

Communication 429
The Internet, Economy, and Society
Spring 2025, Section 20641

Manuel Castells	University Professor and Wallis Annenberg Chair of Communication Technology and Society
Email:	castells@usc.edu
Office Hours/Location:	Wednesdays 2:00-5:00 PM at ASC 102C By appointment, arrange by email to assistant, Pauline Martinez, 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 BREAKING NEWS***

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, 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, and then 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.

Communication 429
The Internet, Economy, and Society
Spring 2025, Section 20641

Course requirements:

- | | |
|---|------------|
| 1. Class Attendance/Participation | 15 percent |
| 2. Paper proposal is due- Session 5 (Feb 24 th) | 15 percent |
| 3. Mid-term examination -during Session 7(Mar 10th) | 20 percent |
| 4. Final Paper, due at last class (Apr 28th) | 50 percent |

Communication 429
The Internet, Economy, and Society
Spring 2025, Section 20641

Jan. 13: 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.

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>

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

Recommended Readings:

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

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

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

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

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

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

Communication 429
The Internet, Economy, and Society
Spring 2025, Section 20641

JAN 20: MARTIN LUTHER KING HOLIDAY: NO CLASS

Jan. 27: SESSION 2: Impact of the Information and Production Disruption (JA)

Required Readings:

Peter Cowhey 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.

Top 10 Supply Chain Trends," 2024, Association of Supply Chain Management, Chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.ascm.org/globalassets/scm_website_assets/docs/top-10-trends-report-2024.pdf

Blake Teipei, Four Trends That Will Shape 3-D Printing In 2024, *Forbes*, December 2023.
<https://www.forbes.com/councils/forbestechcouncil/2023/12/22/four-trends-that-will-shape-3-d-printing-in-2024/>

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>

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.

Communication 429
The Internet, Economy, and Society
Spring 2025, Section 20641

Feb 3: 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-createdestruction.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>

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

Derek Thompson, "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>

Recommended Readings:

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.

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

Communication 429
The Internet, Economy, and Society
Spring 2025, Section 20641

Feb 10: 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.

Sigismondi, Paolo (2024), *Redefining Media in the Digital Age*, Cham, Switzerland: Springer, pp.
75-101.

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

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*, 47-86 , New York: Public Affairs

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

Recommended Readings:

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.

McChesney, Robert (2007) *The Communication Revolution*, New York: Free 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,
<https://doi.org/10.14324/111.9781787351226>

FEB 17: PRESIDENTS DAY HOLIDAY: NO CLASS

Communication 429
The Internet, Economy, and Society
Spring 2025, Section 20641

Feb. 24: SESSION 5: The Internet, The Cloud, Platforms, and Streaming (JA)
Paper proposal – Due Session 5 (2/24)

Required Readings:

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

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/>

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

UK Parliament, “(2022) “Defining ‘Online Platforms,”
<https://publications.parliament.uk/pa/ld201516/ldselect/ldcom/129/12906.htm>

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

Los Angeles Times, “How Netflix survived the streaming wars to stay the subscription video king,” March 6, 2024, <https://www.latimes.com/entertainment-arts/business/story/2024-03-06/how-netflix-held-onto-its-crown-as-king-of-streaming>

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

Communication 429
The Internet, Economy, and Society
Spring 2025, Section 20641

Mar 3: SESSION 6: Digital Social Networks and Mobile Communication: Sociability 2.0 (MC)

Required Readings

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

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.

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.

Recommended Readings:

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

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

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

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

Communication 429
The Internet, Economy, and Society
Spring 2025, Section 20641

Mar 10: SESSION 7: Digital Divides: Inequality in the Internet (MC)

Mid-term examination – During part of class today

Required Readings

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>

Castells, Manuel (2024) *Advanced Introduction to Digital Society*, Northampton, MA: Edward Elgar, pp.93-109.

Pew Research Center. (2024). *Demographics of Internet and Home Broadband Usage in the United States*. Retrieved from <http://www.pewinternet.org/fact-sheet/internet-broadband/>

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.

Recommended Readings:

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

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

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

Mar 17: SPRING BREAK NO CLASS

Communication 429
The Internet, Economy, and Society
Spring 2025, Section 20641

Mar 24: SESSION 8: The Internet, Privacy, & Cybersecurity (JA)

Required Readings:

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

Igo, Sarah E, "Privacy Isn't Dead," *The Atlantic*, (May 2022)
<https://www.magzter.com/stories/News/The-Atlantic/Privacy-Isnt-Dead?srsltid=AfmBOopWGKeamahdE3k4sFHtpffHkChwvLlpSpCBB5ED3YVTbgxx8>
DLB and Jason Kelly, "Privacy Isn't Dead," EFF, February 2024,
<https://www.eff.org/deeplinks/2024/02/privacy-isnt-dead-far-it>

Jason Dobbs, "Top Cybersecurity Predictions for 2025," PKWARE, November 18, 2024 <https://www.pkware.com/blog/top-cybersecurity-predictions-for-2025>

Recommended Readings:

Boyd, Dana, (2010) "Facebook and "radical transparency" (a rant). At:
<http://www.zephorie.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 Your 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

Communication 429
The Internet, Economy, and Society
Spring 2025, Section 20641

Mar 31: SESSION 9: Education, Internet and Artificial Intelligence (MC)

Required Readings:

Castells, Manuel (2024) *Advanced Introduction to Digital Society*, Northampton, MA: Edward Elgar, Chapter 5: “Human Learning, Internet Learning, Machine Learning, Artificial Intelligence”, pp 79-92

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>.

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 al (2022) “Entertainment Video Games for Academic Learning: A Systematic Review”, *Journal of Educational Computing Research*, 60: 5.

Communication 429
The Internet, Economy, and Society
Spring 2025, Section 20641

Apr 7: SESSION 10: Social Movements in the Age of the Internet (MC)

Required Readings:

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

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>

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>

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>

Recommended Readings:

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

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

Communication 429
The Internet, Economy, and Society
Spring 2025, Section 20641

Apr 14: SESSION 11: The Internet, Big Data, Blockchain/Crypto and AI (JA)

Required Readings:

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>

Team International, October 11, 2024, Beyond Cryptocurrencies: 5 Leading Blockchain Development Trends in 2025
<https://www.teaminternational.com/blog/blockchain-development-trends>

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>

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.

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)

Communication 429
The Internet, Economy, and Society
Spring 2025, Section 20641

Apr. 21: SESSION 12: The Internet and the Political System: Social Media and Political Polarization (MC)

Required Readings:

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."

Arora, S.D. et al (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 al (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>

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:

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?journalCode=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.

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

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>

Communication 429
The Internet, Economy, and Society
Spring 2025, Section 20641

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>

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

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

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

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.

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

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

Communication 429
The Internet, Economy, and Society
Spring 2025, Section 20641

Apr. 28: SESSION 13: Global Governance and the Future of the Internet (JA)

(FINAL PAPERS DUE APRIL 28th AT LAST CLASS SESSION)

Required Readings:

Techlash: “Who Makes the Rules in the Digital Gilded Age.”

Karen Yeung and Martin Lodge, “Algorithmic Regulation: An Introduction,” At:
<https://global.oup.com/academic/product/algorithmic-regulation-9780198838494?cc=gb&lang=en&>

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

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.

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

Dan Huttenlocher, Asu Ozdaglar, and David Goldston’ “A Framework for U.S. AI Governance,” MIT Schwarzman College of Computing, (aipolicy.mit.edu), November 28, 2023. (Distributed)

Recommended Readings:

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

Communication 429
The Internet, Economy, and Society
Spring 2025, Section 20641

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.

Communication 429
The Internet, Economy, and Society
Spring 2025, Section 20641

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).

AI Policy for the course

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 to be expected to be completed individually.

Communication 429
The Internet, Economy, and Society
Spring 2025, Section 20641

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

Communication 429
The Internet, Economy, and Society
Spring 2025, Section 20641

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.

Communication 429
The Internet, Economy, and Society
Spring 2025, Section 20641

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 Brightspace, 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.