

**JOUR 3552: Internet and Global Society**  
3 credits

**T/Th, 9:45am – 11am, Murphy Hall 214**

**INSTRUCTOR:**

Matthew Weber  
Murphy Hall 230  
msw@umn.edu

**OFFICE HOURS:**

Tu. 12pm – 2pm, and  
by appointment M, W, Th, F

**TEACHING ASSISTANT:**

Joshua Jordan  
[jorda857@umn.edu](mailto:jorda857@umn.edu)

**OFFICE HOURS:**

Th. 2:30 – 4:30pm

**COURSE WEBSITE** [if appropriate]

Access the Canvas site via MyU Portal – <http://myu.umn.edu>  
For help call the computer helpline at 612-301-4357 (1-HELP)

**COURSE OVERVIEW**

This course examines how the Internet, as a decentralized and de-territorialized network, is connected with media and life in a globalized world. The course is both issue- and country-oriented, exploring how issues of digital technologies—such as social media and activism, copyright and piracy, and e-commerce and government regulation—intersect with politics, economics, technology, and society at the level of nation-states and cultures. A variety of theories or perspectives relevant or related to new media and global communication will be considered to help make sense of the interplay between Internet and society in a global setting.

This course is roughly divided into two parts: conceptual and practical perspectives on Internet governance, and critical issues facing states and citizens at the global level. The division is designed to examine the structure and processes of the Internet and global society in both the theoretical and practical space. Because of the rapid growth of the Internet-related technologies (e.g., smartphones, social networks, and SMS tools in the developing world), it is simply impossible to survey the current Internet conditions and developments in all countries. The readings and discussions thus place special emphasis on a few select countries, or a few select cases, that may help illustrate how and why the Internet is revolutionizing (or not) the world's geopolitical and socio-cultural landscape. Specifically, we investigate (1) the political, cultural, social, technological, and economic conditions that shape and are shaped by the presence of the Internet at the national and cross-national levels; (2) the effects of the Internet on the form and content of mass communication at the global level; and (3) the implications of Internet use for human and social relations across national borders.

**COURSE LEARNING OBJECTIVES**

The fundamental goal of this course is to help students explore the social, economic, cultural and political impact of the Internet in a global context. Our purpose is to discuss, reflect upon, and make sense of digital issues facing the international community broadly, as well as the United States and students' own lives specifically. Ultimately, this course aims to help students develop greater awareness and critical thinking skills to help them become productive citizens in a digital age.

JOUR 3552 is structured to provide students not only with a body of knowledge about the Internet and globalization, but also, more fundamentally, with the tools and skills to assess that knowledge and use it when engaging pressing ethical and social issues. This course helps students reflect on the shared sense of responsibility required to build and maintain community—both locally and around the globe, and online as well as offline. JOUR 3552 also presents students with timely and engaging questions to help them connect what they are learning to their own lives and to the world around them.

This course is structured such that students should be able to:

1. Develop a critical understanding of the changing global media infrastructure in the digital information age.
2. Develop the ability to identify the issues and problems concerning the form and content of the Internet in the global society.
3. Develop the skills and knowledge to use the Internet as an important tool for gathering information about “real world” events and issues.
4. Apply relevant theories and perspectives to the analysis of globalization and its consequences in relation to the role and function of the Internet.
5. Conduct cross-national research on concepts, practices and structures related to the Internet and its surrounding technologies.
6. Understand the interplay among the Internet, mass communication, and global society in a comparative context.

### **LIBERAL EDUCATION GOALS**

The Association of American Colleges and Universities defines liberal education not as a specific field of study but rather as a general philosophy of education that empowers individuals with broad knowledge and transferable skills, and a strong sense of values, ethics and civic engagement. JOUR3552 is structured to provide students with the opportunity to engage in detailed analysis of and reflection on the internet and digital media technologies in a globalized world. Students will engage in critical evaluation of the internet, and will understand the social, economic, cultural and historical context within which this medium and its attendant features and implications have emerged. Moreover, students will examine ethical and social issues surrounding media technologies and the political, economic and social forces that shape our digital media environment. These goals are in line with the objectives of the Global Perspectives theme within a liberal education, which this course is certified as fulfilling in the College of Liberal Arts.

### **TEXTBOOK / READINGS**

Graham, M., & Dutton, W. H. (Eds.). (2014). *Society and the internet: How networks of information and communication are changing our lives*. OUP Oxford.

Curran, J., Fenton, N., & Freedman, D. (2016). *Misunderstanding the internet*. Routledge.

Additional readings specified by week and available on Canvas.

### **COURSE PROCEDURES**

Each class is based on interactive learning (including instructor lectures, in-class assignments, quizzes, student participation, guest lectures, and other learning formats.) Each week in this course we will focus on a particular set of topics, concepts or key

questions (see the course schedule). **Before coming to class** students need to complete the assigned readings (or podcasts or videos) and come up with at least two examples or questions for each topic we will cover.

**WORKLOAD POLICY**

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a three-credit course that meets for three hours a week should expect to spend an additional six hours a week on coursework outside the classroom.

**GRADES**

Grades in this course are awarded based on student performance on the in-class examinations and other work as assigned. Grades are not curved in any way, and they won't be rounded up in this course.

Your course grade will be based on class participation and in-class activities, one individual assignments, an exam, and a group project.

- Participation activities 15%
- Media case studies 25%
- Midterm exam 15%
- Group project 20%
- Final exam 25%

# of points	Grade
930-1,000	A
900-929	A-
870-899	B+
830-869	B
800-829	B-
770-799	C+
730-769	C
700-729	C-
670-699	D+
600-669	D
Under 600	F

- A – Represents achievement that significantly exceeds expectations in the course
- B – Represents achievement that is above the minimum expectations in the course
- C – Represents achievement that meets the minimum expectations in the course
- D – Represents achievement that partially meets the minimum expectations in the course. Credit is earned but it may not fulfill major or program requirements
- F - Represents failure in the course and no credit is earned.
- S - Achievement that is satisfactory, which is equivalent to a C- or better.
- N - Represents no credit and signifies that work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an

I (Incomplete) - assigned at the discretion of the instructor when, due to extraordinary circumstances (as determined by the instructor), the student who has successfully completed a substantial portion of the course's work with a passing grade was prevented from completing the work of the course on time. The assignment of an I requires a written agreement between the instructor and student. The written agreement must require the student to complete the course requirements no later than the day grades are due for the subsequent regular (fall or spring) term (except for students called to active military duty.)

If students have University-based conflicts or complaints, including course-related issues, the Student Conflict Resolution Center (sos@umn.edu or 612-624-7272) offers free and confidential assistance.

Gradebook and login information from this course's Canvas site is being made available to your academic advisor to assist in outreach efforts to support your success as a student. The information will remain confidential to you, your instructor, your advisor, and to technical staff who are responsible for maintaining this project. Advisors may occasionally use this information to reach out to students who are struggling academically, or who require additional support to be successful in their courses.

### **GRADE CHANGES/GRADING ERRORS**

If you believe there is a grading error, please do not hesitate to contact the professor. Grade appeals cannot be made until 24 hours after having received an assignment or exam back from the professor. All grade appeals must be made within one week of receiving the graded assignment and must first be made via email. For more complicated requests, the student will be asked to make an appointment during office hours or at another time. The request for a re-grade must explicitly state why the re-grade is being requested and what error was made in the original grade; only substantive requests will be addressed. Please note that a re-grade request may result in the same grade, a higher grade or a lower grade.

Should a request that the professor re-grade an assignment result in a lower mark than the grade given by a TA, the lower mark will be the final one. Grade changes will only be made if there is evidence of an error in grading or recording grades. Thus, students should save all course materials until final grades are issued. You can contact the Student Conflict Resolution Center at 612-624-7272 for assistance.

### **ASSIGNMENTS**

#### **1. Participation & Written Exercises (15 points each, 10 exercises, 150 points total)**

- *Written assignment:* At every class period, you will be expected to discuss the day's materials. To help you prepare for that, you should bring, each time, a set of "2 questions" that are written down on a sheet of paper: several sentences of questions, disputations, discussion points, or related ideas that you found intriguing in response to the readings (or videos, etc.). In essence: What caught your attention? Why? And what should we

discuss further as a class? Note that these should be written ahead of time, either typed and printed out, or handwritten on a sheet of paper.

- *What you turn in:* On occasion, you will be asked to turn in these two questions at the beginning or end of class, and they will count as your participation exercise for that day. On other days—in most cases—you will be asked to add to the sheet of paper with additional writing based on further discussion and activity in class. In some cases, these activities will be group activities, where you are working with several other people; in that case, I'll ask you to turn in something that reflects your group's work as a whole, in addition to your own contributions. All in all, expect to be actively engaged in every class!
  - *Credit:* The purpose of these participation exercises is to demonstrate your engagement with the out-of-class material and the in-class discussion. These exercises will be worth up to 15 points each, and to receive full credit you must demonstrate real effort and thoughtful participation with that day's material. If it seems that you've given it only half-effort, and or if it's evident that you didn't complete the reading, you'll receive only partial credit or no credit at all.
  - *Recap of what to remember:* (1) always bring your "2 questions" to class, when there is an assigned reading (or video) for that day; (2) always have paper and pen/pencil at the ready for in-class writing; (3) always write your name on the paper (submissions without names will not receive credit).
  - *Please note:* If you leave class early, you may not turn in a participation write-up; this opportunity is for those who attend the full class period. And, you may not hand in a participation exercise for another student.
  - **Additional quizzes and participation activities to be allocated at the professor's discretion.**
2. **Media Case Studies (250 points):** At two points in the semester, you will craft a case study examining a particular question related to readings and in-class discussion. For example, the first case study will be of a mobile or social platform that is popular in another country of your choosing (only it can't be Twitter or Facebook or Weibo—those are too easy!). Your case study should explain how that mobile/social platform works, why it has been successful in that particular country, and how its impact might be understood through key examples. Additionally, the case study should explore why this particular platform in this particular country is important for understanding the bigger picture of the internet in global society (additional details will be forthcoming).
3. **Midterm Exam (150 points):** There will be an in-class midterm exam on Thursday, March 14.
4. **Group Project (200 points):** Toward the end of the semester, you will identify a class-related topic of interest (e.g., gaming, online communities, social networking, copyright and piracy, internet public policy) and group together with students who share a similar interest. Then, as a group of 4 or 5 students, you will develop a web-based project that discusses the nature of your topic and its implications for how we think about the internet and global society. The project will be done as a group, but you will be graded primarily based on your individual

contribution to the project's success, as evaluated by the instructors and your peers. There will also be a group presentation of the project. Further details will be forthcoming. (*Note: For this group work, no late projects will be accepted*)

- 5. Final Exam (250 points):** The final exam will be held on Monday, May 13, 8am – 10am.

### **ATTENDANCE**

Students are expected to be present in class, and students who miss class regularly should not expect to do well in this course. If you must arrive late or leave early, please do so in the least disruptive manner possible (sit in an aisle seat near the door). Anyone arriving more than 10 minutes late to or leaving early from class will not be allowed to complete any in-class projects or earn participation points for that day. You will be asked to leave if you are talking or sleeping because those behaviors disrupt the learning environment. Please understand, this is not meant to embarrass or humiliate, only to make a more positive learning experience for everyone else.

### **MOBILE DEVICE POLICY**

No mobile devices may be used during class time. Mobile phones and tablets should be shut off before entering the classroom and should never be checked during class time. **Students who answer their phones or send/receive/check text messages during class may be asked to drop the course.**

### **LAPTOP COMPUTER USE**

The same no-use policy applies to laptops as to mobile devices. A few students use their laptops for non-class purposes during class distracting other students. A regular notebook will work well for notes. Those notes can be transferred to computer later, if you like. All slide presentations will be available on the course Canvas site. *Note: if the Disability Resource Center determines that you require a laptop as a course accommodation, you are welcome to use one with appropriate notice to the instructor.*

### **SALE OF NOTES**

Students may not distribute instructor-provided notes or other course materials, except to other members of the same class or with the express (written) consent of the instructor. Students may not engage in the widespread distribution or sale of transcript-like notes or notes that are close to verbatim records of a lecture or presentation. Students are not permitted to record any part of a class/lab/other session unless explicitly granted permission by the instructor. If the student does not comply, the student may be asked to leave the classroom.

### **GENERAL EXPECTATIONS AND EXTRA CREDIT**

Students are responsible for knowing all information contained in the syllabus and for meeting all course requirements, observing all deadlines, examination times, and other course procedures. A student is not permitted to submit extra work in an attempt to raise his or her grade unless the instructor has specified at the outset of the class such opportunities will be afforded to all students.

*Extra credit will be offered only when it advances the course objectives and can be afforded to all students. Extra credit work will not disadvantage students electing not to participate in extra-credit opportunities.*

*Extra credit opportunities for this class may be offered as part of the School of Journalism and Mass Communication research subjects pool project. More information about this will be forthcoming if/when relevant. **There should be no expectation that extra credit will be offered.***

#### **ACADEMIC FREEDOM AND RESPONSIBILITY:**

Academic freedom is a cornerstone of the University and it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help: The instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

#### **STUDENT CONDUCT CODE AND DEFINITIONS**

Students are responsible for understanding and following the Student Conduct Code. According to the University's Student Conduct Code, scholastic dishonesty means *"plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using course materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis."*

The HSJMC has its own policy on plagiarism and fabrication, which are considered extremely serious breaches of academic conduct AND professional practice in the media industries. See <http://cla.umn.edu/hsjmc/about/plagiarism-fabrication-policy>. If you are unsure what constitutes plagiarism or fabrication, you may complete a tutorial on the topic found here: <https://canvas.umn.edu/courses/83197>

Proven scholastic misconduct in this course will result in a minimum of assignment grade of F to a maximum of course grade of F, depending on severity (as determined by the instructor). A report also will be filed with HSJMC's Director of Undergraduate Studies and/or the Director of Graduate Studies as well as with the University's Office for Community Standards.

#### **EXCUSED ABSENCES**

Students are responsible for planning their schedules to avoid excessive conflict with course requirements. Students will not be penalized for absence during the academic term due to unavoidable or legitimate circumstances. Such circumstances do not include voting in a regional, state, or national election. Such circumstances do include: illness, physical or mental, of the student or his or her dependent; medical conditions related to pregnancy; participation in intercollegiate athletic events (but travel or intercollegiate athletic competition during study days and finals week are prohibited, except under certain circumstances); subpoenas; jury duty; military service; bereavement, including

travel related to bereavement; religious observances; and activities sponsored by the University if identified by the senior academic officer for the campus or his or her designee as the basis for excused absences

The instructor has the right to request, and the student must provide if requested, verification for absences, with the exception of a single episode medical absence that does not require medical services. The instructor has the right to request verification for a single episode medical absence if (i) the student has had more than one single episode medical absence in the class, or (ii) the single episode medical absence involves missing laboratory sessions, exams or important graded in-class assignments. Students must notify their instructors of circumstances leading to a request for makeup work as soon as possible and provide information to explain the absence. Some situations will be sufficiently urgent that arrangements for makeup work cannot be made prior to the date of an absence. In such cases, arrangements should be made as soon as possible following the student's return. Instructors are not obligated to accommodate a student who has missed so much of the critical components of a course, even for legitimate reasons, that arrangements for makeup work would not be reasonable.

### **STUDENT WRITING SUPPORT**

15 Nicholson Hall and 9 Appleby Hall – call 612-625-1893 for an appointment or go to <http://writing.umn.edu/sws>

Student Writing Support offers face-to-face consulting for *all* University of Minnesota students working on any writing project. Consulting is available by appointment online and in Nicholson Hall, and on a walk-in basis in Appleby Hall. In addition, SWS offers a number of web-based resources on avoiding plagiarism, documenting sources, and planning and completing a writing project. See <http://writing.umn.edu/sws/quickhelp/index.html>

Also, if you feel you need help with writing, you may want a copy of one of the many books that help writers hone their skills. These include:

- The University's *Student Writing Guide* provides detailed, step-by-step guidance through the writing process and lists numerous writing resources. Available at: <http://writing.umn.edu/sws/assets/pdf/2010swg.pdf>
- Kessler, Lauren and Duncan McDonald, *When Words Collide*. Belmont, CA: Wadsworth, most current edition.
- Strunk, William Jr. and E. B. White, *The Elements of Style*. New York, NY: Macmillan Publishers, most current edition.

These are just a few of the many books you can find about quality writing techniques. Your work in this class will be judged, at least in part, on your ability to communicate well.

### **HSJMC WRITING EXPECTATIONS**

Writing is a core competency in every course at the SJMC. The school's commitment to student writing is reflected in its participation in the University's "Writing-enriched Curriculum" program. Students are expected to consistently improve their writing as they progress through the curriculum. Proper grammar, punctuation, spelling, style and construction are among the most basic expected competencies. Writing should be concise, and papers should be well organized, reflecting thoughtful consideration of an effective introduction, valid arguments supported by evidence, clear analysis and an



effective conclusion. It should display an ability to synthesize information from a variety of credible sources.

Students should read the [Expected Writing Competencies for Mass Communication Courses](#) for more about these and other writing skills that students are expected to master before graduating. Other skills specific to this course are listed below.

### **ADVISOR ACCESS TO CANVAS GRADEBOOK**

Gradebook and login information from this course's Canvas site is being made available to your academic advisor to assist in outreach efforts to support your success as a student. The information will remain confidential to you, your instructor, your advisor, and to technical staff who are responsible for maintaining this project. Advisors may occasionally use this information to reach out to students who are struggling academically, or who require additional support to be successful in their courses.

### **DISABILITIES**

*The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.*

- *If you have, or think you have, a disability in any area such as mental health, attention, learning, chronic health, sensory, or physical, please contact DRC at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.*
- *If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.*
- Students are responsible for requesting accommodations as early in the term as possible, because the DRC does NOT require instructors to provide retroactive accommodations.

*Additional information is available at: <https://diversity.umn.edu/disability/> Note: Students with special needs may receive this syllabus and other course materials in alternative formats upon request. Contact the HSJMC Student Services Center for more information, 612-625-0120.*

### **STUDENT MENTAL HEALTH AND STRESS MANAGEMENT**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via <http://www.mentalhealth.umn.edu>

### **SEXUAL HARASSMENT**

University policy prohibits sexual harassment and retaliation as defined in the Oct. 13, 2017 policy statement. "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working

or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

[https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual\\_Harassment\\_Sexual\\_Assault\\_Stalking\\_Relationship\\_Violence.pdf](https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual_Harassment_Sexual_Assault_Stalking_Relationship_Violence.pdf)

Any individual who believes they have been subjected to sexual harassment or retaliation for reporting sexual harassment can report their concerns to the Office for Equal Opportunity and Affirmative Action (EOAA) at [eoaa@umn.edu](mailto:eoaa@umn.edu) or 612-624-9547.

### **EQUITY, DIVERSITY, EQUAL OPPORTUNITY, AFFIRMATIVE ACTION**

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

### **EMAIL PROTOCOL**

A University assigned student email account is the University's official means of communication with all students. Students are responsible for all information sent to them via their University assigned email account: You are expected to check your umn.edu email account regularly. Email only works for logistics, such as questions with yes/no answers or arranging a meeting with an instructor or a TA. Email does not work for anything that requires explanation, and most questions do. Therefore, visit office hours to get your questions answered. Also, provide full context in your email message, including your full name and a very clear question.

### **ADDITIONAL STUDENT LEARNING ASSESSMENT**

The national accrediting agency for journalism education has required that all accredited journalism schools assess student mastery of 12 core values and competencies that every graduate of a journalism and mass communication program should possess. According to the Accrediting Council on Education in Journalism and Mass Communication, all graduates, irrespective of their particular specialization, should be able to:

- understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;

- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply tools and technologies appropriate for the communications professions in which they work.

## COURSE SCHEDULE

### **Week 1: Introductions — Why the Internet & Society is a bad title for a course.**

Jan. 22: Syllabus walkthrough and basic introduction

Jan. 24: How has the internet/Web evolved? Read Mayo & Newcomb (2008), How the Web Was Won: An Oral History of the Internet

PART I: Understanding the Internet's place in a global society

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### **Week 2 (Jan. 29, 31): Rethinking the internet's history and its role in society**

Jan. 29: Reconsidering internet history

- Curran et al. (2012), Skim Chapter 1, Read Chapter 2
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Jan. 31: Class cancelled due to extreme weather

### **Week 3 (Feb. 5, 7): Networks, participation, and the economics of the Internet**

Feb. 5: The networked public sphere

- Graham and Dutton (2014) ch. 7
- Benkler (2006), chapter 7 of *The Wealth of Networks* (long but important!)

Feb. 7: Graham and Dutton (2014), chapters 8 & 9

### **Week 4 (Feb. 12, 14): Economics & political economy of the World Wide Web**

Feb. 12: Graham and Dutton (2014), chapters 11 & 13

Feb. 14: On the Web as an economic mode of production

- Curran et al. (2012), chapter 3
- O'Reilly (2005), What is Web 2.0? (skim this; useful if you're not familiar with the term Web 2.0 and its background)

PART II: Politics, power, and freedom: Case studies from around the globe

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### **Week 5 (Feb. 19, 21): Control, regulation and governance**

Feb. 19: Who (or what) regulates the internet?

- Curran et al. (2012), chapter 4
- Goldsmith & Wu (2006), *Who Controls the Internet? Illusions of a Borderless World*, the introduction and conclusion chapters (canvas)

*Media Case Study 1 Due by 9:45am on February 19, submitted via Canvas and in hard copy.*

Feb. 21: Graham and Dutton (2014), chapters 14 & 15

### **Week 6 (Feb. 26, 28): Censorship, activism and politics**

Feb. 26: Graham and Dutton (2014), chapters 12 & 19

Feb. 28: Morozov (2011), chapter 6 (Canvas)

Read also Timberg and Romm (2018) in the Washington Post:  
[https://www.washingtonpost.com/technology/2018/12/16/new-report-russian-disinformation-prepared-senate-shows-operations-scale-sweep/?utm\\_term=.56df82e6b3c8](https://www.washingtonpost.com/technology/2018/12/16/new-report-russian-disinformation-prepared-senate-shows-operations-scale-sweep/?utm_term=.56df82e6b3c8)

**Week 7 (March 5, 7): Internet freedom and the battle over misinformation**

March 5: Curran et al. (2012) chapter 6

March 7: "The Science of Fake News" (canvas)

Wired: How WhatsApp Fuels Fake News and Violence in India (canvas)  
<https://www.wired.com/story/how-whatsapp-fuels-fake-news-and-violence-in-india/>

**Week 8 (March 12, 14): Social media and social change**

March 12: Readings TBA

March 14: In-class midterm exam

**Week 9: Spring Break (March 19 & 21)**

PART III: The internet of you: Patterns of personalization amid big data

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**Week 10 (March 26 & 28): The new internet – mobility and automation**

March 26: Review of midterm and midterm evaluations

March 28: Mobile media guest lecture

**Week 11 (April 2, 4): Algorithms and personalization**

April 2: Wired: Free Speech in the Age of Algorithmic Megaphones  
<https://www.wired.com/story/facebook-domestic-disinformation-algorithmic-megaphones/>

April 4: Hiring Algorithms are not Neutral (Harvard Business Review)  
<https://hbr.org/2016/12/hiring-algorithms-are-not-neutral>

Reuters article on Amazon Bias:  
<https://www.reuters.com/article/us-amazon-com-jobs-automation-insight/amazon-scrap-secret-ai-recruiting-tool-that-showed-bias-against-women-idUSKCN1MK08G>

**Week 12 (April 9, 11): Data Privacy**

April 9: Data privacy today  
- Graham and Dutton (2014), chapters 20 & 21

April 11: Media law online  
- Graham and Dutton (2012), chapter 17 & 22

*Media Case Study 2 Due by 3pm on April 11, submitted via Canvas and in hard copy.*

**Week 13 (April 16, 18): Implications for the future of work**

April 16: Online labor

- Graham and Dutton (2012), chapter 18
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April 18: Production of media in a global internet society

- Graham and Dutton (2012), chapter 16
- Wired: What News-Writing Bots Mean for the Future of Journalism  
<https://www.wired.com/2017/02/robots-wrote-this-story>

**Week 14 (April 23): Next gen Web**

April 23: The future of the Web

- Tech Crunch: Tim Berners Lee is On a Mission to Decentralize the Web  
<https://techcrunch.com/2018/10/09/tim-berners-lee-is-on-a-mission-to-decentralize-the-web/>

*Due: Case Study 3 — Monday, April 23, at 4pm, submitted via Canvas and in hard copy.*

**Week 14 (April 25): Group Projects**

April 25: Work on Group Projects

**Week 15 (April 30, May 2): Group Projects**

April 30: Group presentations; no assigned readings

May 2: Course wrap-up and final thoughts; no assigned readings

**Final Exam - May 13, 8:00am – 10:00am**