



## COMM 309: Communication & Technology

### 4 Units

Spring 2023 – Monday-Wednesday 2:00-3:20pm

Section: 20494R

Location: ANNL105A and Blackboard (occasionally on Zoom)

**Instructor:** François Bar (he/il/他)

**Office:** ANN310L

**Office Hours:** Wednesdays after class 3:30-4:30pm PST/PDT (please email to let me know if you plan to come), or by appointment.

**Contact Info:** fbar@usc.edu (please put “COMM309” in the subject) – 213-821-1108 – <http://fbar.net>

Teaching Assistants / Graders: (TBD)

TA	contact	Office hours
Soyun Ahn - <a href="#">bio</a>	<a href="mailto:soyunahn@usc.edu">soyunahn@usc.edu</a>	
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### Course Description

From the catalog: Cultural, social, political, and economic dynamics of communication technologies, including internet architecture, social media, participatory cultures, privacy, surveillance, networked journalism, big data, algorithms, online activism.

(This syllabus draws heavily on previous versions of this class taught by Annenberg faculty, in particular Prof. Mike Ananny)

What are communication technologies, why and how do they matter? This is a survey course designed to give undergraduates an overview of core concepts, historical trajectories, and contemporary controversies in the design, deployment, use, and critical study of communication technologies. The first part of the course takes a broad view of communication technology and considers different historical moments to establish some fundamental concepts. It then focuses largely on contemporary, internet-based system and cultures. Students will learn about different definitions of “communication” and “technology”; examine the values and assumptions of those who make and use communication technologies; and gain insight into how communication technologies are created, deployed, used, regulated, and remade through an ever changing set of economic, social and cultural dynamics. Through critiques of scholarly literature and contemporary cases students will examine communication technologies in relation to notions of: community, participation, climate crisis, race, gender, identity, journalism, copyright, free speech, reputation, misinformation, big data, algorithms, privacy, surveillance, labor, commodity, gaming, and cities. By the end of the course, students should be able to create and refine complex definitions of “communication” and “technology” that they can draw upon as critical makers and users of communication technologies for years to come.

### Student Learning Outcomes

Upon successfully completing the course, students will be able to:

- State their own definitions of “communication” and “technology” and explain those definitions’ groundings
- Connect theories of “communication” and “technology” to related concepts – economics and business, power, politics, difference, identity, community, development, labor, etc

- Discuss contemporary examples of communication technologies and current news developments in relation to theoretical concepts.
- Connect course concepts and examples to their envisioned future careers.

### Course Notes

- All readings will be provided via Blackboard; there are no textbooks to buy.
- All lecture slides will be posted on Blackboard after the lecture is complete and deleted when the course is over.
- In a class this large, neither the TAs nor the instructor can “summarize” classes for individual students so, if it is impossible for you to attend classes in real-time, we do expect that you will review the slides, and contact classmates to find out what went on before reaching out to TAs.
- Most classes will be held in-person, but please check Blackboard for up-to-date information on our class modality. Selected classes will likely be held on zoom at various points during the semester, in particular to accommodate remote guest speakers.
- Zoomed 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 [the USC Student Handbook](#) section regarding [class notes](#). These rules will be strictly enforced, and violations will be met with the appropriate disciplinary sanction. In person class sessions will be recorded and shared to the extent possible.
- Zoom etiquette: Although you are not obligated to turn your camera on, we highly recommend it (feel free to pick a background of your choice if this makes you feel more comfortable keeping your camera on). Please keep your microphone off except when you’re speaking.

### Communication

With a class of this size, **TAs are your best first point of contact** for any logistical or administrative issues. Please email them first, and then me if you still have questions. For the first week or two of class you’re welcome to email any of the four TAs (see first page of syllabus) but, after enrollment settles, I’ll divide up the class evenly into groups with one TA as the primary contact, so you’ll have a dedicated TA as your first point of contact. Be sure to email any question to your TA first.

You are also welcome to email me if you have a question/concern beyond the response the TA has given. I’ll generally answer your email within 48 hours. If I haven’t answered within that time, don’t be shy about resending your email. Keep in mind that I usually don’t answer email on weekends or after 7pm on weekdays (this is the same for the TAs). If it’s an urgent matter (e.g., a personal or medical emergency that will prevent you from completing an assignment or taking an exam), please mark the subject line ‘urgent’ and email me and your TA simultaneously.

If you have a longer question that’s best addressed in a conversation, please visit one of our office hours (see first page of syllabus and “Syllabus” tab on Blackboard) or email me/TA to make an appointment. More involved questions about course content or personal matters are often best answered individually.

Please note: do not email me or a TA saying something like “I missed class – what happened? Anything important?” First, every class is important; second, the TAs and I can’t summarize whole classes for you. All the materials are posted on Blackboard, all lectures are recorded on Zoom, and you can ask a fellow student for notes.

### Technological Proficiency and Hardware/Software Required

You will need an internet-capable device with functional sound and camera to attend the zoom lectures, access Blackboard and online resources, preferably a laptop or desktop computer. A smartphone or tablet will likely not be sufficient. If that will be a problem, please reach out as soon as possible.

Please make sure to update your zoom client application to the latest version.

Please also log into zoom with your usc email address – this will be essential for breakout room assignments

### Required Readings and Supplementary Materials

All required readings and supplemental materials will be available online, either as an open resource, electronically via the USC library, or in the class' Blackboard documents collection. Links to required materials will be posted weekly on Blackboard, in the "Content" section

## Description and Assessment of Assignments

### You will submit all work through Blackboard

**Preparation for each class:** There will be **material to read, watch or listen to** in preparation for each class. Make sure you review this before class – the lectures will make a lot more sense that way. In addition, each week you will be asked to **complete an activity** which is intended to provide context for the lecture. You are asked to post the output from that activity on Blackboard before the start of class – these may be a short writing assignment, a chart, a short recording, or some other product. You will get credit for completing these activities, and two of these will randomly be graded over the course of the semester. There will be 12 such activities through the semester and you may skip 2 of them – complete 10 to receive maximum credit.

**Mid-term Exam:** Approximately half-way through the semester, students will complete a take-home, open-book exam covering material in both lectures and readings up to that point. Students may use any notes, guides, articles, etc., that they like but are not allowed to collaborate or receive outside help. The prompt will be posted on Blackboard at the start of our usual class time, and you will have 24 hours to turn in your answer (similar to a 'blue book' in class exam, but you have more time). This mid-term will be geared toward confirming that you have mastered the concepts presented in the first part of the course.

**Two Short Papers:** During the second half of the class, in response to detailed prompts, students will submit 2 short "thematic papers" of 1,500- 2,000 words. Each prompt will ask students to reflect on a question, example, or theme connected to that stage of the course. Papers will be evaluated on how well they answer the prompt; offer a compelling and insightful perspective; use evidence to support the argumentation; and use clear, concise, and grammatical language. The paper prompts will be given out at the end of class on a Wednesday, and students will have 12 days to write their answers.

### Breakdown of Grade and Timeline

Assignment	handed out	Due	Points	% of grade	note
<b>Complete 10 preparation activities</b>	each week (12 available in total)	following week	20	20%	2 pts each
<b>2 prep activities will be "deep graded" (among the 10)</b>			10	10%	5 pts each
<b>Mid-term</b>	Wed, 3/1, 2pm	Thu, 3/2, 2pm	30	30%	1 day
<b>Short paper #1</b>	Wed, March 22	Mon, April 3	20	20%	12 days
<b>Short paper #2</b>	Wed, April 26	Mon, May 8, 2pm	20	20%	12 days
		<b>Total</b>	<b>100</b>	<b>100%</b>	

### Grading Scale

<b>94 to 100%: A</b>	<b>80% to 83%: B minus</b>	<b>67% to 69%: D plus</b>
<b>90% to 93%: A minus</b>	<b>77% to 79%: C plus</b>	<b>64% to 66%: D</b>
<b>87% to 89%: B plus</b>	<b>74% to 76%: C</b>	<b>60% to 63%: D minus</b>
<b>84% to 86%: B</b>	<b>70% to 73%: C minus</b>	<b>0% to 59%: F</b>

## Grading Standards

Letter Grade	Description
<b>A</b>	Excellent; demonstrates extraordinarily high achievement; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded.
<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>C</b>	Satisfactory/Fair; reasonable knowledge and understanding of subject matter; most expectations are met; despite any shortcomings, demonstrates basic level of understanding.
<b>D</b>	Marginal; minimal knowledge and understanding of subject matter; more than one significant shortcoming; deficiencies indicate only the most rudimentary level of understanding.
<b>F</b>	Failing; unacceptably low level of knowledge and understanding of subject matter; deficiencies indicate lack of understanding.

Here's the **best way to get an "A"** in the course:

- attend all of the classes / watch all of the lecture videos promptly (it's so much easier to have a sense of a topic or the flow of the course if you attend/watch regularly and aren't trying to play catch up);
- review all the assigned materials before the class (doing so will help the lecture make sense and the lectures will draw on the materials);
- make friends with fellow students, trade notes, form study groups, and write 3 practice exam questions after each class;
- leave yourself time to edit and revise your papers (don't leave it until the night before to write them);
- although the mid-term exam is take-home and "open notes," study for it as if it isn't (you won't have time to learn material or read articles for the first time during the exam – exams will ask you to synthesize and work with concepts, not repeat details);
- stay in touch with your TA, participate often and thoughtfully in class, come to my office hours (this will help you stay connected to the course);
- practice applying the concepts we discuss in class immediately as you use and encounter new communication technologies.

## Grading Timeline

Assignments will be returned within 14 working days of the date students submit them.

## Late submission policy

- Weekly preparation activities: Reports on prep activities will only receive the 2 pts credit if they are turned in by the beginning of the class they are assigned for. You may skip 2 of these over the course of the semester and still receive full credit.
- No extensions will be given for the mid-term and the two short papers:
  - 0-24 hours past the deadline: automatic deduction of 20% of the assignment's value
  - 24-48 hours after the deadline: automatic deduction of 50% of the assignment's value
  - 48 hours or more after the deadline: no assignments accepted; automatic grade of zero.

## Policy on Re-Grading

If you think a grading error has been made, you may submit any piece of work for re-grading, with these rules:

- you must submit the work for regrading between 2-10 days after receiving the grade (we cannot accept any re-grading requests after this point);
- you cannot submit the work for regrading less than 48 hours after receiving the grade (this is a "reflection period" to encourage you to think about the reasons for your request);

- you must submit any regrading request with a paragraph explaining why you are requesting the re-grading;
- your TA will be the first person who re-grades your work;
- if after the TA's re-grading you still think that a grading error has been made, you can submit it to me (the professor) for regrading but you must explain why you think there has still been an error;
- at any point in the re-grading process your grade may increase – but your grade may also decrease as a result of re-grading.

## 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, where relevant. The most up-to-date information about each class will be posted on Blackboard, within the "Content" section.

Week & Date	Topics	Readings	Preparation Activities
<b>week 1:</b> <b>Jan-9;</b> <b>Jan-11</b>	Jan-9: Introduction Jan-11: What is communication?	Jan-9: Read the syllabus  Jan-11: <ul style="list-style-type: none"> <li>• Carey, J.W. (1989). A cultural approach to communication. <i>Communication as culture: Essays on media and society</i> (pp. 13-36). New York: Routledge.</li> <li>• Gerbner, G. (1972, September, 1972). Communication and social environment. <i>Scientific American</i>, 227(3), 152-160.</li> </ul>	
<b>week 2:</b> <b>Jan-16;</b> <b>Jan-18</b>	Jan-16 MLK's Birthday Holiday  Jan-18: What is technology?	<ul style="list-style-type: none"> <li>• Winner, L. (1986). Technologies as forms of life. In <i>The whale and the reactor</i> (pp. 3- 18). Chicago, IL: Chicago University Press.</li> <li>• OPTIONAL: Pacey, A. (1985). Technology: practice and culture. In <i>The culture of technology</i> (pp. 1-12). Cambridge, MA: MIT Press.</li> </ul>	<b>Self-observation:</b> this past week, what communication activities did you engage in? what technologies did you use? Choose one dimension along which to analyze your activities and create a visual to highlight an interesting feature.
<b>week 3:</b> <b>Jan-23;</b> <b>Jan-25</b>	A brief overview of communication networks	<ul style="list-style-type: none"> <li>• Watch "Long Distance" (<a href="https://archive.org/details/long_distance">https://archive.org/details/long_distance</a>)</li> <li>• Naughton, J. (2016). The evolution of the Internet: From military experiment to General Purpose Technology. <i>Journal of Cyber Policy</i>, 1(1), 5–28. <a href="https://doi.org/10.1080/23738871.2016.1157619">https://doi.org/10.1080/23738871.2016.1157619</a></li> <li>• How do telephones work? (<a href="https://www.explainthatstuff.com/telephone.html">https://www.explainthatstuff.com/telephone.html</a>)</li> <li>• What is the Internet? (<a href="https://www.explainthatstuff.com/internet.html">https://www.explainthatstuff.com/internet.html</a>)</li> <li>• OPTIONAL: Czitrom, D. J. (1982). Chapter 1 "Lightning Lines and the Birth of Modern</li> </ul>	<b>Analog vs Digital:</b> Among your daily communication activities, pick one that relies on analog technology, one that relies on digital technology. What difference does it make? Create a 1-page visual that conveys your key observation(s). Feel free to interpret this prompt: e.g. pick one type of comm activity that you perform with both analog and digital tech; or compare how you do it with analog tech and your

		<p>Communication 1838-1900" in: Czitrom, D. J. (1982). Media and the American Mind: From Morse to McLuhan. University of North Carolina Press.</p> <p><a href="http://ebookcentral.proquest.com/lib/socal/detail.action?docID=4322077">http://ebookcentral.proquest.com/lib/socal/detail.action?docID=4322077</a> - (pp. 3-29)</p>	<p>friend does it with digital tech; or something you used to do with analog tech and now do with digital tech; etc.</p> <p>(for definitions of 'analog' and 'digital', see: <a href="https://www.explainthatstuff.com/analog-and-digital.html">https://www.explainthatstuff.com/analog-and-digital.html</a>)</p>
<p><b>week 4:</b> <b>Jan-30;</b> <b>Feb-01</b></p>	<p>Policy: why does government get involved? How? With what consequences?</p>	<ul style="list-style-type: none"> <li>• Starr, P. (2004). The creation of the media: Political origins of modern communications. Basic Books. Introduction (pp 1-21).</li> <li>• Watch 3 short videos. Identify various ways in which government institutions play a role in communication:</li> <li>• The FCC's new net neutrality rules, explained in 172 seconds: <a href="https://www.youtube.com/watch?v=sBKPacCuXsw">https://www.youtube.com/watch?v=sBKPacCuXsw</a></li> <li>• The Digital Divide, Explained: <a href="https://www.youtube.com/watch?v=aMi3ky04XqY">https://www.youtube.com/watch?v=aMi3ky04XqY</a></li> <li>• US government, 48 states target Facebook 'monopoly power' in major anti-trust suits: <a href="https://www.youtube.com/watch?v=O30_Ovfs7wM">https://www.youtube.com/watch?v=O30_Ovfs7wM</a></li> <li>• Zuboff, S. (2021, January 29). Opinion   The Coup We Are Not Talking About. The New York Times. <a href="https://www.nytimes.com/2021/01/29/opinion/sunday/facebook-surveillance-society-technology.html">https://www.nytimes.com/2021/01/29/opinion/sunday/facebook-surveillance-society-technology.html</a></li> </ul>	<p><b>Government and you:</b> Think of two ways in which your communication activities are affected by government policy. How so? How different would they be without that intervention? You may want to pick one way you feel is positive, one you feel is negative.</p> <p>Create a 1-page visual that conveys your key observation(s).</p> <p>Government: can be local, state, national, international; US or other country.</p> <p>Bonus: can you think of the reason behind that government intervention??</p>
<p><b>week 5:</b> <b>Feb-06;</b> <b>Feb-08</b></p>	<p>Infrastructure and Standards</p>	<ul style="list-style-type: none"> <li>• Star, S. L., &amp; Lampland, M. (2009). Reckoning with standards. In M. Lampland &amp; S.L. Star (Eds.), Standards and their stories: How quantifying, classifying, and formalizing practices shape everyday life (pp. 3-34).</li> <li>• Bar, F., &amp; Sandvig, C. (2008). US communication policy after convergence. Media, Culture &amp; Society, 30(4), 531–550. <a href="http://doi.org/10.1177/0163443708091181">http://doi.org/10.1177/0163443708091181</a></li> <li>• READ (short: 2 pages): Standard-Bearers   The New Yorker. (n.d.). Retrieved February 11, 2021, from <a href="https://www.newyorker.com/magazine/2006/10/16/standard-bearers">https://www.newyorker.com/magazine/2006/10/16/standard-bearers</a></li> <li>• What else is new? The New Yorker. Retrieved from <a href="https://www.newyorker.com/magazine/2007/05/14/what-else-is-new">https://www.newyorker.com/magazine/2007/05/14/what-else-is-new</a></li> </ul>	<p><b>Infrastructures:</b> List the communication infrastructures you use. Think about things like the cellular network behind your phone, the cable provider behind your TV and internet, the printing and distribution system behind the books and newspapers you read, the broadcast network behind the radio stations you listen to, the post and shipping systems behind the letters and packages you send and receive, etc...</p> <p>Pick one of them and list the economic actors</p>

			<p>involved in making it work. You may need to do some research to find out what are the various elements making up that communication infrastructure and who provides them. Draw a picture showing their interconnection(s). Some things to think about:</p> <ul style="list-style-type: none"> <li>• How are the various parts coordinated?</li> <li>• Are standards involved? (which?)</li> </ul> <p>Bonus: how do \$\$ flow between the various parts of that infrastructure?</p> <p>Bonus #2: is there a role for government in that system?</p> <p>If you need help understanding what standards are, read the Standard Bearers article assigned for this class. Or you could have a look at this web page on Digital Standards</p>
<b>week 6:</b> <b>Feb-13;</b> <b>Feb-15</b>	Economics – industry structure, information pricing	<ul style="list-style-type: none"> <li>• Listen: How the Google Antitrust Case Trickles Down Onto Your Phone. (n.d.). Wired. Retrieved January 17, 2021, from <a href="https://www.wired.com/story/gadget-lab-podcast-478/">https://www.wired.com/story/gadget-lab-podcast-478/</a></li> <li>• Shapiro, C. (1998). Information rules: A strategic guide to the network economy. Harvard Business School Press. Chapter 2: Information Pricing. [optional: Chapter 3: Versioning] The examples used in this book are a bit dated, but the principles remain valid (and have perhaps become more so since this was written). Think about more contemporaneous examples that illustrate the authors' "information rules".</li> </ul>	<b>Your communication budget:</b> list the companies that provide your communication services. How much do you pay for their services? How are you billed (e.g. flat fees, per-use fee, etc? How does this affect your communication practices? (you may focus on 2 or 3 comm services if that makes more sense. Try to pick them so they differ along the above dimensions)
<b>week 7:</b> <b>Feb-20;</b> <b>Feb-22</b>	Feb-20: Pdt Day holiday  Feb-22: TBD		

<b>week 8: Feb-27; Mar-01</b>		Monday: REVIEW	
		<b>Wednesday: Take-home Mid-Term (no class)</b>	
<b>week 9: Mar-06; Mar-08</b>	Digital journalism & the networked press Guest Speaker (Monday): Prof. Mike Ananny	<ul style="list-style-type: none"> <li>Zamith, R., &amp; Braun, J. A. (2019). Technology and Journalism. In T. P. Vos, F. Hanusch, D. Dimitrakopoulou, M. Geertsema-Sligh, &amp; A. Sehl (Eds.), <i>The International Encyclopedia of Journalism Studies</i>. New York, NY: John Wiley &amp; Sons.</li> <li>Childers, Nicole A. (2020). "The moral argument for diversity in newsrooms is also a business argument — and you need both." Nieman Lab. <a href="https://www.niemanlab.org/2020/11/the-moral-case-for-diversity-in-newsrooms-also-makes-good-business-sense/">https://www.niemanlab.org/2020/11/the-moral-case-for-diversity-in-newsrooms-also-makes-good-business-sense/</a></li> </ul>	<p>In this short exercise you'll keep a 2-day diary of your news habits. Specifically, over the course of any two days (you pick), I'd like you to:</p> <ol style="list-style-type: none"> <li>1. Notice when you are exposed to "news". I put this in quotation marks and leave open its definition because I'd like you to consider your current definition of news and notice where you see news using your current definition. You will likely see it in online/internet contexts, but also be open to noticing all possible places and ways you might be seeing news. Be open and creative in your noticing.</li> <li>2. Keep a log of your news habits, describing them in ways that are meaningful to you. E.g., it could be the publication, the time of day, the type of content, the form (visual, auditory, etc.), the channel/platform that brought it to you, or anything else you think is meaningful. You come up with a diary / note-taking system that works for you.</li> <li>3. At the end of the two days, look back at your diary, discuss it with a friend/roommate/family member. Talk with them about what you notice. Are there any patterns in your habits? What do you not see — i.e., what are you not doing, not encountering? What's it like to discuss the</li> </ol>



			<p>diary with another person? Was two days too long or not long enough? What might have you seen in a 7-day diary? What parts of your diary were similar to or different from the patterns of your friend/roommate/family member? Based on that conversation, how might you have structured your diary differently or what notes do you wish you'd taken?</p> <p>4. Upload one page of your original diary (from step 2), marked up to show how wish you had kept it differently (from step 4)</p> <p>The aim of the exercise is three-fold:</p> <p>a. To encourage you to think about what "news" is as a category of media, to notice and question your assumptions about what the word means.</p> <p>b. To help you reflect on your own news habits, to see what you're doing or not doing, and to have the experience of talking about news habits with another person (not something people often do).</p> <p>c. To help you consider changes that you might make to your news habits – considering what those changes might be and why you'd be making them.</p> <p>In class, I'll give a lecture on some of the "big ideas" in journalism and digital journalism but we'll also be talking about your experiences keeping and</p>
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			discussing your news diaries.
<b>Spring Recess: Mar-13; Mar-15</b>			
<b>week 10: Mar-20; Mar-22</b>	Intellectual Property Wed: guest speaker Prof. Aram Sinnreich	<p>For Monday: Watch these two short TED talks. This will work best if you engage in "active watching" -- i.e. don't just sit back and let the video play, but take some notes, google the terms you don't know, think about how what Johanna Blakley says about fashion might also apply to communication, etc. Use what you learn to complete this week's prep activity.</p> <ul style="list-style-type: none"> <li>Blakley, J. (2010). Lessons from fashion's free culture   TED Talk. <a href="https://www.ted.com/talks/johanna_blakley_lessons_from_fashion_s_free_culture">https://www.ted.com/talks/johanna_blakley_lessons_from_fashion_s_free_culture</a></li> <li>Lessig, L. (2007). Laws that choke creativity   TED Talk. <a href="https://www.ted.com/talks/lawrence_lessig_laws_that_choke_creativity">https://www.ted.com/talks/lawrence_lessig_laws_that_choke_creativity</a></li> </ul> <p>For Wednesday: Please read at least one of the following (preferably two):</p> <ul style="list-style-type: none"> <li>Dols, S., &amp; Sinnreich, A. (n.d.). Chopping Neoliberalism, Screwing the Industry: DJ Screw, the Dirty South, and the Temporal Politics of Resistance. Hip-Hop Theory: Time, Technology, and the 21st Century. Retrieved March 8, 2021, from <a href="https://www.academia.edu/40619466/Chopping_Neoliberalism_Screwing_the_Industry_DJ_Screw_the_Dirty_South_and_the_Temporal_Politics_of_Resistance">https://www.academia.edu/40619466/Chopping_Neoliberalism_Screwing_the_Industry_DJ_Screw_the_Dirty_South_and_the_Temporal_Politics_of_Resistance</a></li> <li>Sinnreich, A. (2016, June 18). If Led Zeppelin Goes Down, We All Burn. The Daily Beast. <a href="https://www.thedailybeast.com/articles/2016/06/18/if-led-zeppelin-goes-down-we-all-burn">https://www.thedailybeast.com/articles/2016/06/18/if-led-zeppelin-goes-down-we-all-burn</a></li> <li>Three Feet High and Missing: Why De La Soul's albums aren't available online. (2016, August 13). BBC News. <a href="https://www.bbc.com/news/entertainment-arts-37020559">https://www.bbc.com/news/entertainment-arts-37020559</a></li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>I.R.F. Industries. (2013, February 24). Can I Get An Amen? By Nate Harrison, the story of the famous "Amen Break" 2004. <a href="https://www.youtube.com/watch?v=XPoxZW8JzzM">https://www.youtube.com/watch?v=XPoxZW8JzzM</a></li> </ul>	<ol style="list-style-type: none"> <li>Pick one of your favorite comm technologies.</li> <li>Identify the main elements that make it work: that may include a device, a service, an app, different kinds of software, content, etc.</li> <li>Research whether each of these elements receives some form of intellectual property protection (trademark, patent, copyright, something else, none,...).</li> <li>Draw a picture summarizing your findings.</li> </ol> <p>Note: the various forms of intellectual property protection are referenced in the two videos you are watching in preparation for this week. So, you should watch them before you do this prep activity. You may need to do a bit of research on your own to find out what they are. This will be good preparation for this week's lecture.</p>

<b>week 11:</b> <b>Mar-27;</b> <b>Mar-29</b>	Networks Guest Speaker (Monday): Prof Marlon Twymann	<ul style="list-style-type: none"> <li>• <b>Read</b> the first 14 pages of Chapter 7 "Networks and Positive Feedback" in Shapiro, C., Carl, S., &amp; Varian, H. R. (1998). Information rules: A strategic guide to the network economy. Harvard Business Press.</li> <li>• <b>Watch:</b> ABC Science. (2015, February 4). Six Degrees of Separation. <a href="https://www.youtube.com/watch?v=z3rnGNV5Z5s">https://www.youtube.com/watch?v=z3rnGNV5Z5s</a></li> <li>• <b>READ</b> this 4-page article: Wellman, B. (2001). Computer networks as social networks. Science, 293, 2031-2034. (attached)</li> <li>• <b>READ</b> this short blog post: Bhagat, S., Burke, M., Diuk, C., Filiz, I. O., &amp; Edunov, S. (2016). Three and a half degrees of separation. Facebook Research. Retrieved from <a href="https://research.fb.com/blog/2016/02/three-and-a-half-degrees-of-separation/">https://research.fb.com/blog/2016/02/three-and-a-half-degrees-of-separation/</a></li> </ul>	You're looking for a summer job and can only use your immediate family's connections. Write out what jobs your family connections can lead you to. For example, your sibling is a barber for Jay Z's assistant who can help you get an entry level job at Roc Nation. This prep will force you to think about social networks and the access they provide. Draw a picture showing how your family connections lead you to that summer job.
<b>April 04</b> <b>week 12:</b> <b>Apr-03;</b> <b>Apr-05</b>	<b>By noon</b> Digital Inclusion Guest Speaker (Monday) Prof. David Nemer	<b>Short Paper #1 is due</b> On Monday, we welcome Prof. David Nemer who will talk about his upcoming book "Technology of the Oppressed". In preparation for his visit, please read the following pieces (really short, since you are busy working on your first paper): <ul style="list-style-type: none"> <li>• (7 pages) Featherstone, L. (2020, September 30). Paulo Freire's Pedagogy of the Oppressed at Fifty. JSTOR Daily. <a href="https://daily.jstor.org/paulo-freires-pedagogy-of-the-oppressed-at-fifty/">https://daily.jstor.org/paulo-freires-pedagogy-of-the-oppressed-at-fifty/</a> Paulo Freire's classic "Pedagogy of the Oppressed" serves as an essential reference for Prof. Nemer's work. I of course encourage you to read the whole book when you get a chance, but if you are pressed for time, this short article will give you the highlights and context.</li> <li>• (11 pages, including lots of big pictures) Digital Favelas: What Cities of Tomorrow Can Learn from the Slums of Today. (2015, May 12). EPIC. <a href="https://www.epicpeople.org/digital-favelas/">https://www.epicpeople.org/digital-favelas/</a> This is about Prof Nemer's last book, and will give you a sense of the way he approaches his research.</li> </ul> Optional (in Portuguese with English subtitles): <ul style="list-style-type: none"> <li>• TEDx Talks. (2016, December 13). Slums and social empathy: Creating smart cities of the future   David Nemer   TEDxPedradoPenedo. <a href="https://www.youtube.com/watch?v=A4Dt2VYmNBU">https://www.youtube.com/watch?v=A4Dt2VYmNBU</a></li> </ul>	You have been asked to research how well elementary school students have been able to cope with studying on-line during the pandemic. Prepare a one-page flyer that you will distribute to students (and their parents), inviting them to participate in your study. This flyer should give them some sense of the following: <ol style="list-style-type: none"> <li>1. Who is sponsoring the research? – could be the school district, a company selling on-line curriculum, a parent association, etc.</li> <li>2. What is the main research question you will be investigating?</li> <li>3. What research method will you use?</li> <li>4. Will you provide any incentive for participation?</li> <li>5. What results do you expect and how will you share them?</li> </ol>

			(this prep assignment will be graded mostly on content. You are welcome to let your creative juices flow and create wonderful graphics, but this is not required since we know you are busy writing the first paper)
<b>week 13:</b> <b>Apr-10;</b> <b>Apr-12</b>	Native American Communications	<ul style="list-style-type: none"> <li>Canevez, R., Maitland, C., &amp; Rantanen, M. (2020). A Dynamic Perspective of Internet Service Provider Adoption of Emergent Network Technology: A Case Study of Tribal Digital Village. <i>Journal of Information Policy</i>, 10, 83–122. <a href="https://doi.org/10.5325/jinfopoli.10.2020.0083">https://doi.org/10.5325/jinfopoli.10.2020.0083</a> <a href="https://sctca.net/southern-california-tribal-digital-village/">https://sctca.net/southern-california-tribal-digital-village/</a></li> </ul>	
	Hacking / Appropriation	<ul style="list-style-type: none"> <li>Bar, F., Weber, M. S., &amp; Pisani, F. (2016). Mobile technology appropriation in a distant mirror: Baroquization, creolization, and cannibalism. <i>New Media &amp; Society</i>, <a href="http://doi.org/10.1177/1461444816629474">http://doi.org/10.1177/1461444816629474</a></li> </ul>	
<b>week 14:</b> <b>Apr-17;</b> <b>Apr-19</b>	Money as Social Media Lana Swartz guest Monday	<ul style="list-style-type: none"> <li>Swartz, L. (2020). <i>New Money</i>. New Haven, CT: Yale University Press.</li> </ul>	<p>Our guest on Monday will be Professor Lana Swartz, from the University of Virginia, who will discuss “New Money : How Payment Became Social Media”. This will not be a formal lecture, but a conversation interspersed with snippets of video where Lana describes specific aspects of the book.</p> <p>In preparation, I am asking you to read one chapter of her book, as assigned below. You are of course encouraged to read the whole book, which is fascinating, but that’s not required. The entire book is available from the USC library.</p> <p>Your prep assignment is to submit a one-page visual including:</p> <ol style="list-style-type: none"> <li>1. One aspect (or more) of your personal experience</li> </ol>

			<p>with respect to the topic of your assigned chapter. So for example if you are reading Chapter 3, highlight an interesting aspect of how you are paying with new money.</p> <p>2. One question for our guest speaker, related to the chapter you read. I will pull questions from your submissions in my conversation with Lana, which is why I am asking you to submit this assignment by 10am on Monday 4/12 rather than right before the class starts.</p>
<b>week 15:</b> <b>Apr-24;</b> <b>Apr-26</b>	<p>Perspectives on Technology and Disability</p> <p>Guest Speaker (Monday) – Prof. Meryl Alper</p>	<ul style="list-style-type: none"> <li>• <b>Read</b> Emily Ackerman’s piece “My fight with a sidewalk robot” in CityLab: <a href="https://www.citylab.com/perspective/2019/11/autonomous-technology-ai-robot-delivery-disability-rights/602209/">https://www.citylab.com/perspective/2019/11/autonomous-technology-ai-robot-delivery-disability-rights/602209/</a></li> <li>• <b>Watch</b> Stella Young’s TED Talk, “I’m not your inspiration, thank you very much”: <a href="http://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much?!language=en">http://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much?!language=en</a></li> </ul> <p>For Wednesday – Technology Appropriation</p> <ul style="list-style-type: none"> <li>• Bar, F., Weber, M. S., &amp; Pisani, F. (2016). Mobile technology appropriation in a distant mirror: Baroquization, creolization, and cannibalism. <i>New Media &amp; Society</i>, 18(4), 617–636. <a href="https://doi.org/10.1177/1461444816629474">https://doi.org/10.1177/1461444816629474</a></li> </ul>	<p>Find the Accessibility settings on your phone and play around with the options. Do you know what each setting does (e.g., Apple VoiceOver)? Have you ever used any of them before? What do you experience? Create a 1-page visual that conveys your experience.</p>
<b>ALTERNATIVE?</b> <b>week 15:</b> <b>Apr-24;</b> <b>Apr-26</b>	<p>Monday, we welcome Matthew Rantanen, Cyber Warrior for Tribal Broadband. Matt will present the Tribal Digital Village Network, a wireless broadband network he helped create for 19 Federally recognized Native</p>	<p>MONDAY</p> <ul style="list-style-type: none"> <li>• READ: Canevez, R., Maitland, C., &amp; Rantanen, M. (2020). A Dynamic Perspective of Internet Service Provider Adoption of Emergent Network Technology: A Case Study of Tribal Digital Village. <i>Journal of Information Policy</i>, 10, 83–122. <a href="https://doi.org/10.5325/jinfopoli.10.2020.0083">https://doi.org/10.5325/jinfopoli.10.2020.0083</a></li> <li>• BROWSE: the Tribal Digital Village site at <a href="https://sctca.net/southern-california-tribal-digital-village/">https://sctca.net/southern-california-tribal-digital-village/</a></li> </ul> <p>WEDNESDAY: Review</p>	<p>This prep activity uses the crowd-sourced Map of Native Land (<a href="https://native-land.ca">https://native-land.ca</a>), curated by Native Land Digital, a Canadian non-profit. Take a moment to read their “how it works” page, especially the “Technology” section. Then use the map to identify whose Native Land you are zooming in from. The map includes links and resources that provide</p>

	American Tribal Reservations in Southern California.		more information about local nations. Explore these and submit a one-page visual documenting one (or more) fact that piqued your interest. If you are in the LA region, UCLA's "Mapping Indigenous LA" offers much useful detail. Some of you are taking this class from parts of the world which are not well covered by these resources – feel free to use other resources covering your own areas, or to pick a part of the world that is better covered by the Map of Native Land where you have lived in the past or might live in the future.
<b>STUDY DAYS</b>			
<b>Dates: Sat April 29 – Tue May 2</b>			
<b>May 08 by 2:00pm – Short paper #2 is due</b>			
There is no final exam in COMM309, but had we had a final exam, it would have been scheduled as follows: ( <a href="https://classes.usc.edu/term-20231/finals/">https://classes.usc.edu/term-20231/finals/</a> )			
<b>FINAL EXAM PERIOD: December 8-15</b>			
<b>Class Start Time</b>		<b>Examination Day</b>	<b>Hour</b>
2 or 2:30 MWF		Monday, May 8	2-4 p.m.
<b>That's why the due date for the second paper is Monday May 8, 2pm</b>			

## Land Acknowledgement

USC occupies unceded land of the Tongva/Gabrielino peoples. We acknowledge their elders' past, present, and future. We call attention to the history of settler colonialism in this place, to the ongoing struggles for recognition and justice and to the living culture of the Tongva/Gabrielino peoples. We acknowledge the many indigenous peoples also residing in this place, including other people's indigenous to the greater Los Angeles area, to California, to the Americas, and the wider world, who share a history of conquest, violence and enslavement. To learn more about the indigenous history of our region go to <https://native-land.ca> and <https://mila.ss.ucla.edu>. To connect to on-campus resources and programs for indigenous or interested students go to the Native American Student Union: <https://nasu.usc.edu>.

## Statement on Academic Conduct and Support Systems

### Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship 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 or Learning Lab, without approval of the instructor.

### **Students and Disability Accommodations:**

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

### **Support Systems:**

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

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

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

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

[Diversity, Equity and Inclusion](#) - (213) 740-2101

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

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) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

[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.

[Annenberg Student Emergency Aid Fund](#)

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

Awards are distributed to students experiencing unforeseen circumstances and emergencies impacting their ability to pay tuition or cover everyday living expenses. These awards are not intended to cover full-tuition expenses, but rather serve as bridge funding to guarantee students' continued enrollment at USC until other resources, such as scholarships or loans, become available. Students are encouraged to provide as much information in their application, as well as contact their academic advisor directly with questions about additional resources available to them.



