



DSM 599:
Special topic:
INTO THE METAVERSE – THEORY, PRACTICE, AND CHALLENGES
(4 units)

Spring 2023 – Wednesdays - 6.30pm to 9.20pm

Section: 21898
Location: ASC G34

Instructor: Dr. Morten Bay
Office Hours (via Zoom) Thursdays 3pm-5.30pm
Sign-up for office hours is required at
<https://bay-usc.youcanbook.me>

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Course Description

This course explores the connected infrastructure of immersive media currently emerging as the **Metaverse**. The course is designed for DSM, CMGT, and CDS students who want to familiarize themselves with Metaverse technologies and prepare for a career in industries engaging with interconnected immersive media, but students from other related programs are welcome to apply.

The course emphasizes a critical approach to the Metaverse and immersive media/XR broadly, with discussions of media psychology, ethics, and DEIA that interested students across campus may not be able to find in their own programs.

The course is divided up into four thematic sections: **Technology, Industry, Psychology, and Society**. Through hands-on experiences and demonstrations, the **Technology** section brings students up to speed on the most recent developments in AR/VR/MR and other Metaverse media forms. In addition, the course explores related technologies such as biometric sensors, crypto/blockchain and the network structures foundational to the Metaverse's existence.

The **Industry** section explores how these technologies are being implemented in practice and what the business of the metaverse looks like. Cases studied in the course range from VR advances happening in gaming, music, movies, and social media to usage of AR/MR in design work, healthcare, and industrial production. The Industry section also looks at the Metaverse as a marketplace and its implications for e-commerce.

With the **Psychology** section, the course shifts its focus, exploring the latest discoveries and theories about how Metaverse's media forms may impact our brains and mental health. Topics such as identity, personhood, truth, and perceptions of reality in the Metaverse are discussed.

Finally, the **Society** section sums up and focuses the critical-thinking aspects that are woven into the three previous sections. Here, students grapple with the ethical dilemmas, challenges to democracy, and DEIA issues presented by the Metaverse, including equity of access, cultural representation, AI biases, power distributions, environmental issues, and information justice.

Lab sessions: The first part of each session is dedicated to lecture and discussion of the week's topic and readings. The second part, roughly the last hour, is a "lab session" during which students solve in-class assignments using VR/AR/MR headsets and other Metaverse technologies. During these lab sessions, recently-released VR and MR headsets, as well as AR glasses, other immersive technologies and a range of software platforms will be made available. Through the in-class assignments, students will develop skills and familiarity with these devices and platforms.

Student Learning Outcomes

Upon completion of this course, it is expected that you will be able to:

- Explain the differences between various interpretations of the Metaverse concept
- Describe the technologies related to the Metaverse in detail
- Provide an overview of the history of the Metaverse and its technologies
- Use Metaverse-related technology at the intermediate-to-expert level, including for the creation of content, digital objects and AR lenses/filters.
- Give an account of the currently emerging Metaverse industry and its economic foundations
- Describe the human-psychological impacts of Metaverse technologies and platforms
- Describe ethical, sociotechnical, and DEIA challenges presented by the Metaverse
- Using all of the outcomes above, analyze the effects of the Metaverse on humans and their communities, evaluate the harms and benefits of the results and use these insights to contribute to a more fair, just, and inclusive Metaverse.

Course Notes

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

Course Expectations/Policies

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, **speaking 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 and Assessment of Assignments

In addition to participation, there are three activities in this class that will determine your final grade:

1. **Two response papers**
2. **The Final Paper**
3. **Participation**

Please note that the readings for each class are to be viewed as a parallel learning track to the class sessions. While lectures will explain many of the concepts from the readings, not all of them will be covered in class. Yet, you are still expected to be able to understand and employ the insights from the readings in your assignments, even those insights that were not mentioned in the lectures. If you have any questions with regard to understanding the readings, do not hesitate to reach out to your instructor or ask during class session time...after you have made sure your question was not answered during the lecture.

1. Response Papers:

The two response papers have a maximum length of five and a minimum length of three doubled-space pages in the APA format, including references. If you wish to add a front page with name and course ID etc. or any appendices, these will not be counted against the page limit. The papers respond to the course sections we have completed at the time the papers are due. For the first paper you will write about the subject of technology, for the second you must choose between the course contents on psychology or industry. You will be asked to choose one subtopic (a list of suggested subtopics will be provided), which you will then analyze critically. In the paper, you should take a position toward the subject and present an argument for your position based on your analysis.

More detailed assignment prompts for each paper will be made available at least two weeks before their due dates. The three papers must be submitted via Blackboard/Turnitin in either DOC(X) or PDF format. No other formats or delivery methods will be accepted. Submissions via e-mail will only be accepted in the case of technical problems or emergencies.

(Due dates: 2/22, 4/5)

2. The Final Paper

For the final paper, you can either rewrite and expand one of the three response papers you have already handed in, or you can choose to write a new paper related to either of the four sections in the course (note that this includes the Equity section, which is not an option for the response papers).

The final paper must be at least 15 pages long, but no more than 20 pages. It is permissible to reuse your previous paper in its entirety as a foundation for the final paper, but it must be changed, edited and/or rewritten to reflect the feedback you have received from the instructor when it was graded.

You must use APA formatting for the paper. A more detailed prompt will be provided several weeks before the paper deadline.

The final papers must also be submitted via Blackboard/Turnitin in either DOC(X) or PDF format. No other formats or delivery methods will be accepted. Submissions via e-mail will only be accepted in the case of technical problems or emergencies.

(Due date 5/3 – TBC)

Participation

Part of your grade will be determined by your participation in the sessions. If you want to get a good participation grade, you should be attentive and engage with the class discussion and the in-class assignments during the lab sessions. Your level of engagement in these activities will weigh heavily when determining your participation grade.

Breakdown of Grade

Assignment	Points	% of Grade
Response paper 1 - Technology (Due 2/22)	100	25
Response paper 2 – Psychology or Industry (4/5)	100	25
Final paper (Due 5/3 - TBC)	100	40
Participation	100	10
TOTAL		100%

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
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.

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 and must be submitted through Blackboard/TurnItIn in .DOC or .PDF format.

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.

Note on scheduling: If any of these days are in conflict with religious events you observe, or any other must-attend event, just let your instructor know well ahead of time. Most conflicts of this sort can be worked out easily with sufficient and timely communication.

Week/date	Topic	Questions we will explore	Readings and due dates (page length in parentheses)
Week 1 Jan 11	Introduction to class	Strategic Reading	Ruben: How to Read an a Scientific Paper https://www.science.org/content/article/how-read-scientific-paper-rev2 (Note: Sarcasm and Irony may be present in this reading) (2)

			<p>George Mason U Writing Center: Strategies for Reading Academic Articles https://writingcenter.gmu.edu/writing-resources/reading-practices/strategies-for-reading-academic-articles (2)</p> <p>Harold Washington College Library: How to Read Scholarly Articles: Strategies for Reading https://researchguides.ccc.edu/c.php?g=516083&p=3571315 (1)</p> <p>Lab Session: Setting up headsets</p>
Week 2 Jan 18	What is the metaverse Required reading page count: 26	<p>-What is the Metaverse</p> <p>-What is the Metaverse NOT?</p>	<p>Ball: The Metaverse and how it will revolutionize everything, chapters 1-3 <i>(60 non-academic e-book pages = 20 academic pages)</i></p> <p>Kelly: What is the Metaverse? https://theconversation.com/what-is-the-metaverse-a-high-tech-plan-to-facebookify-the-world-165326 (3)</p> <p>Rospigliosi: Metaverse or Simulacra? Roblox, Minecraft, Meta and the turn to virtual reality for education, socialisation and work (3)</p> <p>Lab Session: Setting up avatars and accounts</p>
Technology			
Week 3 Jan 25	Headsets, holograms and other xR tech Required reading page count: 61	<p>- How do waveguides, holograms, optics, cameras, screens, haptics and other xR tech work?</p> <p>-What about smell, touch and the rest of the body?</p> <p>The Device-Gap</p>	<p>Park et al. : A Metaverse: Taxonomy, Components, Applications, and Open Challenges (35)</p> <p>Panagiotakopoulos et al.: Digital Scent Technology: Toward the Internet of Senses and the Metaverse (6)</p> <p>(The following articles can also be found as one PDF on Blackboard – look for “Technical articles on headsets combined”): https://learn.g2.com/how-does-vr-work https://circuitstream.com/blog/guide-to-mixed-reality/ https://uploadvr.com/waveguides-smartglasses/ https://uploadvr.com/waveguides-laser-displays-smartglasses-ar/ https://uploadvr.com/kopin-all-plastic-pancake-optics/ https://uploadvr.com/standalone-vs-pc-power-compared/ <i>(40 non-academic pages = 20 academic pages)</i></p> <p>(Optional) Milgram and Calquhoun: A Taxonomy of Real and Virtual World Display Integration (22)</p> <p>Lab Session: Exploring the differences between affordances in AR, MR and VR.</p>

<p>Week 4 Feb 1</p>	<p>Infrastructure</p> <p>Required reading page count: 31</p>	<p>-How does the Internet underpin the Meta-verse?</p> <p>-What challenges do inter-operability and inter-platform connectivity present?</p> <p>- What are the roles of soft infra-structures (Blockchain, DAOs etc.?)</p>	<p>Ball: Chapter 5 <i>(17 non-academic e-book pages = 6 academic pages)</i></p> <p>Radoff: Metaverse Interoperability, Part 1: Challenges https://medium.com/building-the-metaverse/metaverse-interoperability-part-1-challenges-716455ca439e (6)</p> <p>Yang et al. (2021): Fusing Blockchain and AI With Metaverse: A Survey (12)</p> <p>Cheng at al. (2022): Will Metaverse be NextG Internet? Vision, Hype, and Reality (7)</p> <p>Lab Session: Explore the crucial role of what lies beyond the headset for the construction of the Metaverse</p>
<p>Week 5 Feb 8</p>	<p>Property technologies</p> <p>Required reading page count: 52</p>	<p>-What are the roles of NFTs and Crypto in the Metaverse?</p> <p>-What does it mean to own a digital object or virtual real estate and how does it translate to unmediated reality?</p>	<p>Liu: Metaverse Virtual Land Boom - The Future or a Bubble? https://medium.com/vertexventures/metaverse-virtual-land-boom-the-future-or-a-bubble-c33af3503727 (4)</p> <p>Watson (2022): The Virtual Economy of the Metaverse: Computer Vision and Deep Learning Algorithms, Customer Engagement Tools, and Behavioral Predictive Analytics (13)</p> <p>Gilbert (2022): Crypto, web3, and the Metaverse (13)</p> <p>Momtaz: Some Very Simple Economics of Web3 and the Metaverse (10)</p> <p>Kasiyanto and Kilinc: The Legal Conundrums of the Metaverse <i>(19 legal paper pages with footnotes = 11 pages)</i></p> <p>Web3 is a fantasy but it can still hurt you (1)</p> <p>Lab Session: Metaverse shopping and how it reaches into unmediated reality</p>
<p>Industry</p>			
<p>Week 6 Feb 15</p>	<p>The players: Google, Vuzix, Microsoft, Apple, Meta, Niantic, Epic, Blizzard, etc.</p> <p>Required reading page count: 43</p>	<p>-What are the current strategies of the major players - device pipelines, development timelines and platform choices?</p>	<p>Jungherr and Schlarb: The Extended Reach of Game Engine companies: How Companies Like Epic Games and Unity Technologies Provide Platforms for Extended Reality Applications and the Metaverse (10)</p> <p>Kshetri: Policy, Ethical, Social, and Environmental Considerations of Web3 and the Metaverse (4)</p> <p>Zyda: Let's rename everything the Metaverse (6)</p> <p>Kraus et al.: Facebook and the creation of the metaverse: radical business model innovation or incremental transformation? (17)</p>

			<p>Radoff: Market Map of the Metaverse https://medium.com/building-the-metaverse/market-map-of-the-metaverse-8ae0cde89696 (2)</p> <p>Radoff: The Metaverse Value-Chain https://medium.com/building-the-metaverse/the-metaverse-value-chain-afcf9e09e3a7 (2)</p> <p>Radoff: Comparing Economies in Virtual Worlds https://medium.com/building-the-metaverse/comparing-economies-in-virtual-worlds-c164449338c3 (2)</p> <p>Lab Session: Sideloaded and hacking the headset</p>
<p>Week 7 Feb 22</p>	<p>Industry projections and reality checks</p> <p>Required reading page count: 35</p>	<p>-Will the Metaverse really be worth \$800bn in two years?</p> <p>- What is it like to be an avatar in a work meeting?</p>	<p>Technology section response paper due</p> <p>Hollensen et al. Metaverse – the new marketing universe (6)</p> <p>Gilbert: The Political Economy of the Metaverse (7)</p> <p>Knox: The Metaverse, or the Serious Business of Tech Frontiers (7)</p> <p>Xi et al. The challenges of entering the metaverse: An experiment on the effect of extended reality on workload (17)</p> <p>Chohan - Metaverse or Metacurse? (4)</p> <p>Junuzovic et al. To See or Not to See: A Study Comparing Four-way Avatar, Video, and Audio Conferencing for Work (4)</p> <p>Lab session: Productivity and work in the Metaverse</p>
<p>Week 8 Mar 1</p>	<p>Platform capitalism in the Metaverse</p> <p>Required reading page count: 46</p>	<p>-How is platform capitalism and its surveillance economy part of the Metaverse?</p>	<p>Egliston and Carter: Critical questions for Facebook’s virtual reality: data, power and the metaverse. (17)</p> <p>Shoshana Zuboff: You are the Object of a Secret Extraction Operation (4)</p> <p>Hunter: Surveillance will follow us into ‘the metaverse,’ and our bodies could be its new data source https://www.washingtonpost.com/technology/2022/01/13/privacy-vr-metaverse/ (4)</p> <p>Nair et al. Exploring the Unprecedented Privacy Risks of the Metaverse 11)</p> <p>Bar-Zeev: The Eyes Are the Prize: Eye-Tracking Technology Is Advertising's Holy Grail https://www.vice.com/en/article/bj9ygy/the-eyes-are-the-prize-eye-tracking-technology-is-advertisings-holy-grail (20 non-academic pages=10 academic pages)</p>

			<p>(Optional) Weatherby: Delete Your Account - On the theory of Platform Capitalism https://lareviewofbooks.org/article/delete-your-account-on-the-theory-of-platform-capitalism/ (11)</p> <p>Lab session: Watching the watchers – increasing your data trace awareness</p>
Psychology			
<p>Week 9 Mar 8</p>	<p>The self and the social in the Metaverse</p> <p>Required reading page count: 53</p>	<p>- The presentation of self in everyday Metaverse: Who are we when we are avatars?</p> <p>- How does social psychology work in the Metaverse?</p>	<p>Saker and Frith: Contiguous identities - The virtual self in the supposed Metaverse (13)</p> <p>Sykownik et al.: Something Personal from the Metaverse: Goals, Topics, and Contextual Factors of Self-Disclosure in Commercial Social VR (14)</p> <p>Evans: The Self and Second Life - A Case Study Exploring the Emergence of Virtual Selves (26)</p> <p>(Optional) del Aguila, et al. How Interpersonal Distance Between Avatar and Human Influences Facial Affect Recognition in Immersive Virtual Reality (12)</p> <p>(Optional) Farris: The Player and the Avatar - Performing as Other (18)</p> <p>Lab Session: Exploring how connected presence functions in the Metaverse</p>
<p>Week 10 Mar 15</p>	<p>No class</p>		<p>Spring recess</p>
<p>Week 11 Mar 22</p>	<p>Linking unmediated and mediated realities</p> <p>Required reading page count: 59</p>	<p>-How do we construct reality from what we see and hear?</p> <p>- How does this reality construction play into our perception of the Metaverse?</p> <p>-What heuristics and biases do xR</p>	<p>Seth: Being You, p. 79-145 <i>(Note: 66 non-academic e-book pages = 22 academic pages. Also available as audiobook)</i></p> <p>Riva and Wiederhold: What the Metaverse is (really) and why we need to know about it (8)</p> <p>Bay: Arendt in the Metaverse (20)</p> <p>Moro-Visconti: From physical reality to the Metaverse: a Multilayer Network Valuation (7)</p> <p>Donatiello: Proposing the RecursiVerse Overlay Application for the MetaVerse (2)</p>

		technologies activate?	Lab Session: Exploring the effect of the Metaverse on your perception of unmediated reality
Week 12 Mar 29	Persuasion in the metaverse Required reading page count: 35	-How do algorithms recommend in the Metaverse? -What tools does the Metaverse provide for persuasion? And to whom?	Chalmers: Reality+, p. 189-251 <i>(Note: 62 non-academic e-book pages = 21 academic pages. Also available as audiobook)</i> Ahn: Designing for Persuasion through Embodied Experiences in Virtual Reality in <i>Persuasive Gaming</i> (13) Lab Session: Testing the persuasiveness of Metaverse affordances
Society section			
Week 13 Apr 5	Ethics and democracy Required reading page count: 37	-What does it mean to be a good person in the Metaverse? -How may the Metaverse create problems for the environment? - How may the Metaverse impact democracy?	Psychology or Industry section response paper due Nakamura - Feeling good about feeling bad (17) Shapiro and Talmon: Foundations for Grassroots Democratic Metaverse (7) Rillig et al. Opportunities and Risks of the “Metaverse” For Biodiversity and the Environment (2) Slater: The Ethics of Realism in virtual and Augmented Reality (11) (Optional) Charamba: Beyond the Corporate Responsibility to Respect in the Dawn of a Metaverse (33) Lab Session: Exploring democracy-impacting aspects of the Metaverse
Week 14 Apr 12	Justice and law in the Metaverse Required reading page count: 56	-How can we make the Metaverse just and fair for all? - Who should police the Metaverse, how should it happen and under which laws?	Fernandez and Hui: Life, the Metaverse and Everything: An Overview of Privacy, Ethics, and Governance in Metaverse (6) Murray: Ready Lawyer One - Lawyering in the Metaverse (4) Cheong: Avatars in the metaverse - potential legal issues and remedies (28 law paper pages with references as footnotes = 14 pages) Garon - Legal Implications of a Ubiquitous Metaverse and a Web3 Future (63 law paper pages with references as footnotes = 32 pages) Lab Session: What is the equivalent of 911 in the Metaverse?

Week 15 Apr 19	DEIA challenges Required reading page count: 60	-Are social justice and the Metaverse incompatible? -What do we do about digital blackface, identity tourism etc.? -Are those with sight or hearing disabilities unable to enter the Metaverse?	Basu: The metaverse has a groping problem already https://www.technologyreview.com/2021/12/16/1042516/the-metaverse-has-a-groping-problem/ (3) Higgin: Blackless Fantasy - The Disappearance of Race in Massively Multiplayer Online Role-Playing Games (22) Nakamura: Head-Hunting on the Internet: Identity Tourism, Avatars, and Racial Passing in Textual and Graphic Chat Spaces In <i>Cybertypes</i> (30) Seigneur and Chokou: How should metaverse augment humans with disabilities? (5) (Optional) Smith: Black immigrants in the United States: Transraciolinguistic justice for imagined futures in a global metaverse (7) Lab Session: Employing DEIA values in the Metaverse
Week 16 Apr 26	Wrap-up		Final lab session with opportunity to collect information and data for the final paper.
Apr 29-May 2	Study days		
May 3-May 10	Exam period (no exam in this course)		Paper due May 3

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 a day, 7 days a week.

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

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to 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.symplicity.com/care_report

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

The Office of 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

uscса.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.