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ICS 3: Internet Technologies and Their Social Impact

Link to all recorded lectures and uploaded slides: <https://drive.google.com/drive/folders/1SXY40ZN2M5LPqB13p02oLWM-TFHzkOMA?usp=sharing>

This syllabus contains all essential and important information for the course. Read it carefully and refer to it often. You are responsible for familiarizing yourself with the information here. This document is subject to change, but you will be notified of any changes, and the class website will always have the most up-to-date version.

Basic Information:

Class Meetings:

*****Classes will be held online through remote classes on Zoom at the designated time of class and recorded lectures on Canvas posted*****

(Original times: Tue/Thu 8am-9:20am PST, HH178)

Sam's Digital Office Hours: Tue 9:30-10:30am PST, Zoom

Amanda's Digital Office Hours: Tue 2-3pm PST, Zoom

Nick's Digital Office Hours: Thur 1-2pm PST, Zoom

It is highly recommended that you contact the TA or professor ahead of time to schedule an appointment.

Course Description:

Official: "Examines current Internet technologies and social implications at the individual, group and societal levels. Blogs; wikis; sharing of video, photos, and music; e-commerce, social networking; gaming; and virtual environments. Issues include privacy, trust, identity, reputation, governance, copyright and malicious behavior." (Informatics website)

This course is an introduction to some of the ways that internet technologies shape, and are shaped, by society and culture. We will discuss and learn to think about how elements of contemporary internet technologies are inextricably linked to history, community, interpersonal connections, identity, and structural inequalities. The internet is an enormous force in today's

world. This course explores how elements of the internet, at the technical or computational level, the physical level, and the everyday practical level have social, political, and personal meaning.

This course meets **online** until further notice from the University. There are no discussion sections for this course. The class will generally be a mix of lectures, discussion, and in-class activities. Each week will loosely follow a theme, guided by readings, or some other form of media such as a video. Students will be expected to have reviewed material *before the start of class*. Throughout the quarter there will be guest lectures from experts in specific topics relevant to the topic of the week they are visiting. There will be regular small writing assignments to demonstrate your engagement with course materials.

It is crucial that you engage with the readings, participate in online activities, and be an active member for guest lecturers.

Student Learning Outcomes:

By the end of the quarter, students should be able to:

1. Describe notable ways internet technologies shape and are shaped by society
2. Reflect meaningfully about the cultural and personal implications of their own interactions with technology
3. Explain key takeaways from the assigned media on the broad impacts of the internet
4. Synthesize points from across course discussions, activities, and assigned media into a structured argument.

Content Note:

There are topics we will discuss in this course that involve important cultural, and perhaps political, topics that some students may find sensitive, such as race, class, gender, and sexual orientation. Promoting a diverse and inclusive learning environment is an explicitly stated goal of UCI's mission as a university.

Class discussions will follow two fundamental guidelines:

- *Provisionality*. Students are encouraged to think out loud, say something and then take it back, and generally speak in a provisional manner, knowing that those around them will be patient, supportive, and slow to take offense.
- *Community*. Some individuals are quite comfortable speaking at length. This is desirable, but the instructors may ask persons to wrap up their comments or may solicit comments from persons who have not yet participated in any particular course meeting.

Intentionally hurtful, hateful, or aggressive language or acts aimed at other members of the course will not be tolerated.

Inclusivity policy

It is of the utmost importance that we work together to create an environment where everyone can feel equally welcome and valued. By enrolling in this course, you too are collaborating in making this commitment to inclusivity with your instructor and TAs. Please refrain from using derogatory language. Remain aware of privileges you may have and leave space in the discussion for many voices. Always respect the correct pronoun use and names of your classmates. Contact your TAs or Instructor for inclusivity concerns.

Disruptive Students

Students who are disruptive, disrespectful toward instructors or peers, or who otherwise create a hostile environment will be asked to leave the discussion for the day, and not receive credit for any assignments for that day. If disruptive behavior continues, the student may be required to un-enroll in the course and/or may be reported to the university for inappropriate conduct.

How to succeed in this course:

- Watch/participate in the online lectures like you would attend any in-person class, participate in discussions and online activities.
- Actively engage in the readings and media assigned; appreciate cat memes; take notes.
- Have an open mind; dismissive attitudes will hinder your success
- Put sufficient, meaningful effort into assignments. They are minimal, but meaningful, and worth enough points that neglecting them will hurt your grade.

Grading

This class is *not* graded on a curve. Your level of success is determined by your performance. This class is meant to be engaging, and we will often do activities that involve non-standard class time or minimal lecture, *this does not mean* “easy.” Because the workload is light, all assignments matter.

Some assignments are graded based more on demonstrated effort than accuracy. These assignments will receive either full, partial, or no credit.

Some assignments will be graded based more on quality of work. These assignments will have a rubric describing the expectations of the assignment, and the metrics TAs will use to assess student grades. These are blueprints for success.

There are no regrades. If a student has questions or concerns about a graded assignment, they may politely contact the TA who graded the assignment, or visit their office hours, to discuss it. Please remember to be respectful of the TA’s and Instructor’s time and expertise.

Assignments:

All assignment details can be found on the course Canvas site. The following are the assignments students will be responsible for, as well as how the quarter grade breaks down:

- 20% — Ten 250-word MAXIMUM reading reflections (lowest score dropped).
- 20% — In-class/online activities. Activities will randomly have artifacts associated with them that must be submitted (for example, an upload to canvas or discussion post) (lowest score dropped)
- 5% — Midterm peer review materials
- 20% — Midterm paper – 1500 word MAXIMUM
- 5% — Final peer review materials
- 30% — Final Paper/Presentation (Group Project) – 3000 word MAXIMUM + Poster

Turning in Assignments

Unless otherwise instructed, students should assume all assignments are submitted through Canvas. Assignments should be submitted as .doc or .docx files (FYI: As a UCI Student, you get Microsoft Word, PowerPoint, Excel, and a terabyte of space on OneDrive, at no extra charge. You can set up your Office365 account [here](#)).

Submitted files should follow the following file name format: “Lastname_IC33_Assignment name.” For example: “McDonald_IC33_Reflection1.” Incorrectly named files will lose points or may be marked as missing.

Missed deadlines, late work, and extensions

This class has a tight schedule. In order to make sure students get feedback on their assignments in a timely manner, it is crucial they are submitted on time. In exceptional circumstances (such as medical emergencies), extensions *may* be granted by the instructor. To request an extension, students must contact the instructor *at least* 48 hours before the assignment deadline. Students who request multiple extensions may be advised to withdraw from the course.

Missing deadlines will begin to affect a student’s grade quickly. Smaller assignments, such as weekly writing reflections, cannot be turned in late. Missed reflections will receive a zero. For larger assignments such as the final, 10% will be deducted from the assignment grade for each day it is late and **CANNOT** be turned in more than three days late. After three days, these larger assignments will be worth 0%.

Plagiarism and Consequences

Plagiarism is presenting somebody else’s’ words, work, or ideas as if they are your own. The writing done in this course must be 100% from the students. It is alright and often necessary to *reference* other people, or quote them, but this must be attributed to them, and/or cited appropriately. Be especially careful with language from sources of “common knowledge” such as Wikipedia. Copying from sources such as Wikipedia is still plagiarism.

Plagiarism is a serious offense, and a violation of the UCI academic integrity policies. Students who plagiarize may face a variety of consequences, ranging from a ZERO on the assignment, an F for the entire course, or disciplinary action at the university level.

If you are concerned you may accidentally plagiarize, [here is a reference from UCI](#) libraries, and [here is a quick quiz](#).

Attendance

You are expected to listen to all lectures and participate in online activities. Attendance will not be formally taken. However, over the course of the quarter, you will be asked to complete a number of online assignments. Together, they are worth 20% of your quarter grade. If the class is required to meet digitally, then those class assignments will be given online. These may come at any time during the quarter, or any part of a class session. Assignments cannot be made up if you are submit to Canvas past the deadline without prior arrangement with the professor.

In exceptional circumstances, students may be granted excused absences (in these cases, missing assignments will not lower your grade). Excused absences will only be granted for medical, legal, or family emergencies. Students seeking an excused absence should contact the TA as soon as possible. Verification documentation may be required. Pre-scheduled or routine medical care, non-emergency plans with family, and other types of personal obligations do *not* qualify for excused absences.

****A special note Spring 2020 note on COVID-19****

The university continues to watch the global and regional situation revolving COVID-19 carefully and assess the local impact. The school has transitioned to a remote learning mode for the spring quarter.

Changes to this class include the following:

1. Until further notice from the University, all classes will be held remotely.
2. Every lecture will be online in some capacity (recorded or real time) at the beginning of the scheduled class time (Tuesday/Thursdays at 8am) unless otherwise notified.
3. Every assignment in this class can be submitted on Canvas.
4. It is your responsibility to watch every lecture and complete assignments on time.

Anyone that is concerned about being able to access digital content should talk to the TAs as soon as possible to avoid any delays in your ability to participate in the class. More information from the University can be found at <https://ehs.uci.edu/PublicHealth/coronavirus.html>

Slides

Slides will be used in class sessions to provide background or provide examples. They will not be posted before class. Days with heavier lecture material, or when guest lecturers come (IF they are ok with it), slides will be posted on canvas.

Readings and other required media

There is no textbook for this course. *All* readings will be available from the class Canvas site, linked in the module for each week they are due, on the assignments or syllabus page, and/or under “Files” in folders organized by week. Readings will be provided as PDFs, through passenger pigeon, or as links to the appropriate website, video, or other media source.

Accommodations for disabilities

If you are already registered with the [UCI Disability Services Center](#) and are eligible for accommodations related to our class, your instructor *should* have received a notification from the university. If you believe you qualify for accommodations but are not currently registered, you *must* contact the Disability Services Center. Certain accommodations either cannot be granted or are difficult to grant to non-registered students. This applies to permanent and temporary lacks or excess of ability.

Students in emotional distress

It is *common* for students to experience depression and anxiety around periods of stress or change. At times, these emotional challenges can interfere with schoolwork, making it difficult to attend class or complete assignments.

If you are experiencing emotional distress we strongly recommend contacting the [UCI Counseling Center](#), especially if you are concerned about how your emotional health is affecting your grade in the course. Your Instructor and TAs sympathize with the challenges you may be facing, but we are not mental health professionals. Your TAs and Instructor *may* be able to help you form a plan to maximize your time in the course, and limit the impact of concerns related to the course, but they are not qualified to help with detailed personal and emotional issues.

If you have a question:

Please follow these steps until you find your answer:

1. Check the syllabus. Most answers about class policies, assignments, grading, and scheduling can be found here.
2. Double check the assignment page, Canvas page, or other course materials provided
3. Ask a fellow student
4. Send a (polite) email to the TA
5. If the TA does not connect you to the instructor, or is unable to address the issue, email the Instructor

Please allow for at least a 24-hour turnaround time for emails to your TAs or Instructor. Emails will generally be answered during standard business hours. Do not simultaneously send emails to different TAs or a TA and the instructor.

Schedule

Wk	Date	Day	Topic	Class	Assignment
1	March 31st	Tue	Introduction, Syllabus, Canvas Course Overview, History of the Internet	Activity: <i>Syllabus</i> <i>Q&A</i>	Homework Read: Bush, Vannevar. "As we may think." <i>The atlantic monthly</i> 176.1 (1945): 101-108. Curran, J., 2012. Rethinking internet history: James Curran. In <i>Misunderstanding the internet</i> (pp. 40-71). Routledge. Write: Reading Reflection 1
	April 2nd	Thu	Introduction to the Internet, cont., Introduction to the study of the Internet Internet histories	Due today: Reading Reflection 1 Activity: <i>Wikipedia</i> <i>Races</i>	Homework Read: Winner, L., 1980. Do artifacts have politics?. <i>Daedalus</i> , pp.121-136. Star, Susan Leigh. "The ethnography of infrastructure." <i>American behavioral scientist</i> 43.3 (1999):
2	April 7th	Tue	Infrastructure/ putting the internet in its place		Homework Read: Cell-phone towers disguised as trees and Underwater Sea Cables Write: Reading Reflection 2

	April 9th	Thu		<p>Due Today: Reading Reflection 2</p> <p>Activity: <i>Infrastructure Scavenger Hunt</i></p>	<p>Homework</p> <p>Read: Dourish, P. and Mainwaring, S.D., 2012, September. UbiComp's colonial impulse. In Proceedings of the 2012 ACM Conference on Ubiquitous Computing (pp. 133-142). ACM.</p> <p>Zook, M., 2006. The geographies of the Internet. Annual review of information science and technology, 40(1), pp.53-78</p> <p>Additional Links:</p> <p>Broadband map</p> <p>Another map</p> <p>Pew</p> <p>Pew</p>
3	April 14th	Tue	Digital Divide(s) and Globalism	Mid Term Presentation	<p>Homework</p> <p>Read: Sandvik, K.B., Jumbert, M.G., Karlsrud, J. and Kaufmann, M., 2014. Humanitarian technology: a critical research agenda. International Review of the Red Cross, 96(893), pp.219-242.</p> <p>Collins. 2013. Wired article</p> <p>Optional (But Recommended) Reading: Latonero. 2019. NYTimes Piece.</p>

	April 16 th	Thu		<p>Due Today: Reading Reflection 3</p> <p>Guest Speaker: Bono Olgado We are trapped, send wifi: Disasters, Digital Humanitarian ism, and the Internet</p>	<p>Homework</p> <p>Read:</p> <p>Gregg, M., 2015. Inside the data spectacle. <i>Television & New Media</i>, 16(1), pp.37-51.</p> <p>Martin, A., & Lynch, M. (2009). Counting things and people: The practices and politics of counting. <i>Social Problems</i>, 56(2), 243-266</p> <p>NASA- When a Definition Makes a Forest Disappear</p>
4	April 21st	Tue	Data		<p>Homework</p> <p>Read: (Lucy's Choice)</p> <p>Watch: Zeynep Tufekci</p> <p>Write: Reading Reflection 4</p>

	April 23rd	Thu		<p>Due Today: Reading Reflection 4</p> <p>Guest Speaker: Lucy Pei</p>	<p>Homework</p> <p>Read: Duffy, B.E., 2016. The romance of work: Gender and aspirational labour in the digital culture industries. <i>International Journal of Cultural Studies</i>, 19(4), pp.441-457.</p> <p>Wood et al., 2019. Good Gig, Bad Gig: Autonomy and Algorithmic Control in the Global Gig Economy. <i>Work, Employment and Society</i> 33.1 (2019): 56-75.</p>
5	April 28th	Tue	Labor (Influencers and the Gig Economy and Tech Labor)		<p>Homework</p> <p>Read: Sieverding. 2009. 'Be Cool!': Emotional costs of hiding feelings in a job interview. <i>International Journal of Selection and Assessment</i>.</p> <p>Rivera. 2012. Hiring as Cultural Matching: The Case of Elite Professional Service Firms</p> <p>Write: Reading Reflection 5</p>

	April 30th	Thu		<p>Due Today: Reading Reflection 5– peer feedback</p> <p>Guest Speaker: Phoebe Chua</p> <p>Activity: <i>Mid Term Peer Review</i></p>	<p>Homework</p> <p>Read: Taylor, T. L. 2018. Broadcasting Ourselves (Chapter 1). <i>Watch Me Play: Twitch and the Rise of Game Live Streaming.</i></p>
6	May 5th	Tue	Games	<p>Guest Speaker: Amanda Cullen</p> <p>Activity: <i>TBD</i></p>	<p>Homework</p> <p>Read: Boellstorff, T., 2006. A ludicrous discipline? Ethnography and game studies. Games and Culture, 1(1), pp.29-35.</p> <p>Trammell, A. and Sinnreich, A., 2013. Visualizing Game Studies: Materiality and Sociality from Chessboard to Circuit Board. Journal of Games Criticism, 1, p.2014.</p> <p>Write: Reading Reflection 6</p>
	May 7th	Thu		<p>Due Today: Reading Reflection 6</p>	<p>Homework</p> <p>Read: Lessig, L., 1999. The law of the horse: What cyber law might teach. Harv. L. Rev., 113, p.501.</p> <p>Zuckerman, E. Six or Seven Things Social Media Can Do For Democracy</p>

7	May 12th	Tue	Politics and Law	Final Presentation	<p>Homework</p> <p>Read: (Matt's Choice)</p> <p>Write: Reading Reflection 7</p>
	May 14th	Thu		<p>Due Today: Reading Reflection 7</p> <p>Guest Speaker: Matt Muir</p>	<p>Homework</p> <p>Read: Ellison, N.B. and boyd, D.M., 2013. Sociality through social network sites. In The Oxford handbook of internet studies.</p> <p>Bivens, R. and Haimson, O.L., 2016. Baking gender into social media design: How platforms shape categories for users and advertisers. Social Media+ Society, 2(4)</p>
8	May 19th	Tue	Social Media and Social Movements		<p>Homework</p> <p>Read: Earl, J. and Kimport, K., 2011. Digitally enabled social change: Activism in the internet age. Mit Press. <i>Just Ch. 1</i></p> <p>Write: Reading Reflection 8</p>
	May 21st	Thu		<p>Due Today: Reading Reflection 8</p>	<p>Homework: Find a Contemporary news article you don't think is accurate</p> <p>Watch: An anthropological introduction to Youtube</p> <p>Watch: Shirky C. It's Not Information Overload, It's Filter Failure</p>

9	May 26th	Tue	Media Production and Journalism		<p>Homework</p> <p>Read: (Mayara's Choice)</p> <p>Write: Reading Reflection 9</p>
	May 28th	Thu	Health	<p>Due Today: Reading Reflection 9</p> <p>Guest Speaker: Mayara Costa Figueiredo</p>	<p>Homework</p> <p>Read: Nissenbaum, H., 2004. Privacy as contextual integrity. Wash. L. Rev., 79, p.119.</p> <p>Marwick, A.E. and boyd, D., 2018. Understanding privacy at the margins. International Journal of Communication (19328036), 12.</p>
10	June 2nd	Tue	Privacy/ Surveillance/ Piracy	<p>Activity: <i>Data Surveillance</i></p>	<p>Write: Reading Reflection 10</p>
	June 4th	Thu		<p>Due Today: Reading Reflection 10</p> <p>Activity: <i>Final Peer Review</i></p>	<p>Wrap-Up Final Group Project</p>