



LNDN COMM 3326 INTERNET 2.0 CAPA LONDON

Course Description

The adoption of the Internet has taken place at an astonishing rate. Yet what are the effects of this technology on our personal and political lives? This course will examine the history, effects, uses, problems, and hopes for the technology. Also examined is the problem of the digital divide and current trends in Internet research, including research on social media.

Course Aims

By the end of the course, students should have:

- Understand and be able to articulate the history and development of the Internet as well as the basic technical components of the technology
- Articulate the major theories in the field of Internet research as it relates to mobilization and understand the theories that support and argue against the technology's usefulness in terms of political efficacy, advocacy, and other social issues
- Explain the pros and cons the Internet compared to other forms of media in terms of political learning and mobilization
- Discuss the limitations of the technologies and the criticisms of its impacts on other facets of social life such as the production of social capital or civic life
- Understand Internet use in a global perspective and discuss the differences in its development and use outside of the US
- Understand the evolution in usage and development including social networking sites such as Facebook, Instagram, Twitter, other instant messaging applications, et al.

Learning Outcomes

By the end of the course students should be able to:

- a) Engage in critical thinking and evaluation;
- b) Master a body of knowledge;
- c) Communicate effectively both in writing and through oral presentations;
- d) Understand the impact of the Internet and related technologies on issues such as globalization, politics, culture, individual values, and interpersonal relationships
- e) Describe the similarities and differences between UK and US cases
- f) In contrast to "d," students should be able to explain how political, institutional, corporate and other societal structures influence the industry

Developmental Outcomes

By the end of this course, students should demonstrate: Responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, and appreciation of differences.

Class Methodology

Lectures, discussions, weekly assignments, exam, student presentations, out-of-class field visits

Field Components

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in field activities for this course is required. You will actively explore the Global City in which you are currently living. Furthermore, you will have

the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course. As such, a large component of this class will include actively producing social media content.

The assigned field component(s) are:

- LSE Public Lecture: link can be found here: <http://www.lse.ac.uk/Events/2017/09/20170926t1830vSZT/you-are-being-tracked>

Assessment/Grading Policy

Descriptor	Alpha	UK	US	GPA
Excellent	A	75+	93+	4.0
	A-	70-74	90-92	3.7
Good	B+	66-69	87-89	3.3
	B	63-65	83-86	3.0
	B-	60-62	80-82	2.7
Average	C+	56-59	77-79	2.3
	C	53-55	73-76	2.0
Below Average / Poor	C-	50-52	70-72	1.7
	D+	46-49	67-69	1.3
	D	40-45	60-66	0.7 1.0
Fail	F	<40	<60	0

Grade Breakdown and Assessment of Learning Outcomes

Assessment Task	Grade %	Learning Outcomes	Due Date
Class participation	20%	all	Weekly
Presentations	20%	a,b,c and (d, e, or f)	Week 13
In-class writing assignments	25%	all	Weekly
Final Exam	35%	all	Week 14

Course Requirements:

Class participation

Class participation, broadly defined, is the student's willingness to answer instructor questions and participate in class discussions. In addition, each class will include a group reading of a news article then a discussion, as well as an in-class listening of a podcast, again for discussion. **This is a discussion-oriented class. Students who feel uncomfortable speaking in class should reconsider taking this course.**

Presentations

Each student will "pitch" and online business. More details will be provided in week two, but presentations will include a powerpoint and 10-15 minutes pitch. Presentations will be graded on style, originality, and background research.

In-class writing assignments

Short, weekly writing assignments asking students to reflect on the week's readings.

Midterm and Final Exam

Both exams are open book. The final is not cumulative. Both exams will take roughly two hours.

Readings and Weekly Academic Calendar:

- Books that must be purchased: (all are available as paperback or Kindle)

Carr, Nicholas (2011) The Shallows, New York: WW Norton Co.

Parker, Emily (2014) Now I Know Who My Comrades Are: Voices from the Internet Underground New York: Sarah Crichton Books.

Shirky, Clay (2009) Here Comes Everybody: The Power of Organizing without Organizations. New York: Penguin Books.

Sunstein, Cass (2009) Republic.com 2.0. New Jersey: Princeton University Press

SUNY-Oswego On-line Library Resources

Students have access to a wide range of SUNY-Oswego on-line library resources:

<http://libraryguides.oswego.edu/c.php?g=500670>. To access library resources, students will need to use the username and password sent to them from CAPA.

Week-by-week breakdown of academic calendar (Readings are subject to change at the instructor's discretion)

WEEK ONE: So what is the Internet, anyway and how does it work?

Readings: Cerf, Vinton, David Clark, et al, (2009) "A Brief History of the Internet," ACM SIGCOMM *Computer Communication Review*, 39:5.

From Orkin, JR (2005) The Internet Revolution: The Not for Dummies Guide to the History, Technology And Use of the Internet. New Jersey: Ironbound Press

From Isaacson, Walter (2015) The Innovators: How a group of Hackers, Geniuses And Geeks Created the Digital Revolution. New York: Simon and Schuster.

WEEK TWO: This awesome thing called the Internet: Look what we can do

Crowdsourcing (documentary: "Life in a Day")

Shirky, Clay (2009) Here Comes Everybody: The Power of Organizing without Organizations. New York: Penguin Books

WEEK THREE: LSE PUBLIC LECTURE

WEEK FOUR: This awesome thing called the Internet- The Creators

Justin Bieber, vloggers, and Ryan Hyga (documentary: "Rise of the Super Star Vlogger")

Horgan, Richard, "Ignored by Hollywood, Asian-American performers get their revenge On Youtube." *AdWeek*, 07/29/11

<http://www.adweek.com/digital/youtube-michelle-phan-ryan-higa-kevin-wu-uploaded-documentary/>

Considine, Austin, "For Asian-American Stars, Many Web Fans." *New York Times*, 7/29/11

<http://www.nytimes.com/2011/07/31/fashion/for-asian-stars-many-web-fans.html>

WEEK FIVE: This terrible thing called the Internet

Internet addiction (documentary: "Web Junkies")

Readings: Carr, Nicholas (2011) The Shallows, New York: WW Norton Co.

Stewart, Christopher (2010) "Obsessed with the Internet: A Tale From China," *Wired*. http://www.wired.com/2010/01/ff_internetaddiction/

WEEK SIX: This terrible thing called the Internet, cont.

Fringe groups and illegal activity (documentary: "Deep Web")

Readings: Sunstein, Cass (2009) Republic.com 2.0. New Jersey: Princeton University Press

WEEK SEVEN: Government policy and the Internet

Net neutrality, the digital divide, online education and other topics (From John Oliver, Vice "Raised and Confused" 60 Minutes "Khan Academy," and)

Readings: Hart, Jeffery (2011) "The Net Neutrality Debate in the United States" *Journal of Information Technology & Politics*. 8:418-443

Schwartz, Alan, (2011) "Online High Schools Attracting Elite Names," *New York Times*, 11/19/17.

<http://www.nytimes.com/2011/11/20/education/stanfords-online-high-school-raises-the-bar.html?mcubz=0>

van Dijk, Jan (2011) "Internet Skills and the Digital Divide," *New Media and Society*, 13:6, 893-911

WEEK EIGHT: BREAK WEEK

WEEK NINE: Internet and commerce

Bitcoin (documentary: "The Rise and Rise of Bitcoin")

Readings: TBD

WEEK TEN: Internet and commerce, cont.

Amazon, streaming, podcasts, etc. ("How I Built This," "The Pitch,")

Packer, George (2014) "Cheap Words" *The New Yorker*, 2/17&24/14
<http://www.newyorker.com/magazine/2014/02/17/cheap-words>

Kantor, Jodi, and David Streitfield (2015) "Amazon: Wrestling Big Ideas in A Bruising Workplace," *The New York Times*. 8/15/15.
<https://www.nytimes.com/2015/08/16/technology/inside-amazon-wrestling-big-ideas-in-a-bruising-workplace.html>

Fiegerman, Seth, "Aliens in the Valley," from *Mashable*.
<http://mashable.com/2014/12/03/history-of-reddit/#1q8yxRsgySqf>

WEEK ELEVEN: Internet and political freedom

China and Arab Spring (documentary: "Never Sorry")

Readings: Gladwell, Malcolm (2010) "This Revolution Will Not Be Tweeted," *The New Yorker*,
<http://www.newyorker.com/magazine/2010/10/04/small-change-3?currentPage=all>

Kirkpatrick and Sanger, (2011) "A Tunisian-Egyptian Link that Shook Arab History," *The New York Times*.
http://www.nytimes.com/2011/02/14/world/middleeast/14egypt-tunisia-protests.html?_r=2&pagewanted=all)&

Parker, Emily (2014) Now I Know Who My Comrades Are: Voices from the Internet Underground New York: Sarah Crichton Books.

WEEK TWELVE: Internet and political freedom

Edward Snowden, Wikileaks (documentary: "Citizen Four")

Readings: *From* Greenwald, G. (2014) No Place to Hide: Edward Snowden, the NSA, and the US Surveillance State, New York: Metropolitan Books.

WEEK THIRTEEN: Internet, security, and chaos

Hackers and cyberthreats (documentary: We are Legion)

Readings: Kusher, David (2014) "The Masked Avengers," *The New Yorker*, 9/8/14
<http://www.newyorker.com/magazine/2014/09/08/masked-avengers>

Other readings TBD

FINAL MEETING: IN-CLASS FINAL

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Each unauthorized absence from class will result in a 3 percent reduction of the final grade (for example: an A- [92] will become an B+ [89]). More than two unauthorized absences is considered a pattern of repeated absences and will result in failure of the course and possible dismissal from the program.

Missing classes for medical reasons: Students are granted one sick day per course. If a student needs to miss additional class time for medical reasons, for a family emergency or for a religious holiday, the student must contact LondonAdvising@capa.org and provide evidence of the reason for his/her absence, otherwise the student will receive a grade reduction. In case of serious illness, students should see a doctor on the day of the absence and bring back a medical statement to CAPA staff. It is the responsibility of the student to contact his/her instructor and make up any missed assignments.

Class Participation: Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program.

Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving an "O" for any assignments in which they have duplicated their own work.

All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

Use of electronic equipment in class: All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Associate Director of Academic Affairs at the beginning of Term.

Use of Electronic Translators: In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

Behaviour during Examinations: During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.