COMM 429
The Internet, Economy, and Society
Spring 2024, Section 20641
Mondays, 2:00-4:50 pm, Room ASC 228

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Email:	castells@usc.edu
Office Hours/Location:	Wednesdays 1:30-4:30 PM at ASC 102C
	Please email assistant, Pauline Martinez to set up an appointment at Pauline.martinez@usc.edu
Jonathan Aronson	Professor of Communication and International Relations
Email:	aronson@usc.edu
Office Hours	By appointment, arrange by email or in class
Class Schedule:	Mondays, 2:00-4:50 pm, Room ASC 228

This syllabus is subject to change based on the progress of the class and current events

Catalogue Description: Examines the effects of the Internet on communications industries, the global economy, economic policy, and on social, political, and cultural practices.

Course description: This course examines how the emergence and evolution of the Internet, alongside a number of significant changes in the technological, cultural, and political-economic environment, have transformed both the global economy and societies at large. The class will discuss the new terms of competition in the communication and information technology (ICT) industries on a global scale. It will also study the social effects of communication technology, with emphasis on platforms of wireless communication, on sociability, cultural practices, social movements, and politics. The course begins with a discussion of the social history of the Internet, followed by an analysis of the emergence of a global information economy and the role of ICTs in global markets. Leadership, governance, and social mobilization issues are introduced. The instructors examine the social and economic effects of the Internet with the support of specialized literature and original research.

Class structure: The course will follow a seminar teaching style, mixing lectures, commentary, and discussion. Each week one of the two instructors will begin with a lecture, the other instructor will respond. Following a short break, discussion will ensue.

Suggested Readings Prior to first class on January 8th: For an overview of the key themes of this class, students should consult two publications by the Instructors:

- Manuel Castells (2001) *The Internet Galaxy*, Oxford University Press.
- Peter F. Cowhey and Jonathan D. Aronson, (2009) *Transforming Global Information and Communication Markets*, MIT Press.

Course requirements:
1. Class Attendance/Participation   15 percent
2. Paper proposal is due– Session 5 (2/12)   15 percent
3. Mid-term examination –during Session 7 (2/29)   20 percent
4. Final Paper, due April 25 at last class   50 percent

JAN. 8: SESSION 1: Introduction: Lessons From the History of the Internet (MC)

Required Readings:

Abbate, J. (2001). Government, Business, and the Making of the Internet. *The Business History Review*, *75*(1), 147–176. https://doi.org/10.2307/3116559

Abbate, Jane (1999) *Inventing the Internet*, Cambridge, MA: MIT Press, pp. 43-146.

Berners-Lee, Tim and Mark Frischetti (1999) *Weaving the Web*, San Francisco, Harper.

Hafner, K., & M Lyon (1996). "Casting the Net." *The Sciences*, *36*(5), 32–36. https://doi.org/10.1002/j.2326-1951.1996.tb03270.x

Recommended Readings:
(Recommended readings are not required but may be of interest to students for future review)

Ashton, Kevin (2020) "How to Fly a Horse: the Secret History of Creation, Invention, and Discovery", New York: Random House.

Dormehl, Luke (2012) "The Apple Revolution. Steve Jobs, the Counterculture, and how the Crazy Ones Took over the World," London and New York: Random House, Viking Books, pp. 11-69 and 436-485.

Gillie, James and Robert Caillia (2000) *How the Web Was Born: The Story of the World Wide Web*, Oxford: Oxford University Press.

Himanen, Pekka (2002) *The Hacker Ethic: A Radical Approach to the Philosophy of Business*, New York: Random House

Huateng, Ma (2019) *China at Your Fingertips. Mobile Internet and Social Shifts in a Developing Powe*r, Beijing: China International Publishing Group

Naughton, John (2014) *From Gutenberg to Zuckerberg: Disruptive Innovation in the Age of the Internet*, New York: Quercus.

McNamee, Roger (2019) *Zucked. Waking Up to the Facebook Catastrophe*, Penguin Press

"World War Web". (2018). *Foreign Affairs*, (September/October 2018): 10-54

JAN 15:   Martin Luther King Holiday: No Class

JAN. 22: SESSION 2: Impact of the Information and Production Disruption (JA)

Required Readings:

Cowhey, Peter and Jonathan Aronson (2017) *Digital DNA: Disruption and the Challenges for Global Governance*, New York: OUP. Prologue and Chapters 1-4, pp. xi-xxi and 3-93.

Garrison, Robert, "Six Months Into 2023: Reflections On the Supply Chain So Far," *Forbes*, July 2023. https://www.forbes.com/sites/forbesbusinesscouncil/2023/07/13/six-months-into-2023-reflections-on-the-supply-chain-so-far/?sh=6e6b661045a8

Monroe, Rachel, Build Better, "Can 3-D printing help solve the housing crisis," *New Yorker,* January 23, 2023, pp. 24-29. https://www.newyorker.com/magazine/2023/01/23/can-3-d-printing-help-solve-the-housing-crisis

The Economist. May 5, 2022, "Wearable technology promises to revolutionize health care," https://www.economist.com/leaders/2022/05/05/wearable-technology-promises-to-revolutionise-health-care

The Economist, September 18, 2022, "The $300bn Google-Meta advertising duopoly is under attack," https://www.economist.com/business/2022/09/18/the-300bn-google-meta-advertising-duopoly-is-under-attack

Recommended Readings:

Atkinson, Robert D. and Stephen J. Ezell (2012) *Innovation Economics: The Race for Global Advantage,* New Haven, CT: Yale University Press.

Brynjolfsson, Erik and Adam Saunders (2009) *Wired for Information: How Information Technology Is Reshaping the Economy*, Cambridge, MA: MIT Press.

JAN. 29: SESSION 3: Venture Capital, Innovation in the Digital Economy (JA)

Required Readings:

Adler, David, (September. 30, 2019*), "*Schumpeter's Theory of Creative
Destruction."
https://www.cmu.edu/epp/irle/irle-blog-pages/schumpeters-theory-of-creativedestruction.html#:~:text=He%20is%20perhaps%20most%20known,are%20rendered%20obsolete%20over%20time.

Harvard Business Review, (December 2015) "What Is Disruptive Innovation?"
Clayton M. Christensen, Michael E. Raynor, and Rory McDonald
https://hbr.org/2015/12/what-is-disruptive-innovation

Thompson, Derek, "The Eureka Theory of Innovation is Wrong," *The Atlantic*,
January-February, 2023. https://www.magzter.com/stories/news/The-Atlantic/THE-EUREKA-THEORY-OF-HISTORY-IS-WRONG

Watch: Sebastian Mallaby on Venture Capital, Conversations with Tyler,
at: https://www.youtube.com/watch?v=WzTos4RDCks

Recommended Readings:

Chander, Anupam (2013) *The Electronic Silk Road: How the Web Binds the World Together in*
Commerce. New Haven, CT: Yale University Press

Lerner, Josh (2012) *The Architecture of Innovation: The Economics of Creative Organization,*
Cambridge, MA: Harvard Business Review Press. pp. 1-86, skim 87-134, 135-178.

McQuivey, James (2013) *Digital Disruption: Unleashing the Next Wave of Innovation*, Las
Vegas, NV: Amazon Publishing.

Shelanski, Howard (2012) "Information, Innovation, and Competition Policy for the
Internet," *University of Pennsylvania Law Review* 161, pp. 1664–1706. At:
http://scholarship.law.upenn.edu/cgi/viewcontent.cgi?article=1025&context=penn_law_review

FEB. 5: SESSION 4: Transformation of Media & Communication in a Digital Environment: Culture of Real Virtuality (MC)

Arsenault, Amelia and Manuel Castells (2008) "The Structure and Dynamics of Global Multimedia Business Networks", *International Journal of Communication*, 2 pp. 707-748.

Boyd, Dana and Nicole Ellison (2011) "Social Network Sites: Definition, History and Scholarship," *Journal of Computer Mediated Communication*, 13:1, pp. 210-230.

Eco, Umberto. (1984) "Does the audience have a bad effect on television" in Eco, Umberto and Robert Lumley (eds), *Apocalypse Postponed*, Bloomington: Indiana University Press

Jenkins, Henry, Sam Ford and Joshua Green (2013) *Spreadable Media. Creating Value and Meaning in a Networked Culture*, New York: New York University Press, pp. 1-46.

Taplin, Jonathan (2023) The End of Reality, pp   , New York: Public Affairs

Van der Haak, B., Parks, M, Castells, M. (2012) "The Future of Journalism: Networked Journalism"*, International Journal of Communication*, Accesible online.

<u>Recommended Readings:</u>

McChesney, Robert (2007) *The Communication Revolution*, New York: Free Press

Murthy, Dhiraj (2013) *Twitter. Social Communication in the Twitter Age*, Cambridge, Polity Press

Neuman, Russell (2015) *A Theory of Communication in the Digital Age*, NYU Press.

Schroeder, P. (2018) *Social Theory and the Internet: Media, Technology, and Globalization,* Chapter 4 "The Internet in everyday life: sociability", London: UCL Press, <u>https://doi.org/10.14324/111.9781787351226</u>

FEB. 12: SESSION 5: The Internet, The Cloud, Platforms, and Streaming (JA)

PAPER PROPOSAL ARE DUE, SESSION 5, FEBRUARY 12TH.

Required Readings:

Charlie Warzel, *Galaxy Brain, September 28. 2022, "*Is this the Beginning of the End of the Internet," https://www.theatlantic.com/ideas/archive/2022/09/netchoice-paxton-first-amendment-social-media-content-moderation/671574/

Cowhey, Peter and Jonathan Aronson, (2017) *Digital DNA: Disruption and the Challenges for Global Governance* New York, Oxford University Press, Chapter 6, pp. 125-166.

Hu, T. H. (2015). Introduction. *A Prehistory of the Cloud* (pp. IX–XXIX, 73–110). MIT Press (Blackboard)

UK Parliament, "(2022) "Defining 'Online Platforms," https://publications.parliament.uk/pa/ld201516/ldselect/ldeucom/129/12906.htm

WATCH: "The Battle of Streaming Services, September 25, 2022, https://www.youtube.com/watch?v=8BDbFn4HjuM

Recommended Readings:

Peter Cowhey and Michael Kleeman, "Unlocking the Benefits of Cloud Computing for Emerging Economies – A Policy Overview," (2012) http://www.researchictafrica.net/publications/Other_publications/2012_Cowhey%20and%20Kleeman%20-%20Unlocking%20the%20Benefits%20of%20Cloud%20Computing%20for%20Emerging%20Economies%20-%20A%20Policy%20Overview.pdf

Shannon K. O'Neill, (2022) *The Globalization Myth: Why Regions Matter, Yale.U. Press*

FEB 19: Presidents Day Holiday: No Class

FEB. 26: SESSION 6: Digital Social Networks and Mobile Communication: Sociability 2.0 (MC)

<u>Required Readings</u>

Baym, Nancy (2010) *Personal Connections in the Digital Age*, Cambridge, UK: Polity Press, pp. 81-111 and 142-173.

Boyd, Dana (2014) *It is complicated. The Social Lives of Networked Teens*, Cambridge, MA: MIT Press, 29-53, 128-152, 199-213.

Broadbandsearch (2022) *History of Social Media (It's Younger Than You Think)* https://broadbandsearch.net/blog/complete-history-socia-media

Castells, Manuel, et al. (2006) *Mobile Communication and Society: A Global Perspective*, MIT Press, pp. 77-126.

Koo, N. (2017) 'Evaluating Subjective Well-being in the Network Society', *Health & New Media Research*, 1(2), pp. 149–164.

<u>Recommended Readings:</u>

Fortunati et al. (2013) "What happened to body-to-body sociability?" *Social Science Research*, 42 (3): 893-905

Graham, Mark and Dutton, William (editors) (2019) *Society and the Internet*, Oxford: Oxford University Press, updated 2019 edition.

Livingstone, Sonia and Ellen Harper (2010) "Balancing opportunities and risks in teenagers' uses of the Internet: the role of online skills and Internet self-sufficiency" *New Media and Society*, 12: 2. https://pdfs.semanticscholar.org/23ff/241f68d0922310c79e11d2603ab94ad8a9e4.pdf

Nahon, Karine and Jeff Hemsley (2013) *Going Viral*. Cambridge, UK: Polity Press

Rainie, Lee and Barry Wellman (2012) *Networked: The New Social Operating System*, MIT Press

MAR. 4: SESSION 7: Digital Divides: Inequality in the Internet (MC)

MID-TERM EXAMINATION – DURING CLASS, SESSION 7, MARCH 4TH.

<u>Required Readings</u>

Galperin, Hernan (2017) "Why are half of Latin Americans not online? A four country study of reasons for Internet not-adoption" International J.of Communication, 11, 23.

Hicks, M. (2017) "A Feature, Not a Bug." Retrieved from:
http://www.technologystories.org/a-feature-not-a-bug/

Pew Research. (2018). *Demographics of Internet and Home Broadband Usage in the United States*. Retrieved from http://www.pewinternet.org/fact-sheet/internet-broadband/

Robinson, Laura et al. (2015) "Digital Inequalities and Why They Matter," *Information, Communication, and Society*, 218: 560-582. At:
https://scholars.opb.msu.edu/en/publications/digital-inequalities-and-why-they-matter-4

<u>Recommended Readings:</u>

Donner, Jonathan (2015) *After Access: Inclusion, Development, and a More Mobile Internet,* MIT Press

Perrin, Andrew and Maeve Dugg (2016) "Americans' Internet Access, 2000-2015', Research Report, Pew Research Center. At:
http://www.pewinternet.org/2015/06/26/americans-internet-access-2000-2015

Qiu, Jack Linchuan (2009) *The Working Class Network Society: Communication Technology and Information Have-less in Urban China*, Cambridge, MA: MIT Press

Wakefield, Kelly (2013) "Global Digital Divide: Inequality and Internet Access," *Geography Review*, 26:4 pp. 10-13. G*lobal Societies*, London: World Scientific, pp. 245-258.

MAR. 11 SPRING BREAK NO CLASS

MAR 18: SESSION 8: The Internet, Privacy, & Cybersecurity (JA)

Required Readings:

Cowhey, Peter and Jonathan Aronson (2017) *Digital DNA: Disruption and the Challenges for Global Governance*, Oxford, Oxford University Press, Ch 7, pp. 16-229.

Gersen, Jeanne Suk, *The New Yorker*." June 24, 2022, "Has the Right to Privacy Gone too far – or not far enough?

Giles, M. We need a cyber arms control treaty to keep hospitals and power grids safe from hackers. (October 2018). At: https://www.technologyreview.com/s/612215/we-need-a-cyber-arms-control-treaty-to-keep-hospitals-and-power-grids-safe-from-hackers/

Igo, Sarah E, "Privacy Isn't Dead," *The Atlantic,* (May 2022),

Recommended Readings:

Boyd, Dana, (2010) "Facebook and "radical transparency" (a rant). At: http://www.zephoria.org/thoughts/archives/2010/05/14/facebook-and-radical-transparency-a-rant.html

Clarke, Richard A., with Robert K. Knake (2010), *Cyber War: The Next Threat to National Security and What to Do about It*, New York: Ecco Press.

Schneier, Bruce (2016) *Data and Goliath: The Hidden Battles to Collect You Data and Control Your World*, New York, W.W. Norton.

Singer, Peter W. and Allan Friedman, (2014) *Cybersecurity and Cyberwar—What Everyone Needs to Know*, New York: Oxford University Press, 247-256 skim the rest as interested.

Zuboff, Shoshana (2019) *The Age of Surveillance Capitalism*, Public Affairs

MAR 25: SESSION 9: Education, Internet and Artificial Intelligence (MC)

Required Readings:

Agasisti, T., Gil-Izquierdo, M. and Han, S.W. (2020)
> ICT Use at home for school-related tasks: what is the effect on a student's achievement? Empirical evidence from OECD PISA data', *Education Economics*, 28(6), pp. 601–620. Available at: https://doi.org/10.1080/09645292.2020.1822787.

Castells, Manuel (2024) *Advanced Introduction to Digital Society,* London: Edward Elgar,
> Chapter 5: "Human Learning, Internet Learning, Machine Learning, Artificial Intelligence", The unpublished chapter will be posted in Blackboard.

Recommended Readings:

Holmes, W. and Tuomi, I. (2022)
> 'State of the art and practice in AI in education', *European Journal of Education*, 57(4), pp. 542–570. Available at: https://doi.org/10.1111/ejed.12533.

Johnson, A. (2023) *ChatGPT In Schools: Here's Where It's Banned—And How It Could Potentially Help Students*, *Forbes*. Available at:
> https://www.forbes.com/sites/ariannajohnson/2023/01/18/chatgpt-in-schools-heres-where-its-banned-and-how-it-could-potentially-help-students/ (Accessed: 30 May 2023).

Karlsson, L. (2022) 'Computers in education: the association between computer use and
> test scores in primary school', *Education Inquiry*, 13(1), pp. 56–85. Available at: https://doi.org/10.1080/20004508.2020.1831288.

Martinez, Lea et alter (2022) "Entertainment Video Games for Academic
> Learning: A Systematic Review", *Journal of Educational Computing Research,* 60: 5.

National Center for Education Statistics (2018) 'Teaching with Technology: U.S. Teachers'
> Perceptions and Use of Digital Technology in an International Context'. Available at: https://nces.ed.gov/blogs/nces/post/teaching-with-technology-u-s-teachers-perceptions-and-use-of-digital-technology-in-an-international-context (Accessed: 30 May 2023).

APR. 1: SESSION 10: Social Movements in the Age of the Internet (MC)

Required Readings:

Bennett, W. L., A. Segerberg, & S. Walker (2014). "Organization in the crowd: peer production in large-scale networked protests." *Information, Communication & Society*, *17*(2), 232–260. https://doi.org/10.1080/1369118X.2013.870379

Castells, Manuel (2015) (2nd edition) *Networks of Outrage and Hope,*" Cambridge, UK: Polity Press, pp. 246-276, 308-316.

Jenkins, Henry & Nico Carpentier (2013). Theorizing participatory intensities: A conversation about participation and politics. *Convergence*, *19*(3), 265–286. https://doi.org/10.1177/1354856513482090

Ng, Ho Chuen (March 2016*) "Social Movements in the Digital Age. A Case Study of the Umbrella Movement in Hong Kong*," *Diggit Magazine*. At: https://www.diggitmagazine.com/papers/social-movements-digital-age

Recommended Readings:

Juris, Jeff (2008) *Networked Futures, London*: Duke University Press, pp. 267-286.

Ludlow, Peter (ed.) (2001) *Crypto-Anarchy, Cyberstates and Pirate Utopias*, MIT Press.

Taylor, Astra (2014) *The People's Platform: Taking Back Power and Culture in the Digital Age* New York: Metropolitan Books.

International Journal of Communication, (2011,5), Special Issue on the Arab Revolutions (skim) IJOC.org

APR. 8: SESSION 11: The Internet, Big Data, Blockchain/Crypto and AI (JA)

Required Readings:

Council on Foreign Relation Backgrounder, "Cryptocurrencies, Digital Dollars,
    and the Future of Money," Updated February 28, 2023.
    https://www.cfr.org/backgrounder/cryptocurrencies-digital-dollars-and-future-
money

 Cukier, Kenneth Neil and Viktor Mayer- Schönberger "The Rise of Big Data: How It's
    Changing the Way We Think About the World, *Foreign Affairs,* May/June 2013, pp.
    28-40. At: https://www.foreignaffairs.com/articles/2013-04-03/rise-big-data

Huang, Y. "China's use of big data might actually make it less
    Big Brother-ish", August 22, 2018.
    https://www.technologyreview.com/s/611814/chinas-use-of-big-data-might-
    actually-make-it-less-big-brother-ish/

James Manyika and Michael Spence, ""The Coming AI Economic Revolution:
    Can Artificial Intelligence Reverse the Productivity Slowdown?" *Foreign Affairs,*
    November-December 2023, pp. 70-86

Julia Evelyn Larsen | TEDxOdenseWomen, "Blockchain: The Good, The Bad and
    How to tell The Difference," February 7, 2020.
    https://www.youtube.com/watch?v=0HppDzMemjE

Recommended Readings:

Castro, Daniel, and Joshua New, December 4, 2014, "10 Policy Principles for Unlocking the
    Potential of the Internet of Things," Center for Data Innovation,

Mayer-Schönberger, Viktor, and Kenneth Cukier, (2013) *Big Data: A Revolution That Will
    Transform How We Live, Work, and Think* Boston: Houghton, Mifflin Harcourt. Pp. 1-
    32 185-197 (skim the rest as interested)

APR. 15: SESSION 12: The Internet and the Political System: Social Media and Political Polarization (MC)

Required Readings:

Arora, S.D. et alter (2022) *The Atlantic,* "Polarization and Social Media.
	A systematic review and research agenda" Elsevier Enhanced Reader, Elsevier.
	https://doi.org/10.1016/j.techfore.2022.12.1942

Bail, C.A. et alter (2018) "Exposure to opposing views on social media can increase
	Political polarization" Proceedings of the National Academy of Sciences, 115 (37)
	9216-9221, https:// doi.org/10.1073/pnas.1804840115

Barbera, Pablo (2020) "Social Media, Echo Chambers, and Political Polarization" in
	Persily, Nathaniel and Tucker, Joshua A. (eds) *Social Media and Democracy,*
	Cambridge, Cambridge University Press: 34-55

Jonathan Haidt (May 2022) *The Atlantic* "After Babel: How Social Media
	 Dissolved the Mortar of Society and Made America Stupid." Blackboard

Woolley, S. C., & P. N. Howard, (2016). Automation, Algorithms, and Politics| Political
	Communication, Computational Propaganda, and Autonomous Agents —
	Introduction. *International Journal of Communication*, *10*(0), 9.

Recommended Readings:

Arsenault, Amelia and Manuel Castells (June 2006) "Conquering the minds, conquering
	Iraq. The social production of misinformation in the United States. A case study",
	Information, Communication and Society, pp. 284-307. At:
	http://www.tandfonline.com/doi/abs/10.1080/13691180600751256

Barberá, P., Jost, J. T., Nagler, J., Tucker, J. A., & Bonneau, R. (2015. Tweeting From Left to
	Right: Is Online Political Communication More Than an Echo Chamber?
	Psychological Science, *26*(10), 1531–1542.
	https://doi.org/10.1177/0956797615594620

Castells, Manuel (2018) *Rupture. The Crisis of Liberal Democracy*, Cambridge: Polity Press

Diamond, Larry, *Foreign Affairs* (Sep/Oct 2022) "All Democracy is Global: Why
	America Can't Shrink from the Fight for Freedom," pp.182-197. Blackboard

Donovan, Joan (2016) *"Can you hear me now?" Phreaking the party line from operators to
	occupy, Information, Communication & Society*, 19:5, pp. 601-617.
	http://www.tandfonline.com/doi/abs/10.1080/1369118X.2016.1139610?journalC
	ode=rics20

Guo, L. and Vargo,C. (2020) "Fake news and emerging online media ecosystem. An integrated intermedia agenda-setting analysis of the 2016 US Presidential election" Communication Research, 47 (2), 178-200

Hollihan, Thomas (2008) *Uncivil Wars: Political Campaigns in the Media Age,*" St Martin's Press, pp. 73-93, 139-163.

Katz, James, et. alter (2013) *The Social Media President: Barack Obama and the Politics of Digital Engagement*, New York: Palgrave Macmillan.

McCarthy, Helen, et al. "Network logic: Who governs in an interconnected world," London: Demos.

Sey, Araba and Manuel Castells (2004) "Networked politics: Internet and the political process," in Castells, Manuel (ed.) *The Network Society: A cross-cultural perspective*, Edward Elgar

Thompson, John B. (2000) *Political Scandal. Power and Visibility in the Media Age*, Cambridge: Polity Press.

APR. 22: SESSION 13: Global Governance and the Future of the Internet (JA)

FINAL PAPERS DUE APRIL 22 AT LAST CLASS SESSION

<u>Required Readings:</u>

Cowhey and Aronson, (2017) *Digital DNA: Disruption and the Challenges for Global Governance*, Oxford University Press, Chapters 5 and 9, pp. 94-122, 233-261.

Rodrik, Dani and Stephen M. Walt, "How to Build a Better Order," *Foreign Affairs*, Sep/Oct 2022, pp.142-155.

Techlash: Who Makes the Rules in the Digital Gilded Age," Blackboard.

The *Economist* October 13, 2022, Briefing on the Global Tech Race, "China and the West are competing frantically to foster innovation,"

Yeung, Karen and Martin Lodge, "Algorithmic Regulation: An Introduction ,"At: *h[ttps://global.oup.com/academic/product/algorithmic-regulation-9](https://global.oup.com/academic/product/algorithmic-regulation-9)780198838494?cc=gb&lang=en&*

<u>Recommended Readings:</u>

DeNardis, Laura, (2014) *The Global War for Internet Governance* New Haven, CT: Yale University Press.

Drake, William J., and Monroe Price (eds.), "Beyond Netmundial: The Roadmap for Institutional Improvements to the Global Internet Governance Ecosystem," August 2014, http://www.global.asc.upenn.edu/app/uploads/2014/08/BeyondNETmundial_FINAL.pdf

The Bildt Commission. Global Commission on Internet Governance. 2016. "One Internet," Final Report by the Centre for International Governance and the Royal Institute for International Affairs. At: 261 http://ourinternet.org/report#chapter--preface.

Statement on Academic Conduct and Support Systems (from USC Annenberg)

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), 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 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.

Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class is prohibited without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is also prohibited. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media. ([Living our Unifying Values: The USC Student Handbook](), page 13).

Policy on AI Generators

Permitted on specific assignments
In this course, I encourage you to use artificial intelligence (AI)-powered programs to help you with assignments that indicate the permitted use of AI. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not yet prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.

Please ask if you are unsure about what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Collaboration. In this class, you are expected to submit work that demonstrates your individual mastery of the course concepts.

Group work. Unless specifically designated as a "group project," all assignments are expected to be completed individually.

Computer programs. Plagiarism includes the submission of code written by, or otherwise obtained from someone else.

If found responsible for an academic violation, students may be assigned university outcomes, such as suspension or expulsion from the university, and grade penalties, such as an "F" grade on the assignment, exam, and/or in the course.

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. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems
Annenberg Student Success Fund
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
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.

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

TrojansAlert
TrojansAlert is an alert system that allows university officials to contact you during an emergency. It is your connection to real-time updates, instructions on where to go, what to do, or what not to do, who to contact and other important information. Visit the website to sign up.

Emergency Preparedness/Course Continuity in a Crisis
In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university's site on [Campus Safety and Emergency Preparedness](#).

[ITS Customer Support Center](#) *(CSC):* (213) 740-5555
The ITS Customer Support Center (CSC) provides support to the USC community for connecting to the USC Network and using supported applications. For help with network connectivity and software, contact CSC. Walk-in support is available in Leavey Library's Information Commons.

[*Violence-Free Campus*](#)
Visit the website to read more about prohibited behaviors, reporting responsibilities and where to report.

Student-Athlete Travel Excuse Letters
Prior to a university-sponsored away competition, Student-Athletes are responsible for providing their Instructor with a Competition Excuse Letter (provided by their academic counselor) for the classes missed while on the road (i.e., excused absence). It is the responsibility of the Student-Athlete to provide the letter prior to leaving on their trip and to make arrangements for a make-up of any missed assignments or exams. Please refer to the [SAAS site](#) where they detail travel and travel excuse letters.