

## COMM 502: Theoretical Approaches to Multidisciplinary Design Projects (4.0 Units)

**Fall 2023 – Tuesdays – 2.00-4.50pm**

Section: (20780)

Location: ANN 406

**Instructor: Dr. Morten Bay**

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

**Contact Info:**

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Office hours sign-up: <https://bay-usc.youcanbook.me>

Zoom: <https://usc.zoom.us/my/mortenbay>

### **Course Description**

The purpose of this course is to examine and apply theories and contemporary research in design processes within Communication and the Social Sciences. “Design” is understood widely as the deliberate and careful construction of a project using the knowledge and research skills expected from a person with a Master’s degree in Communication. Such projects range equally widely in character, from marketing/information campaigns over research study designs to digital hardware devices and software applications/interfaces. Particular emphasis is placed on applying theory to understand human communication and behavior, both in face-to-face and digital contexts. Students are introduced to individual, group, and network-level theoretical frameworks. See the Daily Schedule below for more specific details.

### **Student Learning Outcomes**

Upon successfully completing this class, students will be able to:

- *Knowledge and Application of Theory*
  - Accurately recall and explain currently essential theories of communication and how these theories impact communication outcomes.
  - Apply communication theories in the design of a feasible and executable project of the student's choosing.
- *Analytical Thinking:*
  - Analyze and evaluate how existing communication projects, processes, products, or platforms adhere to communication theory, in order to develop theoretically-grounded improvements to them.
  - Identify, challenge, and develop solutions to instances of exclusion, discrimination, and systemic bias perpetuated by prevailing systems.
  - Conduct a literature review that synthesizes research from a variety of sources.
- *Research & Communication Skills:*
  - Conduct academic research using a variety of library resources.
  - Develop the ability to effectively communicate complex ideas to a diverse range of stakeholders.

## Course Notes

### Modality

This is an in-person class. However, the course has been designed to transition to fully online, should the need arise due to local, state, or federal guidelines. The instructor may also change the modality of singular class sessions to online, but only as an absolute exception in cases of illness or other instances where the only alternative is the cancellation of the session. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery and participation. Please see recording notice below.

### Slide decks and other materials

Every attempt will be made to post the instructor's slide decks and other materials before class, but at the latest, these will be made available the day after the session.

## Course Policies and Procedures

### *A respectful learning environment*

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

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

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 Policy**

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. This is helpful to me and will not be seen as an annoyance. 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.

### **Laptop Policy**

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the [Annenberg Digital Lounge](#) for more information. To connect to USC's Secure Wireless network, please visit USC's [Information Technology Services](#) website.

### **A Note on Paying Attention and In-Class Use of Electronics**

It is in your own self-interest that you pay attention in class. It is both self-evident and supported by research that listening to the instructional lecture and taking notes will give you a better recall of the material and will let you internalize it properly, leading to success in the class, including a good grade. Experience from this particular class shows that those who do not pay attention and do the readings receive poor grades, it is that simple.

Research also shows that it is impossible for anyone to pay attention to one thing for two and half hours. The occasional mental break is permitted, but try to return to attention as soon as you can. Relatedly, the use of laptops in the classroom is allowed, even if it means the instructor's inability to check if a student is on social media or doing work unrelated to the class. **However, please note that the in-class use of smartphones (unless instructed to do so) is prohibited. The use of smartphones in class will result in a lower participation grade!** This also applies to the use of smartwatches for any other purpose than timekeeping.

### **A Note on the Use of Generative AI in Deliverables and in the Classroom**

Students are allowed to use generative AI apps and services (such as ChatGPT, Google Bard, Bing Chat, DALL-E, Midjourney, etc.), as long as they are aware of the following:

- As a general rule, generative AI should be used to support your work, not to do it for you. You should not let an AI write your entire assignment, but the occasional sentence or short paragraph can be AI-generated. Any such exaggerated use of AI detected by the instructor will result in a low grade.
- It is recommended that you use Grammarly and similar AI-enabled services to improve your work, and using ChatGPT or AIs provided by Microsoft or Google in their word processors for inspiration and to help you write better is absolutely acceptable. Be advised, however, that if you ask an AI to rewrite your own words in a better way, it may show up in the instructor's AI detection system as if you have let the AI write the whole thing from scratch. Use this function at your own risk.
- Use of Generative AI to produce text for written assignments must be followed by strict fact-checking and editing by the student. YOU are responsible for the factuality and content of your work and if you include unfactual AI hallucinations, it will result in a poor grade. Similarly, ensure that any short paragraphs generated by AI do not refer to other paragraphs that don't exist, repeat something you have already written elsewhere, etc.
- Important: If you use an AI that requires elaborate prompts (e.g., ChatGPT and Google Bard rather than the assistive AI functions built into Microsoft Word, Google Docs, etc.) you must provide a log of the prompts as an appendix to your written assignments. Think of this as a necessity similar to a References list.
- AI-assisted information search in the classroom is permitted, but students are responsible for avoiding AI hallucination.
- Use of generative AI to produce your verbal responses on-the-fly as part of your in-class participation is not permitted.

## Description and Assessment of Assignments

### ***Weekly Assignments (20%)***

A central goal of this course is to help you strengthen your ability to apply academic theory to real-world scenarios. In this course, you will complete weekly assignments focused on applying the theory you have learned about in class, most often based on the readings for that same week.

In other words, the process is as follows: You do the readings first. Then, based on the readings, you complete an assignment, which often includes a practical exercise and posting in a forum on Blackboard.

The posts are due on the day of class and should be complete by the time class starts. You can still submit after, but submissions posted after this time will be counted as late. If you have a legitimate reason for not submitting, you will be given the opportunity to submit any missing posts in the last week of class.

Detailed instructions on how to complete the weekly assignments will be available in the folders on Blackboard. The instructions and the forum thread where you will post your response (if applicable) will become available at 5pm on the day of class a week before the assignments are due.

Please check the assignment descriptions in the weekly schedule below to plan the completion of these assignments accordingly in weeks where other courses or personal activities may put extra demand on your time.

Assessment: The most important thing about these posts is that you do them. It is the exercise that counts, and anyone who does all the exercises will receive a certain number of points. Extra points will be given for originality and thoughtfulness in your post, as well as good integration of the class theory.

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

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

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

The final project for this consists of developing a detailed presentation of a “big idea”. The final deliverable consists of a written report and a design component along with a presentation in the final class period. A separate document is available detailing this assignment and providing instructions for it. The presentations take place in Week 15. The final paper is due on December 7 at 11:59pm.

*You will not be graded on the presentation, but it is worth considering that a good presentation may help the instructor’s comprehension of your project when grading your final paper.*

### ***Progress reports (30%)***

Throughout the semester, you will deliver three progress reports worth 10% of your grade each. They are due at 11:59pm on class days in week 6, 9, and 12 (see schedule below for precise dates).

In these reports, you will inform the instructor of your progress in designing the final project, including the theories you are integrating. It is permitted to adapt the project to new theories as you learn about them, and this is the kind of information you will put in your progress report. The progress reports must be one (1) page long and should address these three subjects:

1. The status of your project - describe your work since the last progress report?\*
2. Based on the current stage of the course, what theories you are currently planning on using for your project? Why you believe they apply to your project? Describe how the theory improves your project.
3. Upcoming work and expectations before the next progress report is due (e.g., what do you plan to work on next? Are there theories coming up on the syllabus you think might be relevant for your project?)

\* For the first progress report, describe your project as you imagine it in this section. Describe the reasons and motivations for your choice of project.

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

### ***Attendance policy***

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

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

### Grading Breakdown

Assessment Tool (assignments)	Points	% of Grade
Weekly Assignments and posts		20
Progress reports (Due week 6, 9, and 12)		30
Final project (Due 12/7)		35
Participation		15
<b>TOTAL</b>		<b>100%</b>

### Course 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.

Letter grade and corresponding numerical point range		
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.

Letter Grade	Description
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 (unless otherwise stated) and must be submitted through Blackboard/TurnItIn in .DOC or .PDF format.

### Add/Drop Dates for Session 001

**(15 weeks: 8/21/2023 – 12/1/2023; Final Exam Period: 12/6-13/2023)**

Link: <https://classes.usc.edu/term-20233/calendar/>

Last day to add: Friday, September 8, 2023

Last day to drop without a mark of "W" and receive a refund: Friday, September 8, 2023

Last day to change enrollment option to Pass/No Pass or Audit: Friday, September 8, 2023 [All major and minor courses must be taken for a letter grade.]

Last day to add/drop a Monday-only class without a mark of "W" and receive a refund or change to Audit: Tuesday, September 12, 2023

Last day to withdraw without a "W" on transcript or change pass/no pass to letter grade: Friday, October 6, 2023 [Mark of "W" will still appear on student record and STARS report and tuition charges still apply.

\*Please drop any course by the end of week three for session 001 (or the 20 percent mark of the session in which the course is offered) to avoid tuition charges.]

Last day to drop with a mark of "W": Friday, November 10, 2023

### 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.

Week	Date	Topic	Readings	Assignments
1	22-Aug	<b>Introduction</b>	<p>Ruben, A. (2016) How to Read an a Scientific Paper. <i>(WARNING: Sarcasm and irony may be present in this reading)</i></p> <p>Rosenberg, K. (2010). "Reading Games: Strategies for Reading Scholarly Sources - excerpt".</p> <p>Harold Washington College Library. (2022). How to Read Scholarly Articles: Strategies for Reading.</p> <p>Griffin, E. (2018). A First Look at Communication Theory-compendium</p> <p>Crawford, K. (2021). Atlas of AI. Yale University Press. Chapter 3: Data</p> <p>Amba Kak and Sarah Myers West, "AI Now 2023 Landscape: Confronting Tech Power", AI Now Institute  <u>(READ: Executive summary only)</u>  <a href="https://ainowinstitute.org/2023-landscape">https://ainowinstitute.org/2023-landscape</a></p>	<p>Weekly Assignment (WA): Prepare a statement to discuss in class during the first session: What does Communication Data Science mean to you?</p>
2	29-Aug	<b>Cognition</b>	<p>Yagoda, D. (September, 2018). The cognitive biases tricking your brain. The Atlantic.</p> <p>Kahneman, D. (2011). Thinking, fast and slow. New York: Farrar, Strauss and Giroux. Chapter 1, 14 and 15.</p> <p>Christian, B. (2020). The alignment problem: machine learning and human values. Norton. Chapter 1</p>	<p>WA: Library Tutorial</p>

3	5-Sep	<b>The Datasfied Self</b>	<p>Fullwood, C. (2019). Impression management and self-presentation online. In Attrill-Smith, A., Fullwood, C., Keep, M., &amp; Kuss, D.J. (Eds.), The Oxford Handbook of Cyberpsychology. Oxford University Press.</p> <p>Krotz (2017): Explaining the Mediatization Approach (excerpt).</p> <p>Hepp, A. (2019): Deep Mediatization, Chapter 6</p> <p>Kant, T. (2020). Making it personal: Algorithmic personalization, identity, and everyday life. New York: Oxford University Press. Chapters 1 &amp; 3 (see compendium on Blackboard)</p>	WA: Describe your edited/datasfied self. Who are you when you present yourself in computational form? How may those changes interact with platform algorithms?
4	12-Sep	<b>Classification and identity</b>	<p>Scheurman, M. K., Paul, J. M., &amp; Brubaker, J. R. (2019). How computers see gender: An evaluation of gender classification in commercial facial analysis services. Proceedings of the ACM on Human-Computer Interaction, 3(CSCW), 1-33.</p> <p>Crawford, K. (2021). Atlas of AI. Yale University Press. [Full Text Available via USC Library] Chapter 4: Classification</p> <p>WATCH: AI, Ain't I A Woman? - Joy Buolamwini <a href="https://youtu.be/QxuyfWoVV98">https://youtu.be/QxuyfWoVV98</a></p>	WA: TBA
5	19-Sep	<b>Persuasion and Motivation</b>	<p>READ FIRST: Schenker, M. (2022) How to Use Cialdini's 6 Principles of Persuasion to Boost Conversions. CXL.com. <a href="https://cxl.com/blog/cialdinis-principles-persuasion/">https://cxl.com/blog/cialdinis-principles-persuasion/</a></p> <p>READ SECOND: Dainton, M. (2010) Explaining Theories of Persuasion.</p> <p>Dehnert and Mongeau: Persuasion in the Age of Artificial Intelligence (AI): Theories and Complications of AI-Based Persuasion</p> <p>Incentive Research Foundation (2017). <a href="#">Using behavioral economics insights in incentives, rewards, and recognition: A nudge guide</a></p>	WA: Examine three compliance-seeking situations in computational media and analyze them.

			<p>Burke, B. (2014). Gamify: How gamification motivates people to do extraordinary things. New York, NY: Garner. Chapter 1.</p> <p>Adams, Little &amp; Ryan (2017) Ch. 4: Self-Determination Theory, pgs 47-52. From M.L. Wehmeyer et al. (eds.), Development of Self-Determination Through the Life-Course, DOI 10.1007/978-94-024-1042-6_4</p>	
6	26-Sep	<b>CMC and AIMC</b>	<p>READ FIRST: Licklider, J. C., &amp; Taylor, R. W. (1968). The computer as a communication device. <i>Science and technology</i>, 76(2), 1-3.</p> <p>READ SECOND: Walther, J. (2011). Theories of Computer-Mediated Communication. In Knapp, M.L., &amp; Daly, J.A. (Eds.), <i>The SAGE Handbook of Interpersonal Communication</i>. Sage: Thousand Oaks.</p> <p>Hancock, J.T., Naaman, M., &amp; Levy, K. (2020). AI-mediated communication: Definition, research agenda, and ethical considerations. <i>Journal of Computer-Mediated Communication</i>, 25(1), 89-100.</p> <p>Sundar, S. S., &amp; Liao, M. (2023). Calling BS on ChatGPT: Reflections on AI as a Communication Source. <i>Journalism &amp; Communication Monographs</i>, 25(2), 165–180.  <a href="https://doi.org/10.1177/15226379231167135">https://doi.org/10.1177/15226379231167135</a></p>	<p>WA: TBA</p> <p><b>Progress Report 1 Due</b></p>
7	3-Oct	<b>Group intelligence</b>	<p>Peeters, M.M.M, et al. (2021). Hybrid collective intelligence in a human-AI society. <i>AI &amp; Society</i>, 36, 217-238.</p> <p>Malone et al. (2010). The collective intelligence genome. <i>MIT Sloan Management Review</i>, 51(3).</p> <p>Sloman, S.A., &amp; Fernbach, P. (2017). <i>The knowledge illusion: Why we never think alone</i>. New York, NY: Riverhead Books. Chapters 6 &amp; 7</p>	<p>WA: Map your own online and offline affinity groups. What are the in-group dynamics that create cohesion and trust? What might do the opposite?</p>
8	10-Oct	<b>Group emotions</b>	<p>Goldenberg, A., Garcia, D., Halperin, E., &amp; Gross, J.J. (2020). Collective emotions. <i>Current Directions in Psychological Science</i>, 29(2), 154-160.</p> <p>Crawford, K. (2021). "Artificial Intelligence Is</p>	<p>WA: Discuss an emotional group event from your own life.</p>

			<p>Misreading Human Emotion” The Atlantic</p> <p>Mackie, D.M., &amp; Smith, E.R. (2017). Group-based emotion in group processes and intergroup relations. <i>Group Processes &amp; Intergroup Relations</i>, 20(5), 658-668.</p> <p>Stark, L., &amp; Hoey, J. (2021, March). The ethics of emotion in artificial intelligence systems. In <i>Proceedings of the 2021 ACM Conference on Fairness, Accountability, and Transparency</i> (pp. 782-793).</p> <p>Heaven, D. (2020). “Why faces don’t always tell the truth about feelings” <i>Nature</i>.</p>	
9	17-Oct	<b>Platforms</b>	<p>Srnicek, N. (2017). The challenges of platform capitalism: Understanding the logic of a new business model. <i>Juncture</i>, 23(4), 254-257.</p> <p>Van Dijck, J., Nieborg, D., &amp; Poell, T. (2019). Reframing platform power. <i>Internet Policy Review</i>, 8(2), 1-18.</p> <p>Poell, Thomas, David Nieborg, and José Van Dijck. "Platformisation." <i>Internet Policy Review</i> 8.4 (2019): 1-13.</p> <p>Gillespie, T. (2020). Content moderation, AI, and the question of scale. <i>Big Data &amp; Society</i>, 7(2),</p> <p>McMillan Cottom, T. (2020). Where platform capitalism and racial capitalism meet: The sociology of race and racism in the digital society. <i>Sociology of Race and Ethnicity</i>, 6(4), 441-449.</p>	<b>Progress Report 2 Due</b>
10	24-Oct	<b>Social networks</b>	<p>García-Avilés, J. (2020). <i>Diffusion of Innovation</i>. International Encyclopedia of Media Psychology. Wiley.</p> <p>Knoke, D., &amp; Yang, S. (2020). <i>Social network analysis</i>. SAGE Publications, Inc. Chapters 1, 2 and 4 (Note: Chapter 3 is optional!)</p> <p>Soffer, O. (2021). Algorithmic Personalization and the Two-Step Flow of Communication.</p>	WA: Draw your ego network map and identify your key opinion leaders, degrees of centralization, weak and strong ties, etc.

			<p>Communication Theory, Volume 31, Issue 3, August 2021, Pages 297–315,  <a href="https://doi.org/10.1093/ct/qtz008">https://doi.org/10.1093/ct/qtz008</a></p> <p>Goldenberg, A., &amp; Gross, J.J. (2020). Digital emotion contagion. Trends in Cognitive Sciences, 24(4), 316-328.</p>	
11	31-Oct	<b>Infrastructure and materiality</b>	<p>Corning, A. et al. (2020). The 'invisible' materiality of information technology. Communications of the ACM</p> <p>Starosielski, N. (2015). Fixed Flow: Undersea Cables as Media Infrastructure in Parks, L. and Starosielski, N. (eds). Signal Traffic: Critical Studies of Media Infrastructures. University of Illinois Press.</p> <p>Colbjørnsen, T. (2021). The streaming network: Conceptualizing distribution economy, technology, and power in streaming media services. Convergence, 27(5), 1264-1287.</p> <p>Taffel, S. AirPods and the earth (2022): Digital technologies, planned obsolescence and the Capitalocene. Environment and Planning E: Nature and Space.</p>	<p>WA: Trace an Internet query or transmission using a tool provided by your instructor and perform a critical analysis of what you find.</p>
12	7-Nov	<b>Privacy</b>	<p>Solove, D.J. (2011, June 25)Why privacy matters even if you have "nothing to hide." The Chronicle of Higher Education</p> <p>Bongiovanni, I., Renaud, K, &amp; Aleisa, N. (2020, July 29). The privacy paradox: We claim we care about our data, so why don't our actions match? Theconversation.com. Retrieved from <a href="https://theconversation.com/the-privacy-paradox-we-claim-we-care-about-our-data-so-why-dont-our-actions-match-143354">https://theconversation.com/the-privacy-paradox-we-claim-we-care-about-our-data-so-why-dont-our-actions-match-143354</a></p> <p>Wittes, B. &amp; Liu, J.C. (2015, May). The privacy paradox: The privacy benefits of privacy threats. Center for Technology Innovation at Brookings.,</p> <p>Zuboff, S. (2015)., Big other: surveillance capitalism and the prospects of an information civilization. Journal of Information Technology (30), 75-89.</p>	<p>WA: Log all the locations on- and offline where you could potentially leave a data trace for 12 hours. Then analyze the list to see if your privacy rights were broken.</p> <p><b>Progress Report 3 Due</b></p>

			Trepte, S. & Masur, P. K. (2016). Cultural differences in media use, privacy, and self-disclosure. Research report on a multicultural survey study. Germany: University. P. 5 READ ONLY: "Summary of Findings"	
			Mai, J-E. (2016). Big data privacy: The datafication of personal information. The Information Society, (32)3, 192-199	
13	14-Nov	<b>Ethics</b>	Ess, C. (2020). "Chapter 6: Digital Media Ethics - Overview, Frameworks, Resources." In Digital Media Ethics. Polity.	WA: Perform an applied ethics analysis of a controversy of your choice.
14	21-Nov	<b>No Class - Thanksgiving Break</b>		
15	28-Nov		Presentations	
16	2-5 Dec		Study week	
17	6-13 Dec		<b>Final Paper Due December 7</b>	

## 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.

Links to technological support:

[USC Computing Center Laptop Loaner Program.](#)

[Zoom information for students.](#)

[Blackboard help for students.](#)

[Software available to USC Campus.](#)

## **Recording Notice**

In the event that we must meet remotely live class sessions will be recorded and made available to students through Blackboard (including transcriptions). Please remember that USC policy prohibits sharing of any synchronous and asynchronous course content outside of the learning environment. As a student, you are responsible for the appropriate use and handling of these recordings under existing SCampus policies regarding class notes (<https://policy.usc.edu/scampus-part-c/>). These rules will be strictly enforced, and violations will be met with the appropriate disciplinary sanction.