

USC Annenberg

COMM 309: Communication & Technology 4 Units

Spring 2025 – Monday-Wednesday 2:00-3:20pm
Section: 20494R
Location: ANNL105A

Instructor: François Bar (he/il/他)

Office: ANN310L

Office Hours: By appointment

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

Teaching Assistants / Graders:

TA	contact	Office hours	Scheduling link
Rohan Grover	rohan.grover@usc.edu	Mondays 1-2pm	https://calendly.com/rohan-grover/comm-309
Alejandro (Alex) Alvarado Rojas	alejandro.alvaradorojas@usc.edu	Wednesdays 12-1pm	https://calendly.com/alx-alvarado-rojas/comm309
Josh Widera	jwidera@usc.edu	Mondays 3:30-4:30pm	https://calendly.com/jwidera/office-hours-1

Course Description

From the catalog: Cultural, social, political, and economic dynamics of communication technologies, including internet architecture, social media, participatory cultures, privacy, surveillance, networked journalism, big data, algorithms, online activism. (This syllabus draws heavily on previous versions of this class taught by Annenberg faculty, in particular Profs. Mike Ananny and Dmitri Williams)

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

Student Learning Outcomes

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

- State their own definitions of “communication” and “technology” and explain those definitions’ groundings
- Connect theories of “communication” and “technology” to related concepts – economics and business, power, politics, difference, identity, community, development, labor, etc
- Discuss contemporary examples of communication technologies and current news developments in relation to theoretical concepts.
- Connect course concepts and examples to their envisioned future careers.

Course Notes

- All readings will be provided via Brightspace; there are no textbooks to buy.
- All lecture slides will be posted on Brightspace after the lecture is complete and deleted when the course is over.

- In a class this large, neither the TAs nor the instructor can “summarize” classes for individual students so, if it is impossible for you to attend classes in real-time, we do expect that you will review the slides, and contact classmates to find out what went on before reaching out to TAs.
- Most classes will be held in-person, but please check Brightspace for up-to-date information on our class modality. Selected classes may be held on zoom, in particular to accommodate remote guest speakers.
- Zoomed class sessions will be recorded and made available to students through Brightspace (including transcriptions). Please remember that USC policy prohibits sharing of any synchronous and asynchronous course content outside of the learning environment. As a student, you are responsible for the appropriate use and handling of these recordings under [the USC Student Handbook](#) section regarding [class notes](#). These rules will be strictly enforced, and violations will be met with the appropriate disciplinary sanction.
- Zoom etiquette: Although you are not obligated to turn your camera on, we highly recommend it (feel free to pick a background of your choice if this makes you feel more comfortable keeping your camera on). Please keep your microphone off except when you’re speaking.

Communication

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

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

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

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

Note Taking: A must

I use slides and will post them on Brightspace since many students like to have them and to annotate them. To be clear, they are not your notes. They are also not a study sheet for exams. The slides do not cover everything, especially points of discussion or the readings. I will frequently say or call out important things in class, and you want to be literally noting them. Active listening is key, and your notes are your notes. Students who don’t take notes typically get poor grades.

Technological Proficiency and Hardware/Software Required

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

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

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

Required Readings and Supplementary Materials

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

Description and Assessment of Assignments

You will submit all work through Brightspace

Preparation for each class: There will be **material to read, watch or listen to** in preparation for each class. Make sure you review this before class – the lectures will make a lot more sense that way. In addition, each week you will be asked to **complete an activity** which

is intended to provide context for the lecture. You are asked to post the output from that activity on Brightspace before the start of class – these may be a short writing assignment, a chart, a short recording, or some other product. You will get credit for completing these activities, and two of these will randomly be graded over the course of the semester. There will be 12 such activities through the semester and you may skip 2 of them – complete 10 to receive maximum credit.

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

Final Paper: You will write a final paper in response to a detailed prompt 3,000 - 4,000 words. The prompt will ask students to reflect on a question, example, or theme connected to the course. Papers will be evaluated on how well they answer the prompt; offer a compelling and insightful perspective; use evidence to support the argumentation; and use clear, concise, and grammatical language. The final paper prompt will be given out 2 weeks before the paper is due.

Generative AI Policy

AI will continue to be part of your life after this class and into your careers. So, our mutual job is to have you learn how to use it intelligently while still making you intelligent. Learning to write and think are crucial parts of your training, and if you outsource the mental work you’ll be less than you should be.

When using AI, keep in mind that:

- Low quality prompts equal low-quality results. Don’t trust a thing it says. You are responsible for what you submit.
- To protect yourself from plagiarism, or accusations of using AI unquestioningly, consider completing your work in Google Docs or another platform that leaves a digital trail of your changes to prove your work is yours and yours alone.
- There are also issues of transparency—giving credit for work done by AI, or showing how you used it. My policy is that you can use it, but you need to be clear you did, and how. If you use AI in your assignments, you must include a statement at the end (which won’t count in any page totals) explaining how. If you want to use a template for that, here’s a good one:

Usage	Tool Used (e.g., ChatGPT-4)	How you edited the output, if at all	Conversation Link (if available)
Topic selection			
Brainstorming and idea generation			
Research			
Source evaluation / validation			
Outlining/planning			
Drafting			
Media creation			
Revising			
Polishing			
Other			

Breakdown of Grade and Timeline

Assignment	handed out	Due	Points	% of grade	note
Complete 10 preparation activities	each week (12 available in total)	following week	20	20%	2 pts each
2 prep activities will be “deep graded” (among the 10)	Randomly selected		10	10%	5 additional pts each
Mid-term	Wed, 3/5, 2pm	Thu, 3/6, 2pm	30	30%	1 day
Final paper	Monday, April 28	Mon, May 12, 2pm	40	40%	14 days
		Total	100	100%	

Grading Scale

94 to 100%: A	80% to 83%: B minus	67% to 69%: D plus
90% to 93%: A minus	77% to 79%: C plus	64% to 66%: D
87% to 89%: B plus	74% to 76%: C	60% to 63%: D minus
84% to 86%: B	70% to 73%: C minus	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.

Here’s the **best way to get an “A”** in the course:

- attend all of the classes / watch all of the lecture videos promptly (it’s so much easier to have a sense of a topic or the flow of the course if you attend/watch regularly and aren’t trying to play catch up);
- review all the assigned materials before the class (doing so will help the lecture make sense and the lectures will draw on the materials);
- make friends with fellow students, trade notes, form study groups, and write 3 practice exam questions after each class;
- leave yourself time to edit and revise your papers (don’t leave it until the night before to write them);
- although the mid-term exam is take-home and “open notes,” study for it as if it isn’t (you won’t have time to learn material or read articles for the first time during the exam – exams will ask you to synthesize and work with concepts, not repeat details);

- stay in touch with your TA, participate often and thoughtfully in class, come to my office hours (this will help you stay connected to the course);
- practice applying the concepts we discuss in class immediately as you use and encounter new communication technologies.

Grading Timeline

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

Late submission policy

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

Policy on Re-Grading

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

- you must submit the work for regrading between 2-10 days after receiving the grade (we cannot accept any re-grading requests after this point);
- you cannot submit the work for regrading less than 48 hours after receiving the grade (this is a “reflection period” to encourage you to think about the reasons for your request);
- you must submit any regrading request with a paragraph explaining why you are requesting the re-grading;
- your TA will be the first person who re-grades your work;
- if after the TA’s re-grading you still think that a grading error has been made, you can submit it to me (the professor) for regrading but you must explain why you think there has still been an error;
- at any point in the re-grading process your grade may increase – but your grade may also decrease as a result of re-grading.

Course Schedule: A Weekly Breakdown

Important note to students: Be advised that this syllabus is subject to change - and probably will change - based on the progress of the class, events. *In particular, the list of topics and guest speakers after the mid-term (starting week 9) is simply illustrative and lists topics and guests from past installments of this class. It will be modified to reflect current developments related to the class themes and guest speaker availability.* The most up-to-date information about each class will be posted on Brightspace.

Week & Date	Topics	Readings	Preparation Activities
week 1: 13-Jan; 15-Jan	Jan-13: Introduction Jan-15: What is communication?	Jan-9: Read the syllabus. You will have a chance to ask for any needed clarification during our first class. Jan-11: <ul style="list-style-type: none"> • Carey, J.W. (1989). A cultural approach to communication. Communication as culture: Essays on media and society (pp. 13-36). New York: Routledge. • Gerbner, G. (1972, September, 1972). Communication and social environment. 	

		Scientific American, 227(3), 152-160.	
week 2: 20-Jan; 22-Jan	Jan-20 MLK's Birthday Holiday Jan-22: What is technology?	<ul style="list-style-type: none"> • Winner, L. (1986). Technologies as forms of life. In <i>The whale and the reactor</i> (pp. 3- 18). Chicago, IL: Chicago University Press. • Watch: The infuriating truth behind elevator buttons (The Verge, 2019) - 8:20. • OPTIONAL: Pacey, A. (1985). Technology: practice and culture. In <i>The culture of technology</i> (pp. 1-12). Cambridge, MA: MIT Press. 	Self-observation: this past week, what communication activities did you engage in? what technologies did you use? Choose one dimension along which to analyze your activities and create a visual to highlight an interesting feature.
week 3: 27-Jan; 29-Jan	A brief overview of communication networks	<ul style="list-style-type: none"> • <i>Watch</i> "Long Distance" (https://archive.org/details/long_distance) Look for signs of what this says about the social, economic and political context within which the new technology of "long distance" was being deployed. Think about questions like: Who is this for? What problems is it meant to solve? How do the affordances of that new technology shape its use? Whose labor is involved? Whose money is involved? Whose power is affected? • Naughton, J. (2016). The evolution of the Internet: From military experiment to General Purpose Technology. <i>Journal of Cyber Policy</i>, 1(1), 5–28. https://doi.org/10.1080/23738871.2016.1157619 • Get a good sense of How telephones work? (https://www.explainthatstuff.com/telephone.html) and What is the Internet? (https://www.explainthatstuff.com/internet.html). See if you can explain how messages "travel" differently over these two networks, how an old-fashion telephone works as a "transmitter" and a "receiver", how "circuit switching" differs from "packet switching", how "analog" differs from "digital". Come to class with questions if something is unclear. • OPTIONAL: Czitrom, D. J. (1982). Chapter 1 "Lightning Lines and the Birth of Modern Communication 1838-1900" in: Czitrom, D. J. (1982). <i>Media and the American Mind: From Morse to McLuhan</i>. University of North Carolina Press. http://ebookcentral.proquest.com/lib/socal/detail.action?docID=4322077 - (pp. 3-29) 	Analog vs Digital: Among your daily communication activities, pick one that relies on analog technology, one that relies on digital technology. What difference does it make? Create a 1-page visual that conveys your key observation(s). Feel free to interpret this prompt: e.g. pick one type of comm activity that you perform with both analog and digital tech; or compare how you do it with analog tech and your friend does it with digital tech; or something you used to do with analog tech and now do with digital tech; etc. (for definitions of 'analog' and 'digital', see: https://www.explainthatstuff.com/analog-and-digital.html)
week 4: 03-Feb; 05-Feb	Policy: why does government get involved? How?	<ul style="list-style-type: none"> • Starr, P. (2004). The creation of the media: Political origins of modern communications. Basic Books. Introduction (pp 1-21). • Watch 3 short videos. Identify various ways in 	Government and you: Think of two ways in which your communication activities are affected by

	With what consequences?	<p>which government institutions play a role in communication:</p> <ul style="list-style-type: none"> • The FCC’s new net neutrality rules, explained in 172 seconds: https://www.youtube.com/watch?v=sBKPacCuXsw • The Digital Divide, Explained: https://www.youtube.com/watch?v=aMi3ky04XqY • US government, 48 states target Facebook ‘monopoly power’ in major anti-trust suits: https://www.youtube.com/watch?v=O30_Ovfs7wM • Zuboff, S. (2021, January 29). Opinion The Coup We Are Not Talking About. The New York Times. https://www.nytimes.com/2021/01/29/opinion/sunday/facebook-surveillance-society-technology.html 	<p>government policy. How so? How different would they be without that intervention? You may want to pick one way you feel is positive, one you feel is negative.</p> <p>Create a 1-page visual that conveys your key observation(s).</p> <p>Government: can be local, state, national, international; US or other country.</p> <p>Bonus: can you think of the reason behind that government intervention??</p>
week 5: 10-Feb; 12-Feb	Infrastructure and Standards	<ul style="list-style-type: none"> • Star, S. L., & Lampland, M. (2009). Reckoning with standards. In M. Lampland & S.L. Star (Eds.), Standards and their stories: How quantifying, classifying, and formalizing practices shape everyday life (pp. 3-34). • Bar, F., & Sandvig, C. (2008). US communication policy after convergence. Media, Culture & Society, 30(4), 531–550. http://doi.org/10.1177/0163443708091181 • READ (short: 2 pages): Standard-Bearers The New Yorker. (n.d.). Retrieved February 11, 2021, from https://www.newyorker.com/magazine/2006/10/16/standard-bearers • What else is new? The New Yorker. Retrieved from https://www.newyorker.com/magazine/2007/05/14/what-else-is-new 	<p>Infrastructures: List the communication infrastructures you use. Think about things like the cellular network behind your phone, the cable provider behind your TV and internet, the printing and distribution system behind the books and newspapers you read, the broadcast network behind the radio stations you listen to, the post and shipping systems behind the letters and packages you send and receive, etc...</p> <p>Pick one of them and list the economic actors involved in making it work. You may need to do some research to find out what are the various elements making up that communication infrastructure and who provides them.</p> <p>Draw a picture showing their interconnection(s). Some things to think about:</p> <ul style="list-style-type: none"> • How are the various parts coordinated?

			<ul style="list-style-type: none"> • Are standards involved? (which?) <p>Bonus: how do \$\$ flow between the various parts of that infrastructure?</p> <p>Bonus #2: is there a role for government in that system?</p> <p>If you need help understanding what standards are, read the Standard Bearers article assigned for this class. Or you could have a look at this web page on Digital Standards</p>
week 6: 17-Feb; 19-Feb	Feb-17: Pdt Day No Class Feb-19: Economics – industry structure, information pricing	<ul style="list-style-type: none"> • Listen: How the Google Antitrust Case Trickles Down Onto Your Phone. (n.d.). Wired. Retrieved January 17, 2021, from https://www.wired.com/story/gadget-lab-podcast-478/ • Shapiro, C. (1998). Information rules: A strategic guide to the network economy. Harvard Business School Press. Chapter 2: Information Pricing. [optional: Chapter 3: Versioning] The examples used in this book are a bit dated, but the principles remain valid (and have perhaps become more so since this was written). Think about more contemporaneous examples that illustrate the authors' "information rules". 	Your communication budget: list the companies that provide your communication services. How do you pay for their services? How are you billed (e.g. flat fees, per-use fee, etc)? How does this affect your communication practices? Present your findings as a one-page visual (you may focus on 2 or 3 comm services if that makes more sense. Try to pick them so they differ along the above dimensions)
week 7: 24-Feb; 26-Feb	Economics - Continued		
week 8: 03-Mar; 05-Mar		Monday: REVIEW Wednesday: Take-home Mid-Term (no class)	
<p>During the remaining 7 weeks of class, each week will focus on salient communication & technology topic that applies concepts explored in the first half of the class. Topics, prep activities and readings will be selected a few weeks in advance, to reflect current events, guest speaker availability and student interests.</p> <p>The topics below are taken from previous instances of COMM 309 to give you an idea of what we might do. If there is a topic in this list which you want to make sure we address this semester, or if you would like to propose another one, please get in touch with suggestions!</p>			
week 10: 17-Mar; 19-Mar	Spring Recess No Class		

	<p>Artificial Intelligence Guest: Kate Crawford</p>	<p>READ Chapter 4 of Kate Crawford's Atlas of AI: Power, Politics, and the Planetary Costs of Artificial Intelligence (Yale UP, 2021)</p>	<p>I asked ChatGPT to create an assignment that would help you assess the role AI is playing in a particular aspect of your lives. Below is what it came up with. Feel free to use AI tools to prepare your submission, but make sure you critically review and edit what these tools produce before submitting. USC's Center for Excellence in Teaching (CET) has put together a list of resources which you may find useful at https://cet.usc.edu/ai-text-and-image-generators-in-the-news/</p> <p>-----</p> <p>Objective: The objective of this assignment is to help students explore and assess the capabilities of artificial intelligence (AI) by examining its impact on their personal live in one particular domain.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Personal reflection: Students should reflect on their personal experiences with AI, including the devices and services they use, and how they have benefited from AI and/or suffered from it in their daily lives. • Select a focus: Students should select a domain in which they have interacted with AI, such as healthcare, finance, transportation, customer service, education, or any other domain they are particularly interested in. • Research: Students should research how AI is currently being used in their chosen domain, reflect on the benefits and
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			<p>limitations of AI in their lives, and any ethical concerns associated with its use.</p> <ul style="list-style-type: none"> • Visual representation: Students should create a one-page visual representation (infographic, mind map, or other creative medium) that highlights the key features and capabilities of AI in their chosen domain, including its impact on their personal experience and how it has influenced their understanding of its capabilities. <p>Evaluation: Students will be evaluated on the clarity and effectiveness of their visual representation, and the level of critical thinking it demonstrated.</p>
	<p>Big Data, Algorithms, Social Bots Guest Speaker: Prof. Emilio Ferrara</p>	<p>For Monday, Read: Seaver, N. (2019). Knowing algorithms. In J. Vertesi & D. Ribes (Eds.), digitalSTS: A fieldguide for Science & Technology Studies (pp. 412-422). Princeton, NJ: Princeton University Press NYT (4/7/2023): "How Elon Musk Is Changing the Twitter Experience" (also attached) nytimes.com-How Elon Musk Is Changing the Twitter Experience.pdf seaver_knowingAlgorithms_2019.pdf</p> <p>Wednesday: Social Bots – guest Emilio Ferrara Read: Ferrara, Emilio, et al. "The rise of social bots." Communications of the ACM 59.7 (2016): 96-104. Matt O'Brien. "Musk now gets chance to defeat Twitter's many fake accounts". AP News (October 2022) Optional: Yang, Kai-Cheng, Emilio Ferrara, and Filippo Menczer. "Botometer 101: Social bot practicum for computational social scientists." arXiv preprint arXiv:2201.01608 (2022)</p>	<p>Peeking behind the algorithmic curtain In your daily life, you encounter many algorithms which determine the behavior of the objects and processes you interact with. Pick one and first draw a picture describing how you think it works. What do you think might be its built-in biases? Then, experiment with this algorithm, similarly to what Nick Seaver describes in the article you read for Monday, to understand that system's inner workings. Edit your picture to show what you have discovered. (If you need inspiration, you can find many youtube videos showing users "reverse engineering" algorithms, for example, this one explaining how the</p>

			TikTok algorithm works, or this one looking at the googlemaps algorithm)
	<p>Digital journalism & the networked press Guest Speaker (Monday): Prof. Mike Ananny</p>	<ul style="list-style-type: none"> • Zamith, R., & Braun, J. A. (2019). Technology and Journalism. In T. P. Vos, F. Hanusch, D. Dimitrakopoulou, M. Geertsema-Sligh, & A. Sehl (Eds.), <i>The International Encyclopedia of Journalism Studies</i>. New York, NY: John Wiley & Sons. • Childers, Nicole A. (2020). "The moral argument for diversity in newsrooms is also a business argument — and you need both." Nieman Lab. https://www.niemanlab.org/2020/11/the-moral-case-for-diversity-in-newsrooms-also-makes-good-business-sense/ 	<p>In this short exercise you'll keep a 2-day diary of your news habits. Specifically, over the course of any two days (you pick), I'd like you to:</p> <ol style="list-style-type: none"> 1. Notice when you are exposed to "news". I put this in quotation marks and leave open its definition because I'd like you to consider your current definition of news and notice where you see news using your current definition. You will likely see it in online/internet contexts, but also be open to noticing all possible places and ways you might be seeing news. Be open and creative in your noticing. 2. Keep a log of your news habits, describing them in ways that are meaningful to you. E.g., it could be the publication, the time of day, the type of content, the form (visual, auditory, etc.), the channel/platform that brought it to you, or anything else you think is meaningful. You come up with a diary / note-taking system that works for you. 3. At the end of the two days, look back at your diary, discuss it with a friend/roommate/family member. Talk with them about what you notice. Are there any patterns in your habits? What do you not see — i.e., what are you not doing, not encountering? What's it like to discuss the

			<p>diary with another person? Was two days too long or not long enough? What might have you seen in a 7-day diary? What parts of your diary were similar to or different from the patterns of your friend/roommate/family member? Based on that conversation, how might you have structured your diary differently or what notes do you wish you'd taken?</p> <p>4. Upload one page of your original diary (from step 2), marked up to show how wish you had kept it differently (from step 4)</p> <p>The aim of the exercise is three-fold:</p> <ul style="list-style-type: none">a. To encourage you to think about what "news" is as a category of media, to notice and question your assumptions about what the word means.b. To help you reflect on your own news habits, to see what you're doing or not doing, and to have the experience of talking about news habits with another person (not something people often do).c. To help you consider changes that you might make to your news habits – considering what those changes might be and why you'd be making them. <p>In class, I'll give a lecture on some of the "big ideas" in journalism and digital journalism but we'll also be talking about your experiences keeping and</p>
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			discussing your news diaries.
Intellectual Property Wed: guest speaker Prof. Aram Sinnreich	<p>For Monday: Watch these two short TED talks. This will work best if you engage in "active watching" -- i.e. don't just sit back and let the video play, but take some notes, google the terms you don't know, think about how what Johanna Blakley says about fashion might also apply to communication, etc. Use what you learn to complete this week's prep activity.</p> <ul style="list-style-type: none"> Blakley, J. (2010). Lessons from fashion's free culture TED Talk. https://www.ted.com/talks/johanna_blakley_lessons_from_fashion_s_free_culture Lessig, L. (2007). Laws that choke creativity TED Talk. https://www.ted.com/talks/lawrence_lessig_laws_that_choke_creativity <p>For Wednesday: Please read at least one of the following (preferably two):</p> <ul style="list-style-type: none"> Dols, S., & Sinnreich, A. (n.d.). Chopping Neoliberalism, Screwing the Industry: DJ Screw, the Dirty South, and the Temporal Politics of Resistance. Hip-Hop Theory: Time, Technology, and the 21st Century. Retrieved March 8, 2021, from https://www.academia.edu/40619466/Chopping_Neoliberalism_Screwing_the_Industry_DJ_Screw_the_Dirty_South_and_the_Temporal_Politics_of_Resistance Sinnreich, A. (2016, June 18). If Led Zeppelin Goes Down, We All Burn. The Daily Beast. https://www.thedailybeast.com/articles/2016/06/18/if-led-zeppelin-goes-down-we-all-burn Three Feet High and Missing: Why De La Soul's albums aren't available online. (2016, August 13). BBC News. https://www.bbc.com/news/entertainment-arts-37020559 <p>Watch:</p> <ul style="list-style-type: none"> I.R.F. Industries. (2013, February 24). Can I Get An Amen? By Nate Harrison, the story of the famous "Amen Break" 2004. https://www.youtube.com/watch?v=XPoxZW8JzzM 	<ol style="list-style-type: none"> Pick one of your favorite comm technologies. Identify the main elements that make it work: that may include a device, a service, an app, different kinds of software, content, etc. Research whether each of these elements receives some form of intellectual property protection (trademark, patent, copyright, something else, none,...). Draw a picture summarizing your findings. <p>Note: the various forms of intellectual property protection are referenced in the two videos you are watching in preparation for this week. So, you should watch them before you do this prep activity. You may need to do a bit of research on your own to find out what they are. This will be good preparation for this week's lecture.</p>	
Data Protection and Privacy	<p>Please READ the following two short pieces:</p> <ul style="list-style-type: none"> Brodkin, Jon (2019). Weather Channel illegally shared user location data with advertisers. arsTECHNICA. (https://urldefense.com/v3/_https://arstechnica.com/tech-policy/2019/01/weather-channel-app-helped-advertisers-track-users-movements-lawsuit-says/_!!Llr3w8kk_Xxm!rvtUq3VeQ4J5lpAZrgRVdDbkH) 	<p>Your Personal Data Heads up: completing this prep activity may involve some delay in obtaining the needed information. Don't wait until the last minute!</p>	

		<p>mquQxysNXyyow_3h5-wP9dVfh0fi2njinPRN5qzIR3r0fjEbYlQgCwd-BQU\$)</p> <ul style="list-style-type: none"> • An explainer of your rights under the California Consumer Privacy Act (CCPA), from California's DOJ: https://oag.ca.gov/privacy/ccpa 	<p>Go to the privacy settings of a website or app that you use regularly and where you have an account that you log into, and request a copy of your personal data. (Some companies take a few days to send this to you. If so, choose another website or app which will send you a copy of your data immediately and automatically.) Open the files that contain your personal data. What different types of data have been tracked? How far back does the data go? Are you surprised by anything that you see? Create a one-page visual that summarizes your observations.</p>
	<p>Networks Guest Speaker (Monday): Prof Marlon Twymann</p>	<ul style="list-style-type: none"> • Read the first 14 pages of Chapter 7 "Networks and Positive Feedback" in Shapiro, C., Carl, S., & Varian, H. R. (1998). Information rules: A strategic guide to the network economy. Harvard Business Press. • Watch: ABC Science. (2015, February 4). Six Degrees of Separation. https://www.youtube.com/watch?v=z3rnGNV5Z5s • READ this 4-page article: Wellman, B. (2001). Computer networks as social networks. Science, 293, 2031-2034. (attached) • READ this short blog post: Bhagat, S., Burke, M., Diuk, C., Filiz, I. O., & Edunov, S. (2016). Three and a half degrees of separation. Facebook Research. Retrieved from https://research.fb.com/blog/2016/02/three-and-a-half-degrees-of-separation/ 	<p>You're looking for a summer job and can only use your immediate family's connections. Write out what jobs your family connections can lead you to. For example, your sibling is a barber for Jay Z's assistant who can help you get an entry level job at Roc Nation. This prep will force you to think about social networks and the access they provide. Draw a picture showing how your family connections lead you to that summer job.</p>
	<p>Digital Inclusion Guest Speaker (Monday) Prof. David Nemer</p>	<p>On Monday, we welcome Prof. David Nemer who will talk about his upcoming book "Technology of the Oppressed". In preparation for his visit, please read the following pieces (really short, since you are busy working on your first paper):</p> <ul style="list-style-type: none"> • (7 pages) Featherstone, L. (2020, September 30). Paulo Freire's Pedagogy of the Oppressed at Fifty. JSTOR Daily. https://daily.jstor.org/paulo-freires-pedagogy- 	<p>You have been asked to research how well elementary school students have been able to cope with studying on-line during the pandemic. Prepare a one-page flyer that you will distribute to students (and their</p>

		<p>of-the-oppressed-at-fifty/</p> <p>Paulo Freire's classic "Pedagogy of the Oppressed" serves as an essential reference for Prof. Nemer's work. I of course encourage you to read the whole book when you get a chance, but if you are pressed for time, this short article will give you the highlights and context.</p> <ul style="list-style-type: none"> • (11 pages, including lots of big pictures) Digital Favelas: What Cities of Tomorrow Can Learn from the Slums of Today. (2015, May 12). EPIC. https://www.epicpeople.org/digital-favelas/ This is about Prof Nemer's last book, and will give you a sense of the way he approaches his research. <p>Optional (in Portuguese with English subtitles): TEDx Talks. (2016, December 13). Slums and social empathy: Creating smart cities of the future David Nemer TEDxPedradoPenedo. https://www.youtube.com/watch?v=A4Dt2VYmNBU</p>	<p>parents), inviting them to participate in your study. This flyer should give them some sense of the following:</p> <ol style="list-style-type: none"> 1. Who is sponsoring the research? – could be the school district, a company selling on-line curriculum, a parent association, etc. 2. What is the main research question you will be investigating? 3. What research method will you use? 4. Will you provide any incentive for participation? 5. What results do you expect and how will you share them? (this prep assignment will be graded mostly on content. You are welcome to let your creative juices flow and create wonderful graphics, but this is not required since we know you are busy writing the first paper)
	Native American Communications	<ul style="list-style-type: none"> • Canevez, R., Maitland, C., & Rantanen, M. (2020). A Dynamic Perspective of Internet Service Provider Adoption of Emergent Network Technology: A Case Study of Tribal Digital Village. Journal of Information Policy, 10, 83–122. https://doi.org/10.5325/jinfopoli.10.2020.0083 https://sctca.net/southern-california-tribal-digital-village/ 	
	Hacking / Technology Appropriation	<ul style="list-style-type: none"> • Bar, F., Weber, M. S., & Pisani, F. (2016). Mobile technology appropriation in a distant mirror: Baroquization, creolization, and cannibalism. New Media & Society, http://doi.org/10.1177/1461444816629474 	
	Money as Social Media Lana Swartz guest Monday	<ul style="list-style-type: none"> • Swartz, L. (2020). New Money. New Haven, CT: Yale University Press. 	<p>Our guest on Monday will be Professor Lana Swartz, from the University of Virginia, who will discuss “New Money : How Payment Became Social</p>

			<p>Media”. This will not be a formal lecture, but a conversation interspersed with snippets of video where Lana describes specific aspects of the book.</p> <p>In preparation, I am asking you to read one chapter of her book, as assigned below. You are of course encouraged to read the whole book, which is fascinating, but that’s not required. The entire book is available from the USC library.</p> <p>Your prep assignment is to submit a one-page visual including:</p> <ol style="list-style-type: none"> 1. One aspect (or more) of your personal experience with respect to the topic of your assigned chapter. So for example if you are reading Chapter 3, highlight an interesting aspect of how you are paying with new money. 2. One question for our guest speaker, related to the chapter you read. I will pull questions from your submissions in my conversation with Lana, which is why I am asking you to submit this assignment by 10am on Monday 4/12 rather than right before the class starts.
	<p>Perspectives on Technology and Disability Guest Speaker (Monday) – Prof. Meryl Alper</p>	<ul style="list-style-type: none"> • Read Emily Ackerman’s piece “My fight with a sidewalk robot” in CityLab: https://www.citylab.com/perspective/2019/11/autonomous-technology-ai-robot-delivery-disability-rights/602209/ • Watch Stella Young’s TED Talk, “I’m not your inspiration, thank you very much”: http://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much?!anguage=en 	<p>Find the Accessibility settings on your phone and play around with the options. Do you know what each setting does (e.g., Apple VoiceOver)? Have you ever used any of them before? What do you experience? Create a 1-</p>

			page visual that conveys your experience.
	<p>Guest: Matthew Rantanen, Cyber Warrior for Tribal Broadband. Matt will present the Tribal Digital Village Network, a wireless broadband network he helped create for 19 Federally recognized Native American Tribal Reservations in Southern California.</p>	<p>MONDAY</p> <ul style="list-style-type: none"> • READ: Canevez, R., Maitland, C., & Rantanen, M. (2020). A Dynamic Perspective of Internet Service Provider Adoption of Emergent Network Technology: A Case Study of Tribal Digital Village. <i>Journal of Information Policy</i>, 10, 83–122. https://doi.org/10.5325/jinfopoli.10.2020.0083 • BROWSE: the Tribal Digital Village site at https://sctca.net/southern-california-tribal-digital-village/ 	<p>This prep activity uses the crowd-sourced Map of Native Land (https://native-land.ca), curated by Native Land Digital, a Canadian non-profit. Take a moment to read their “how it works” page, especially the “Technology” section. Then use the map to identify whose Native Land you are zooming in from. The map includes links and resources that provide more information about local nations. Explore these and submit a one-page visual documenting one (or more) fact that piqued your interest. If you are in the LA region, UCLA’s “Mapping Indigenous LA” offers much useful detail. Some of you are taking this class from parts of the world which are not well covered by these resources – feel free to use other resources covering your own areas, or to pick a part of the world that is better covered by the Map of Native Land where you have lived in the past or might live in the future.</p>
<p>STUDY DAYS Dates: Sat May 3 – Tue May 6</p>			

Land Acknowledgement

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

Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is 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.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

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](#).

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

AI Generators Policy

(see above)

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 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, is prohibited. 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. 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 relation to the class, whether

obtained in class, via email, on the internet, or via any other media. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonesty and is strictly prohibited. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Statement on University Academic and Support Systems

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.

Student Financial Aid and Satisfactory Academic Progress:

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate](#)- and [graduate-level](#) SAP eligibility requirements and the appeals process.

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 consists 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) 740-2500

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.