Photo credits: 1. Robin Stevens, 2011, "Benjamin Franklin at his printing press." 2. Dr. Meir Finkle, 2011, "A very old phone." 3. Cujan, 2007, "Inside my computer." 4. Josh Bancroft, 2008, "iPhone Posse (and a Nokia N95)."

Spring 2020 MSP 3421

Technology and Culture

<u>Professor:</u>
Dr. Adrienne Shaw

<u>Contact:</u>
adrienne.shaw@temple.edu
Slack: Dr.Shaw
Office: 203a Annenberg Hall
Phone: 215-204-6201
<u>Office Hours</u>: T/Th 5:15-6:15pm, sign up on Canvas
<u>Email/Slack Hours</u>: M-F 10am-12pm

T/TH—3:30-4:50—WACHMAN 113 -- 3 CREDITS

> "Any particular technology is…a byproduct of a social process that is otherwise determined. It only acquires effective status when it is used for purposes which are already contained in this know social process" – Raymond Williams, "Technology and the Society," p. 293

Course Description: This course critically examines the nature, role, and significance of new communication technologies in contemporary (largely) U.S. culture. It considers the relationship between these technologies and popular conceptions of work, leisure, art, knowledge, identity, and environment and thus provides a foundation for understanding the nature, role, and significance of new communication technologies as a dynamic factor in society. We will examine socio-cultural imperatives that shape the development of new information/ communication technologies in addition to the socio-cultural influences of those technologies. We will explore the nature of technology in general to understand what it is and how it is linked closely with cultural change. The course also addresses the social history of technology in terms of the philosophies, politics, and economics surrounding the creation of new technologies.

During the course students will engage in classroom and online discussions, critical reading activities, original research, and Wikipedia editing. These assignments are meant to both embed them in the use of the technologies they will be analyzing as well as develop a broad set of research, writing, and communication skills.

Prerequisites: MSP 1011-Minimum Grade of C-; May not be taken concurrently AND MSP 1021-Minimum Grade of C-; May not be taken concurrently) OR CMST 2111-Minimum Grade of C; May not be taken concurrently

Canvas: This is where you can find readings, how-to's, course policies, weekly assignments, course timeline, grade book, rubrics, sign up for office hours, and see the course calendar: canvas.temple.edu

Course Slack Team: This is where you will post discussion questions, contribute to class discussions, ask questions, etc.: https://msp3421spring2020.slack.com

WikiEdu: This is where you will work on your semester long Wikipedia assignment, complete trainings, etc. https://dashboard.wikiedu.org/courses/Temple_University/Technology_and_Culture_(Spring_2020)

Assignments:

Your assignments will require that you make use of a variety of communication channels (including checking your email/Slack regularly). You will be required to make 2 accounts**: <u>Wikipedia</u> and <u>Slack</u>.** You can use existing accounts or create unique ones for the course. **For Wikipedia** do <u>not</u> use your legal name for your username (it can be your display name). **For Slack** use your first name (the one you want me to call you in class).

> **If you do not have regular access to the Internet or a computer, come talk to me at the beginning of the semester so we can develop an alternative submission process.

Slack:

Your first assignment is to set up your Slack account, join our team, and post to TWO channels. See Canvas for instructions on how to use Slack.

Note, I will make announcements about the course, post relevant links, and answer any of your non-personal questions about course materials, assignments, etc. in Slack. **Please check Slack each day.**

> *References, titles, and headers are not included in minimum word counts.*
>
> ***More information about all assignments is available on Canvas***

Discussion Questions: On our Slack there is a channel called **#discussion-questions.** You are required to submit **one** discussion question about that day's readings, **no later than 10am before each class session (you can post early)**. The questions should reflect active engagement with the readings. **Always** label questions with the day of class and reading they are about. You must submit questions for **22** class days (out of 28 total) to earn full credit. **You only receive credit for one question per class day.** Any questions beyond the minimum will count as extra credit.

Wikipedia:

This semester you will be learning how to edit Wikipedia, and contribute to (or create) Wikipedia articles for authors we read and/or topics we discuss over the course of the semester. You have weekly trainings to complete as you work towards your final contribution. The final contribution as well as a reflection paper on the experience will constitute the "final project" for this course.

Synthesis Paragraphs:

Each Sunday you will be handing in ONE paragraph synthesizing the key arguments from ONE of the **previous** week's readings. Please review the instructions on Canvas, as well as the grading rubric. There are 13 total to write, but I will drop the lowest 3 grades giving you the freedom to miss or mess up a few. These are to be submitted as Word .doc/.docx to Canvas.

Course Engagement:

Active participation is crucial to your learning in this course. You earn your "course engagement" grade by coming to class regularly, taking notes, bringing your annotated (marked-up) readings to class, respectfully contributing to class discussions (demonstrating that you completed the readings), asking questions, engaging in classroom activities, and offering responses to the course materials. You may also "engage" with the class by continuing discussions from class in Slack. A rubric for how this assignment is graded appears in Canvas.

Extra credit: See Canvas for a description of extra credit options.

> Grading Rubric (as percentage of total points available):
>
> - 93+=A
> - 90-92.9= A-
> - 87-89.9= B+
> - 83-86.9=B
> - 80-82.0=B-
> - 77-79.9=C+
> - 73-76.9=C
> - 70-72.9=C-, etc.
>
> A full explanation of the grading policy can be found on Canvas

Assignment Group	Assignment	Due date	Where is it submitted?	Number of submissions	Points
Participation					**225**
	Slack Set up	Sunday, January 19, 11pm	Slack	1	25
	Discussion questions	10am, each class day	Slack	22 required for full credit	100
	Attendance	Each class day	In class	26 days required for full credit	50
	Course Engagement	Each class day	In class	Graded holistically	50
Synthesis Paragraphs					**200 total**
	Paragraphs for weeks 2-15	Every Sunday starting January 26 at 11pm	Canvas	10 (of 13 total, lowest 3 grades will be dropped)	20 each
Wikipedia Assignments					**425 total**
	25-point Wikipedia trainings/ exercises	Sunday at 11pm after weeks 1, 2, 5, 6, 7, 9, 10, 12, 13, 14, and 15	WikiEdu Course	11	25 each
	50-point Wikipedia training/exercises	Sunday at 11pm after weeks 3, 4, and 11	WikiEdu Course	3	50 each
Final project					**150 total**
	Final Wikipedia contribution	Sunday, April 26, 11pm	Wikipedia/WikiEdu Course	50	
	Final Reflection Paper	Sunday May 3, 11pm	Canvas	100	
Total					**1000**

Course Policies

Accommodations and Basic Needs: The need for any accommodations should never get in the way of your access to education. I will do my best to work with any student who requires accommodations and to minimize the access barriers posed by course structures and materials. Similarly, if you find yourself struggling to meet your own basic needs, there are a variety of resources available to you I can help you with. See Canvas for additional details, contact details for University services, as well provisions for students with children, chronic illness, etc.

Attendance: Missing class happens, for a lot of reasons. If you are not in class, however, you cannot engage with the course. To promote regular attendance, I do not differentiate between excused/unexcused absences or lateness (but note, only 50 points are assigned to attendance alone). You are allowed **TWO penalty free absences**. Two late arrivals (more than 10 minutes after class starts) or early departures will count as 1 absence. I never require documentation for missed classes, etc. If you are absent or late, it is your responsibility to catch up with course materials, assignments, etc. Review the accommodations section as well if you have questions about unique circumstances.

Late Assignments: Due dates are in place to structure the course and to help all of us organize our time. There is also a time after which an assignment can no longer meet its pedagogical goals. For that reason, **discussion questions and in-class assignments cannot be accepted late (also the Week 10 Wikipedia assignment). For other assignments**, I am willing to grant you a **negotiable, no penalty extension** for any reason if you contact me by the due date/time telling me what day/time you will submit the assignment. I do not need to know why you will miss the deadline, just when you will complete the assignment. I reserve the right to tell you if you have asked for too long an extension, but note I will only respond during my posted email/slack hours. Until you hear from me assume to extension is approved.

However, if you do not submit the assignment by the scheduled deadline, I cannot guarantee you will get comments on your assignment (just a score/grade). **If you do not contact me by the original deadline** or fail to meet the extended deadline, **you will receive a zero for the assignment (no exceptions).**

Academic Honesty: Plagiarism is the representation of someone else's ideas, quotations, or research as your own. It is a form of theft. Examples of plagiarism: buying a paper written by someone else, quoting or summarizing an author's argument without correctly citing them, using ideas found on websites for your assignments without correctly citing them, "borrowing" a classmate's ideas for your own, writing without attribution, and using your own papers for more than one class without explicit consent of all instructors. **PLAGIARISM IS NOT TOLERATED AND WILL CONSTITUTE AN IMMEDIATE FAILURE OF THE ASSIGNMENT AND POSSIBLY THE COURSE.** Instances of plagiarism and/or cheating will be reported to the University Disciplinary Committee at my discretion. The **penalty structure** is listed on the policies section of the course website.

All assignments must enclose directly quoted material inside quotation marks, include in-text parenthetical citations for all material drawn from another source (including direct quotations, summaries, and paraphrased material), and include a works cited list. **All citations must be formatted in APA (American Psychological Association) style.**

Writing: Your ability to communicate effectively in written form comprises a large portion of your success in this class. All written assignments should be professional and well-organized, make a clear and compelling argument, contain a thesis statement, fully cite all sources, and use textual evidence and exposition. See the "How to write effectively" portion of Canvas for advice on how to do this. You may also seek help from the University Writing Center: https://www.temple.edu/class/programs/writing/index.html

Inclusivity Policy: There is an inclusivity policy on Canvas. You will be asked to sign this at the start of the semester, committing yourself to promoting a safe and inclusive classroom for all students, guests, and instructors.

Technology Policy: On the first day of class we will decide as a group how to manage technology in the classroom. Regardless of whether laptops/tablets/etc. will be allowed, they should only ever be used as part of your engaged participation with the course.

Email: Check your Temple email and Slack daily. You can email me with questions anytime, but note I only respond to student emails/Slack questions during my posted hours. Review the "how to email a professor" page on Canvas.

Student and Faculty Academic Rights and Responsibilities Policy: Freedom to teach and freedom to learn are 2 inseparable facets of academic freedom. The University has a policy on Student and Faculty and Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02

Conduct Code: Individuals enrolled in this course are expected to conduct themselves in a civil and respectful manner, both toward their instructor and fellow students. In accordance with Temple's Student Conduct Code (Policy Number: 03.70.12), acts of misconduct for which students are subject to discipline include, but are not limited to, intentional interference with or disruption of class as well as behavior or conduct which poses a threat to the mental, emotional, or physical well-being of self or others. Non-compliance, interference or resistance to this code is considered actionable when a student fails to comply with a reasonable verbal or written instruction or direction given by a University employee (e.g. instructor, teaching assistant or staff member). In such cases of violation, it is the University employee's right and responsibly to seek out the appropriate sanctions (e.g. suspension, separation, probation, enrollment restrictions, or expulsion from the University) pursuant to the conduct code policy.

> *Course policies on Canvas are the most up to date and accurate.*
>
> *Additional details on all policies can also be found there.*

FAQS	
What should I call my professor?	Dr. Shaw
What pronouns does my professor use?	She/her
When/where are my professor's office hours?	See page 1
Where should I ask questions about assignments, the course, etc.?	Slack #office-hours
Where should I ask for extensions/about my grades?	Email, though I cannot tell you your grades via email. Check Canvas for all grades.
When will you answer my emails/Slack message?	During my email/Slack hours. See page 1.
Can I get an extension/excused absence?	See policies on both in this syllabus and on Canvas.
Is there a textbook for this course?	Nope! All readings are on Canvas.
Do I have to do all of the readings?	Yes.
Where do I submit this assignment?	Check the table on page 3.
When is this assignment due/where are the instructions?	Check Canvas.
How do I…?	Have you checked the how-to pages on Canvas? If it's not there, post to #office-hours.
Is there a final exam?	Nope!
Do you post slides?	No. Take notes and post questions to Slack #office-hours if you missed something.
When will our grades be posted?	Typically, within one week of the assignment deadline.
Can you write me a letter of recommendation?	Sure, but check the instructions on my website before you ask: https://adrienneshaw.com/letters-of-recommendation/

COURSE SCHEDULE:
This schedule is subject to change; revisions will be announced on Canvas and Slack. There are optional/reference readings, videos, and podcast each week but these are just to help clarify content.

Always read the "page" in Canvas for each class day as it includes questions to help guide your reading.
All PDFs for readings that are on Canvas under Files-> That week's folder.

<u>DISCUSSION QUESTIONS</u> about the readings listed below are due on SLACK ever class day by 10am

Week 1: Introduction and "New" media

1.14   Course Overview and Introduction

- WikiEdu readings: Editing Wikipedia (pages 1–5) and Evaluating Wikipedia

"Technology is neither good nor bad, nor even neutral. Technology is one part of the complex of relationships that people form with each other and the world around them; it simply cannot be understood outside of that concept."

--Samuel Collins

1.16   Studying "New Media", Technology, and Culture
- Review the talk page and issues with the New Media article on Wikipedia
- Chapters 1 and 2 (skim 2, but focus on terms you are unfamiliar with) from Flew, T. (2014) *New Media* (4th Edition). Oxford: Oxford University Press.

1.19 DUE 11pm: Slack set up and WikiEdu Week 1 assignment

Week 2: Technology, History, and Rethinking "Effects"

1.21   When Old Technologies Were New

- Introduction and Chapter 2 from Marvin, Carolyn. (1988). *When old technologies were new*. Oxford: Oxford University Press.

1.23 Technology and Society

- Williams, Raymond. (2003). "The technology and the society." In N. Wardrip-Fruin and N. Montfort (Eds.) *The New Media Reader* (P. 289-300). Cambridge, MA: MIT Press.

1.26 DUE 11pm: WikiEdu Week 2 assignment and Week 2 paragraph

Romantic Deceit via Telegraph: How 'Catfishing' Worked in the 1880s

Using technology to fabricate identities and then pursue relationships is nothing new, as the 134-year-old novel *Wired Love*—about a pair of telegraph operators—can attest.

JESSICA GENTILE | JUL 31, 2013 | CULTURE

Crosswords: the meow meow of the 1920s

Idling workers, distracted housewives and a decline in reading: Alan Connor looks at the great crossword panic of the 1920s

History Retweets: How Ancient Romans Created Social Media

By TOM STANDAGE

Week 3: History, Computers, and the Internet

1.28 Content Gaps and Gender Gaps

- Review Wikipedia articles on Electricity and TV (see Canvas for more details)
- Introduction and Chapter 2, skim chapter 1, from Abbate, Janet. (2012). *Recoding gender: Women's changing participation in computing*. Cambridge, MA: MIT Press.

1.30 Rethinking Internet History

- Curran, James (2012). "Rethinking Internet History" in J. Curran, N. Fenton, and D. Freedman (eds.) *Misunderstanding the Internet*, (pp. 34-60). London: Routledge.

2.2 DUE 11pm: WikiEdu Week 3 assignment and Week 3 paragraph

Week 4: Technology and Infrastructure

2.4 The Network Under the Sea

- Chapter 6 from Starosielski, Nicole. (2015). *The undersea network*. Durham, NC: Duke University Press.

2.6 Global Media Infrastructure

- Chapter 3 from Lobato, Ramon. (2019). *Netflix nations: The geography of digital distribution*. New York: NYU Press.

2.9 DUE 11pm: Week 4 paragraph

Graphic from https://www.theneweconomy.com/insight/the-sharks-that-are-biting-into-googles-cable-systems

Week 5: Cyber/Digital Ethnographies

2.11 Cultures Virtually —No class, review instructions on Canvas and post discussion questions as usual

- Chapter 4 from Miller, Daniel and Don Slater. (2000). *The Internet: An ethnographic approach*. New York: Berg.

2.12 DUE 11pm: WikiEdu Week 4 assignment (NOTE CHANGE IN DAY)

2.13 Virtual Cultures

- Chapter 7 from Boellstorff, Tom. (2008). *Coming of age in Second Life*. Princeton, NJ: Princeton University Press.

2.16 DUE 11pm: WikiEdu Week 5 assignment and Week 5 paragraph

Screenshot from: http://kelldel.wordpress.com/2013/04/22/the-technological-visions-of-utopia-and-dystopia/
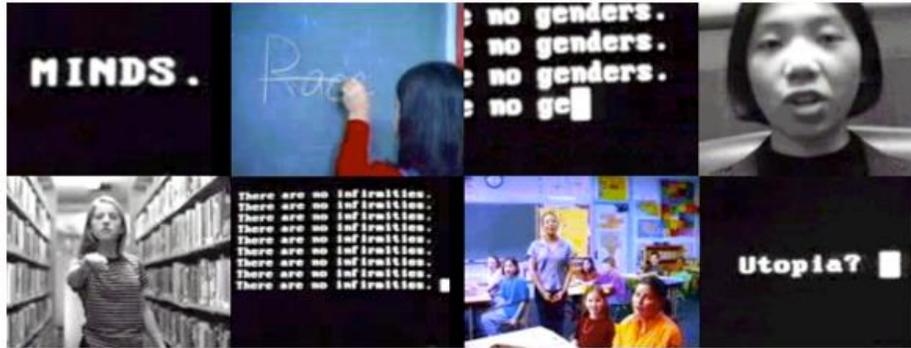
Week 6: Representation, Identities, and Technology

2.18 Race and Gender Online

- Nakamura, Lisa. (2002). "After/Images of identity: Gender, technology, and identity politics." In M. Flanagan & A. Booth (Eds.) *Reload: Rethinking women and cyberculture* (pp. 121-131). Cambridge, MA: MIT Press.
- Skim: P. 130-145 from Chun, W.H.K. (2006). *Control and freedom: Power and freedom in the age of fiber optics*. Cambridge, MA: MIT Press.

2.20 Gaming and Intersecting Oppressions

- Gray, Kishonna L. (2011). Intersecting oppressions and online communities: Examining the experiences of women of color in Xbox Live. *Information, Communication & Society* 15(3): 411-428.

2.23 DUE 11pm: WikiEdu Week 6 assignment and Week 6 paragraph

Week 7: Power, Control, and Resistance

2.25 Control and Freedom

- Introduction from Chun, Wendy Hui Kyong. (2006). *Control and freedom: Power and freedom in the age of fiber optics*. Cambridge, MA: MIT Press.

2.27 Hacking as Resistance

- Chapter 5 from Galloway, Alexander. (2004). *Protocol: How control exists after decentralization*. Cambridge, MA: MIT Press.

3.1 DUE 11pm: WikiEdu Week 7 assignment and Week 7 paragraph

Comic from https://xkcd.com/932/
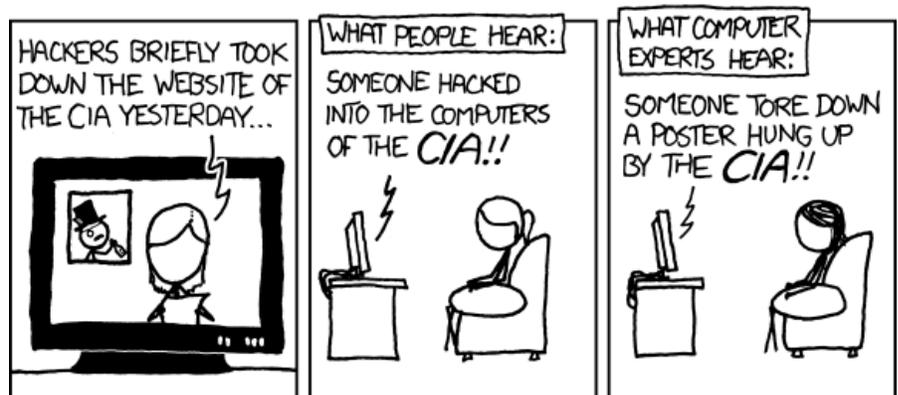
Week 8: SPRING BREAK (Continue adding to your Wikipedia articles over break)

Week 9: Digital Cultural Expressions

3.10 GIFs as culture

- Miltner, Kate M., and Highfield, Tim. (2017) Never gonna GIF you up: Analyzing the cultural significance of the animated GIF. *Social Media and Society* 3(3): 1-11.

3.12 Memes as politics

- Milner, Ryan M. (2013) Pop polyvocality: Internet memes, public participation, and the Occupy Wall Street movement. *International Journal of Communication*, 7: 2357-2390.

3.15 DUE 11pm: WikiEdu Week 9 assignment and Week 9 paragraph

Week 10: Copyright in the Digital Age

3.17

- McLeod, Kembrew. (2007). Freedom of Expression: Resistance and Repression in the Age of Intellectual Property. Minneapolis: University of Minnesota Press. Chapter 6 and Afterward.

3.19: Edit-a-thon in Charles Library—instructions TBA

- Chander, Anupam and Sunder, Madhavi. (2019). Dancing on the Grace of Copyright? Duke Law & Technology Review 18 (Special Symposium Issue): 143-161.

3.22 DUE 11pm: WikiEdu Week 10 assignment and Week 11 paragraph

Week 11: Digital Labor and New Economies

3.24 Immaterial Labor and Digital Games

- Chapter 1 from Dyer-Witheford, Nick and Greig de Peuter. (2009). *Games of empire: Global capitalism and video games.* Minneapolis: Univeristy of Minnesota Press.

3.26 Venture Labor No class, review instructions on Canvas and post discussion questions as usual

- Chaper 6 from Neff, Gina. (2012). *Venture labor: Work and the Burden of Risk in Innovative Industries*. Cambridge, MA: MIT Press.

3.29 DUE 11pm: WikiEdu Week 11 assignment and Week 11 paragraph

Game Workers Unite logo

Week 12: Ghost Work

3.31 Ghost Work pt. 1

- Introduction and Chapter 1 from Gray, Mary L. and Suri, Siddharth. (2019). *Ghost work: How to stop Silicon Valley from building a new global underclass.* Boston: Houghton Mifflin Harcourt.

4.2: Ghost Work pt. 2.

- Chapter 4 and Conclusion from Gray, Mary L. and Suri, Siddharth. (2019). *Ghost work: How to stop Silicon Valley from building a new global underclass.* Boston: Houghton Mifflin Harcourt.

4.5 DUE 11pm: WikiEdu Week 12 assignment and Week 12 paragraph

Week 13: Surveillance and Sousveillance

4.7 Surveillance and Privacy

- Humphreys, Lee. (2010). Who's watching whom? A study of interactive technology and surveillance. *Journal of Communication*. 61(4). P. 575-595

4.9 Sousveillance and Cop Watching

- Bock, Mary Angela (2016). Film the police! Cop-Watching and its embodied narratives. Journal of Communication 66(1): 13-34.

4.12 DUE 11pm: WikiEdu Week 13 assignment and Week 13 paragraph
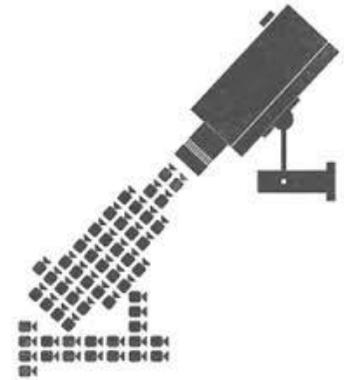
Sousveillance and surveillance

Week 14: Trolling and Media Manipulation

4.14 Putting Trolling in Context

- Selections from Phillips, Whitney. (2015). *This is why we can't have nice things: Mapping the relationship between online trolling and mainstream culture*. Cambridge, MA: MIT Press.

4.16 Media Manipulation and Disinformation Online

- Read to page 56 of Marwick, Alice and Lewis, Rebecca. (2017). Media manipulation and disinformation online. Data and Society. Retrieved from https://datasociety.net/output/media-manipulation-and-disinfo-online/

4.19 DUE 11pm: WikiEdu Week 14 assignment and Week 14 paragraph

Week 15: Revisiting and concluding

4.21 The Influencing Machine

- Selections from: Gladstone, Brooke. (2011). *The influencing machine*. New York: W.W. Norton & Company.

4.23 Wikipedia in class?

- Adams, Julia, Brückner, Hannah, and Naslund, Cambria. (2019). Who counts as a notable sociologist on Wikipedia? Gender, race, and the "professor test". *Socius* 5: 1-14.
- Jemielniak, Dariusz, and Aibar, Eduard. (2016). Bridging the gap between Wikipedia and Academia. *Journal of the Association for Information Science and Technology* 67(7): 1773–1776.

4.26 DUE 11pm: WikiEdu Week 15 (same as the Final final Wikipedia contribution) and Week 15 paragraph

5.3 DUE 11pm: Final Reflection paper