

Communication 359/559 Syllabus: Networked Media Practice and Mobile Culture

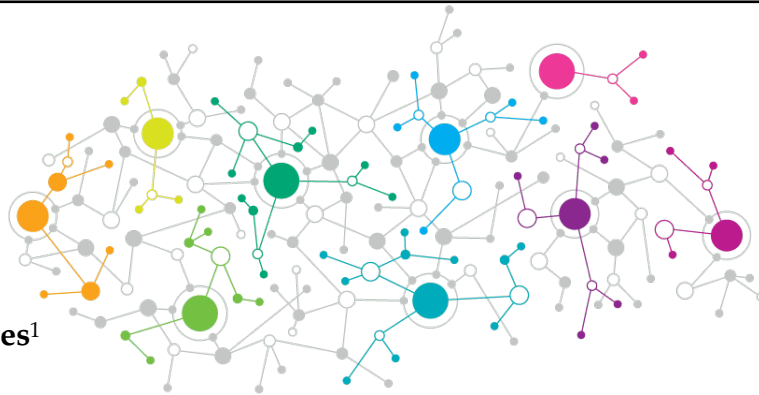
Fall 2019

Tuesdays 2:00-4:50pm in CAC 236

Course website: D2L

Instructor: Alex Ingersoll - alex.ingersoll@uwsp.edu

Office Hours: (CAC 309) Wed & Thur 2:00-3:00pm



Course Objectives¹

"Everything touches everything"
-Jorge Louis Borges

In what ways can we understand and critique mobile technology and the network society? From a series of critical perspectives, this course interrogates the interplay among culture, industry, technology, and the digitally-mediated network society. We approach these topics by focusing on the diffusion of information and communication technologies (ICTs) into everyday life and the way that these technologies have altered personal, social, economic, and political relations. By completing a range of projects and presentations, we will address the following questions: What does it mean for the social and economic order to take on a network form? How have ICTs changed the means by which we fulfill our material and cultural needs? How have they affected the way that we move through space? Historically speaking, how have the technological commitments embedded in the design of digital media shaped its current appropriation? What kinds of strategies and tactics do these technologies afford politically, for personal and collective realization?

Evaluation

Your final grade in this course is a composite of the different assignments listed below. Detailed explanations of each assignment will be given in class at the appropriate times.

<u>Assignments</u>	<u>Total</u>
Commentaries, Questions, and Discussion	20%
Google Mapping Project	20%
(Mis)Guide Project	20%
Final Paper/Project	40%

¹ This syllabus is subject to change as my opinions change and evolve, especially with your help and guidance.

Grade Breakdown

A (100-93.5%) A- (93.4-89.5%) B+ (89.4-86.5%) B (86.4-83.5%) B- (83.4-79.5%) C+ (79.4-76.5%)
C (76.4-73.5%) C- (73.4-69.5%) D+ (69.4-66.5%) D (66.4-59.5%) F (<59.4%)

Evaluation Cont.

Since the success of this class depends upon your presence in class, it is expected that you will come to every class on time and ready to engage in the day's materials. Students who attend every single meeting will see their diligence reflected both in their overall grade, and most likely, in the quality of their work. For an absence to be considered excused, you must present University-approved documentation. Your second unexcused absence will result in 1 full letter grade deducted from your total quiz grade. Your third will result in 1 full letter grade deducted from your overall grade. Lateness of more than ten minutes will count as 1/2 of an absence. (Repeated lateness of less than ten minutes will also add up to an absence, at my discretion). **If you have four unexcused absences, you will fail the course**. If you do miss a class, please be sure to check with me and/or your classmates for what you missed and make sure you receive any assignments, handouts, etc.

General Requirements

There are a number of expectations that are common to each class at UWSP but I want to emphasize:

1. **If you plagiarize the work of others, you will fail the course**. Please be aware of what plagiarism entails (<http://www.plagiarism.org>). Proper citation is REQUIRED for ALL sources, including information you use from Internet publications and sites. Also, remember that you CANNOT legally use someone else's music or art work UNLESS you get written permission from the copyright holder, or unless you purchase a license allowing you to use specific music or images. The only exception is if the work in question is in the public domain or explicitly states that you may use it free of charge. Any student caught plagiarizing will receive a grade of "F" for the class.
2. All cell phones must be turned off before class, **no excuses (unless it relates to class materials!!!)**. You may use your computer for class but you cannot be using it for leisure purposes. Any time the room is dark, you may not create any light.
3. Creating an environment of mutual respect is *paramount* to successful work. While difference of opinions and vigorous debate are highly encouraged, you will be expected to refrain from using disparaging remarks (e.g., sexist, racist, homophobic language). **The material presented in class may challenge you and I expect you to approach these materials in the spirit of the wider educational environment**. The selection of these materials are intended to spark a healthy discussion and I expect mature and respectful interactions. All reactions will be welcomed in class and respected, and they will be received in the spirit of extending discussion rather than forestalling it.
4. Late assignments are highly discouraged. **I will not accept any assignment, quiz, or other class material past the due date**. Please don't come to class without homework due to technical difficulties (my computer crashed, printer ran out of ink, not enough batteries, etc.). Don't wait until the last minute to do your work. If you do, you will be rushed, your work will suffer and you won't have time to deal with the *inevitable* computer issues.

Communicating with Me

The best way to talk to me is during my office hours. I am available over email but it may take me a day to respond. This means that you will need to ask questions about assignments more than 24 hours before they are due. If you are having problems completing the assignments, you need to communicate the issues with me at least 24 hours before the assignment is due so we may lay out alternative courses of action.

Community Bill of Rights and Responsibilities

UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the *Rights and Responsibilities* document, and it is intended to help establish a positive living and learning environment at UWSP. Read more here: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is taken very seriously. Don't do it! The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information, see the UWSP "Student Academic Standards and Disciplinary Procedures" section of the *Rights and Responsibilities* document, Chapter 14, which can be accessed here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

Assistive Accommodations

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyInfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way that I can. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>

Advice From Students in Previous Versions of the Course

At the end of every semester I ask my students to reflect on what they learned in the course and to give advice to students who will take this course in the future. Here is a small sample of the most common replies:

"Stay engaged, if you aren't this class won't be enjoyable to you. Make this class it's own network and stay connected!"

"Dig deep into the readings - think about how you witness these concepts in your own life."

"Bring questions to class and don't be afraid to speak up."

"Record quotes from the readings in your class notes in order to have them for your projects and papers."

Course Schedule

Week 1 - Introduction

9/3	Introduction and course overview
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Week 2 - Foundation Ia: Culture & Technology

9/10	<p>-Slack & Wise, Ch. 1 “The Power and Problem of Culture and Technology” -Slack & Wise, Ch. 2 “Progress” -Slack & Wise, Ch. 3 “Convenience” -Kessler, “The 15th-Century Monk Who Crowdsourced a Map of the World” http://www.atlasobscura.com/articles/fra-mauro-map</p> <p style="text-align: center;">_____</p> <p><i>Optional:</i> Goggin, “Making Voice Portable: The Early History of the Cell Phone” <i>Optional:</i> Downes, “Listen, technology holdouts: Enough is enough” https://www.washingtonpost.com/news/innovations/wp/2017/02/24/listen-technology-holdouts-enough-is-enough/?utm_term=.2be5b516cedb</p>
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Week 3 - Foundation Ib: Culture & Technology, continued

9/17	<p>-Slack & Wise, Ch. 9 “Causality” -Slack & Wise, Ch. 12 “Articulation & Assemblage” -Slack & Wise, Ch. 15 “Identity”</p> <p style="text-align: center;">_____</p> <p><i>Optional:</i> Manjoo, “Why Facebook Keeps Beating Every Rival: It’s the Network, of Course” https://nyti.ms/2pAUmqb <i>Optional:</i> Zuckerberg, “Building Global Community” (A Facebook Manifesto) https://www.facebook.com/notes/mark-zuckerberg/building-global-community/10103508221158471/?pnref=story</p>
	-Watch: <i>The Social Network</i> (2010, dir: David Fincher)

Week 4 - Foundation II: Space and Place

9/24	<p>-Cresswell, Ch. 1 “Introduction: Defining Place” -Cresswell, Ch. 3 “Place in a Mobile World” -Slack & Wise, Ch. 14 “Space and Time”</p>
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Week 5 - Foundation III: Mobility

10/1	<p>-Cresswell, Ch. 1 “The Production of Mobilities: An Interpretive Framework” -Cresswell, Ch. 4 “The Production of Mobility in the Workplace and the Home” -Rohrer, “The Slow Death of Purposeless Walking”</p>
	-Assign: Google Mapping Project

Week 6 - Foundation IV: Networks

10/8	<p>-Kadushin, “Introduction” -Kadushin, “Basic Network Concepts, Part I: Individual Members of Networks” -Kadushin, “Basic Network Concepts, Part II: Whole Social Networks”</p> <p style="text-align: center;">_____</p> <p><i>Optional:</i> Badger & Bui, “How Connected is Your Community to Everywhere Else in America?” https://nyti.ms/2NrKgHT <i>Optional:</i> boyd & Ellison, “Social Network Sites: Definition, History and Scholarship” <i>Optional:</i> Kolbert, “Who Owns the Internet?” http://www.newyorker.com/magazine/2017/08/28/who-owns-the-internet <i>Optional:</i> Singal, “When Someone Dies, It Brings Their Extended Online Network Closer for Years” http://nymag.com/scienceofus/2017/04/death-online-social-networks.html</p>
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Week 7 - Intimate Networks

10/15	<ul style="list-style-type: none">-Klass, "Teenagers are Sexting - Now What?" https://nyti.ms/2Gi6oxk-Hess, "Who Gets to Be Sexy?" https://nyti.ms/2KB3Fki-Crawford, "These Foolish Things: On Intimacy and Insignificance in Mobile Media"-Hasinoff, "Sexting as Media Production: Rethinking Social Media and Sexuality"
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Week 8 - Interface Love

10/22	<ul style="list-style-type: none">-Williams, "Do You Take This Robot?" https://nyti.ms/2S1HaMc-Schwartz, "Love in the Time of AI," https://www.theguardian.com/technology/2018/sep/26/mystic-messenger-dating-simulations-sims-digital-intimacy
	<ul style="list-style-type: none">-Watch: <i>Her</i> (2013, dir: Spike Jonze)-DUE: Google Mapping Project

Week 9 - Living in Public

10/29	<ul style="list-style-type: none">-Ling, "Theorizing Mobile Communication in the Intimate Sphere"-Gabbatt, "Popularity of 'Hookup Apps' Blamed for Surge in Sexually Transmitted Infections"-"Facebook Use 'Makes People Feel Worse About Themselves'"-Kross, et al, "Facebook Use Predicts Declines in Subjective Well-Being in Young Adults" <p style="text-align: center;">-----</p> <p style="text-align: center;">-Optional: O'Connell, "The Deliberate Awfulness of Social Media," https://www.newyorker.com/books/under-review/the-deliberate-awfulness-of-social-media</p>
	<ul style="list-style-type: none">-Watch: <i>We Live in Public</i> (2009, dir: Ondi Timoner)-Assign: Mis(Guide) Project

Week 10 - Social Lives of Networked Youth (Identity & Privacy)

11/5	<ul style="list-style-type: none">-boyd, "introduction"-boyd, Ch. 1 "identity: why do teens seem strange online?"-boyd, Ch. 2 "privacy: why do youth share so publicly?"
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Week 11 - Social Lives of Networked Youth (Addiction & Literacy)

11/12	<ul style="list-style-type: none">-boyd, Ch. 3 "addiction: what makes teens obsessed with social media?"-boyd, Ch. 7 "literacy: are today's youth digital natives?"-boyd, Ch. 8 "searching for a public of their own"
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Week 12 - State of Surveillance

11/19	<ul style="list-style-type: none">-Hill, "Facebook Figured Out My Family Secrets, And It Won't Tell Me How" http://gizmodo.com/facebook-figured-out-my-family-secrets-and-it-wont-tel-1797696163- , "I Visited 47 Sites. Hundreds of Trackers Followed Me," https://www.nytimes.com/interactive/2019/08/23/opinion/data-internet-privacy-tracking.html-Metz, "Facial Recognition Tech Is Growing Stronger, Thanks to Your Face," https://nyti.ms/2JwAUqA-Qian, "Feeling Safe in the Surveillance State," https://nyti.ms/2VJM4vy-Parks, "Cover Your Webcam: Unencrypting Laura Poitras's <i>Citizenfour</i>" <p style="text-align: center;">-----</p> <p style="text-align: center;">-Optional: O'Mara, "The End of Privacy Began in the 1960s," https://nyti.ms/2zHJpcO</p> <p style="text-align: center;">-Optional: Warzel & Ngu, "Google's 4,000-Word Privacy Policy is a Secret History of the Internet," https://nyti.ms/2xt9qfE</p> <p style="text-align: center;">-Optional: NYT's Privacy Project: https://nyti.ms/2VDnBlj</p>
	<ul style="list-style-type: none">-Watch: <i>Citizenfour</i> (2014, dir: Laura Poitras)

Week 13 - Dark Networks

12/3	<p><i>Explore Special Report from Data & Society:</i> Lewis. “Alternative Influence: Broadcasting the Reactionary Right on YouTube”</p> <p>Glaser, “The Internet of Hate” https://slate.com/technology/2017/08/the-alt-right-wants-to-build-its-own-internet.html</p> <p>Marwick, “Are There Limits to Online Free Speech?” https://points.datasociety.net/are-there-limits-to-online-free-speech-14dbb7069aec</p> <p>Suderman, “The Slippery Slope of Regulating Social Media,” https://nyti.ms/2N8EDy0</p>
	<p>-DUE: (Mis)Guide Project -DUE: Final Paper/Project Proposal -Watch: <i>The Great Hack</i> (2019, dir: Karim Amer & Jehane Noujaim)</p>

Week 14 - Fake News & Deep Fakes

12/10	<p><i>Explore Special Report from the Berkman Klein Center for Internet & Society at Harvard University:</i> Faris, et. al. “Partisanship, Propaganda, and Disinformation: Online Media and the 2016 U.S. Presidential Election”</p> <p>-Manjoo, “Can Facebook Fix its Own Worst Bug?” https://nyti.ms/2pZJPEX</p> <p>-Chen, “The Fake-News Fallacy” https://www.newyorker.com/magazine/2017/09/04/the-fake-news-fallacy</p> <p>-Caplan, “How do you deal with a problem like ‘fake news?’” https://points.datasociety.net/how-do-you-deal-with-a-problem-like-fake-news-80f9987988a9</p> <p>-Schwartz, “You thought fake news was bad?” https://www.theguardian.com/technology/2018/nov/12/deep-fakes-fake-news-truth</p> <p><i>Optional:</i> boyd, “Did Media Literacy Backfire?” https://points.datasociety.net/did-media-literacy-backfire-7418c084d88d</p>
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Final Exam Session

12/18 - 2:45pm	Final Paper/Project DUE
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