To this goal, we will dedicate 10-15 minutes each class to review a short video in this series: “How the Internet Works” ([here](#)). Students are required to watch the videos before each class according to the class schedule below. In addition, students are encouraged to review the following book: An Introduction to Internet Governance, by Jovan Kurbalija (Diplo Foundation). This is an excellent introduction to the topic for the general public and aspiring diplomats ([here](#)).

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

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 and/or guest speaker availability.

	Topics/Daily Activities	Class material	Due this week
Week 1: 8/22	Class introduction.		
Week 2: 8/30	What is governance? Theoretical foundations of cyberspace governance.	<u>Read:</u> Puppis, M. (2010). Media Governance: A New Concept for the Analysis of Media Policy and Regulation. <u>Read:</u> De Nardis, L. (2014). The Global War for Internet Governance (pp. 1-25) <u>Watch:</u> “What is the Internet?” and “Wires, Cables and Wifi” (here)	- Blog entry - Weekly questions
Week 3: 9/5	No class (Labor Day)		
Week 4: 9/12	The evolution of governance regimes for ICT networks.	<u>Read:</u> Drake, W. (2010). Introduction: The distributed architecture of network global governance, pp 1-26 (rest is optional). <u>Read:</u> Greenstein, S. (2012). Internet Infrastructure. <u>Read:</u> Greenstein, S. (2020). The Basic Economics of Internet Infrastructure. <u>Watch:</u> “IP addresses and the DNS?” and “Packets, routing and reliability” (here)	- Blog entry - Weekly questions
Week 5: 9/19	Common carriers, net neutrality and the governance of Internet infrastructure.	<u>Read:</u> Crawford, S. (2013). Captive Audience. Intro and Chapter 1. <u>Read:</u> Mueller, M. (2012). Property and commons in Internet governance. <u>Watch:</u> “HTTP and HTML?” and “Encryption and public keys” (here)	- Blog entry - Weekly questions - 1-page final paper summary
Week 6: 9/26	Sovereignty and jurisdiction.	<u>Read:</u> Goldsmith, J., and Wu, T. (2005). Who controls the Internet? Chapters 1-5. <u>Read:</u> Mueller, M. (2020). Against Sovereignty in Cyberspace. <u>Watch:</u> “Cybersecurity and crime?” and “How search works” (here)	- Blog entry - Weekly questions
Week 7: 10/3	Regime complexity and fragmentation.	<u>Read:</u> Nye, J. (2016). The Regime Complex for Managing Global Cyber Activities. <u>Read:</u> Drake et al. (2016). Internet Fragmentation: An Overview.	- Blog entry - Weekly questions

Week 8: 10/10	Platform governance and free speech.	<u>Read</u> : Gillespie, T. (2018). Custodians of the Internet (Chapters 1 and 2). <u>Read</u> : Gorwa, R. (2019). What is platform governance?	- Blog entry - Weekly questions - 3-page final paper outline
Week 9: 10/17	Online privacy and surveillance.	<u>Read</u> : TBD <u>Read</u> : TBD	- Blog entry - Reading questions
Week 10: 10/24	Data localization and the governance of digital trade.	<u>Read</u> : Taylor, R. (2020). Data localization: The Internet in the balance. <u>Read</u> : Aaronson, S. (2019). Data is different, and that's why the world needs a new approach to governing cross-border data flows.	- Blog entry - Weekly questions
Week 11: 10/31	Cyberpower and cybersecurity.	<u>Read</u> : Nye, J. (2010). Cyberpower. Harvard Kennedy School.	- Blog entry - Weekly questions - Final paper literature review
Week 12: 11/7	The regulation of algorithms and AI	<u>Read</u> : Yeung, K., & Lodge, M. (2019). Algorithmic Regulation: An Introduction.	- Blog entry - Weekly questions
Week 13: 11/14	Competition policy for the Internet	<u>Read</u> : Khan, L. (2018). Sources of platform tech power.	- Blog entry - Weekly questions
Week 14: 11/21	Internet and social inequality	<u>Read</u> : Helsper, H. (2021). The Digital Disconnect: The Social Causes and Consequences of Digital Inequalities.	- Blog entry - Weekly questions
Week 15: 11/28	Final paper presentations		- Final paper 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](#).” Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, 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

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, 7 days/week.

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

studenthealth.usc.edu/sexual-assault

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

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

equity.usc.edu, titleix.usc.edu

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

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

usc-advocate.symplcity.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 Student Accessibility Services - (213) 740-0776

osas.usc.edu

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

USC Support and Advocacy - (213) 821-4710

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

Diversity at USC - (213) 740-2101

diversity.usc.edu

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

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

dps.usc.edu, emergency.usc.edu

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

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

dps.usc.edu Non-emergency assistance or information.

Annenberg Student Success Fund

<https://annenberg.usc.edu/current-students/resources/annenberg-scholarships-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.