Instructor: Marc Tasman, M.F.A.  
mtasman@uwm.edu  
Office: Bolton Hall 570  
Hours: Tuesday, Thursday 2pm-3pm, or by appointment  
http://twitter.com/marctasman  
http://twitter.com/DigiArtsCulture

Contact the Internet Culture Team: IC-Team@uwm.edu.

Teaching Assistants:

Joe Barden  
Email: jbarden@uwm.edu  
Skype: joe.barden2

Joe’s hours:  
Wednesday 2:00 pm- 3:00 pm  
Thursday 1:00-2:00 pm on Skype  
or by appointment.

Barbara Maniotis  
Email: maniotis@uwm.edu  
Google Chat or Skype: barbaramaniotis

Barbara’s hours in BOL 528:  
Tuesday 10:00 am- 11:00 am  
Thursday 11:00 am- 12:00 pm  
or by appointment.

Frequently Asked Questions
Please use the Troubleshooting discussions for specific issues you may be having with the course. If it is more appropriate to send an email, contact the Internet Culture Team which includes both Teaching Assistants and the Instructor--address email to IC-Team@uwm.edu.

If you wish to discuss matters further, please contact Teaching Assistants, Joe Barden and Barbara Maniotis with questions or concerns regarding essay and discussion grades. Contact Professor Tasman with matters regarding access to quizzes, exams, or course material on D2L. The best way to ensure a response to an issue, even when you are directing a message to a specific individual, is to use IC-Team@uwm.edu.
DESCRIPTION
This course offers an introduction to the sociological, cultural, and historical dimensions of the Internet. More specifically, the course introduces students to the logical analysis of the Internet as a communication technology through a broad introduction to media studies, the history of technology, and current Internet practices. This course satisfies a Core course requirement for the Certificate in Digital Arts and Culture, and counts as a GER Humanities requirement.

RATIONALE
In a relatively short period of time, The Internet, a convergence of various technological processes, have radically altered the way in which organizations and individuals work, shop, communicate and define leisure activity, among other things. Once such phenomenon that has arisen in recent years as a result of the proliferation of interconnected networks is Computer Mediated Technology (CMC). Concepts of human time, language and texts themselves have been reorganized, and new communities have arisen and produced sets of accepted practices and etiquette as a result of these means of information transfer for institutional and interpersonal communications. These rapid and pervasive shifts have created an "Internet Culture," as new systems of symbols and meanings arise, and impress profound changes upon the cultures at large, while existing institutions and governments strive to produce rules and regulations to keep up with these new behaviors and tools.

GER-HUMANITIES CRITERIA and OUTCOMES
This course will count toward the University’s general education Humanities requirement (GER HU). This course, like other courses associated with the Humanities discipline, is concerned with questions, issues, and concepts basic to the formation of character and the establishment of values in a human context. In this course, you will use humanistic means of inquiry, such as: the critical use of sources and evaluation of evidence; the exercise of judgment and expression of ideas; and the organization, logical analysis, and creative use of substantial bodies of knowledge in order to approach the subject of study.

JAMS 113 Internet Culture Course Outcomes

Students successfully completing the course will be able to:

- Identify and be able to summarize applicable research material which contributes to the related fields of Internet Studies
- Recognize ways in which production and understanding of knowledge in the current evolving, networked, globalized, digital information society has changed from previous knowledge cultures and generations
- Analyze the value of different kinds of publication, presentation and knowledge production accessed through computer interfaces and digital networks
- Apply ethical, sociological, or ideological frameworks to various activities that are made possible through the use of the network
- Develop coherent and persuasive arguments using the research material, as constructive interaction with peer feedback communities
How students will demonstrate achievement in these Outcomes

Through written essays, students will demonstrate achievement in each of the above learning outcomes. The essays that the students produce will be evaluated and assigned a value by using a rubric which discusses varying degrees of success, or areas where special attention is needed in the following categories: a) Content, demonstrating understanding of the specific course material, relating to the ideas and concepts of Internet practices, communication, and culture; b) Quality of writing, indicating correct spelling and grammar, thoroughly explained, clearly answered, and easy to follow line of thinking; and critical thinking, showing that the student has learned from the course materials and that the writing is precise and persuasive, showing interest and cultural objectivity with the issue.

Students will be provided with feedback for each essay, showing the connection between the expectations of the writing presented in the rubric and the actual work. If the student, from one essay to the next, is seen as integrating particular feedback to improve the writing, scores will increase. If the student fails to acknowledge the feedback, either in the writing areas of content and attention to the detail of the requirements, technical and organization, or in aesthetic and critical thinking, then the score from one essay to the next will not increase.

Statement of time investment by the average student

Here’s a statement of hours the average student will spend in various in-class and outside activities. See UWM faculty document 2838. For example: JAMS 113 is a 3 credit course. Students will devote approximately 144 hours to this course in the following activities:

- Reading book chapters, 16 hours, avg. 1 hour/week
- Watching video lectures and accessing web based materials in the powerpoints including videos and articles, 44 hours, avg. 3 hours/week.
- Reviewing materials for quizzes and taking quizzes, 16 hours, avg. 1 hour/week.
- Researching, writing, revising, and editing essays, 32 hours, avg. 2 hours/week.
- Participating in discussion comments by reading and writing thoughtful comments, 32 hours, avg. 2 hours/week.

POLICIES

1. Students with disabilities: If you will need accommodations in order to meet any of the requirements of this course, please contact the instructor as soon as possible.

2. Religious observances: Students will be permitted to make up assignments when (a) There is a scheduling conflict between the student's sincerely held religious beliefs and taking the examination or meeting the academic requirements; and (b) The student has notified the instructor, within the first
three weeks of the beginning of classes of the specific days or dates on which he or she will request relief from an examination or academic requirement.

3. Incompletes: A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student’s control, has been unable to take or complete the final examination or to complete some limited amount of term work.

4. Discriminatory conduct (such as sexual harassment): The University will not tolerate discriminatory conduct. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff.

5. Academic misconduct: Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm

6. Complaint procedures: Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

7. Grade appeal procedures: A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School.

For further information about university policies, please see the Secretary of the University’s Web site (http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf)

**MATERIALS AND SUPPLIES**

Reliable access to the Internet is a must as you will complete assignments, quizzes, and exams via D2L.

**See list of UWM computer labs:**
http://www4.uwm.edu/technology/authenticated/computer_labs/campus/

**Required Course Book:**

For the Fall 2017 Semester an electronic interactive text will be used for the first time. More details to come:

![Internet Culture](image)

**Title:** Internet Culture  
**ISBN #:** 9781680753967
ASSIGNMENTS AND GRADING

<table>
<thead>
<tr>
<th>GRADING SCALE</th>
<th>Above 87% = B+</th>
<th>Above 77% = C+</th>
<th>Above 67% = D+</th>
<th>Below 60% = F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above 93% = A</td>
<td>Above 83% = B</td>
<td>Above 73% = C</td>
<td>Above 63% = D</td>
<td></td>
</tr>
<tr>
<td>Above 90% = A-</td>
<td>Above 80% = B-</td>
<td>Above 70% = C-</td>
<td>Above 60% = D-</td>
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DISTRIBUTION OF GRADES TO 100%

<table>
<thead>
<tr>
<th>Essays + Discussions (3/4) 50%</th>
<th>Exams (2/3) 40%</th>
<th>Quizzes (12/13) 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 essays worth 9% each (36%) + essay comments worth 2% per essay (8%) (8 total, two per each (1%) of 4 essays) + 3 Internet Discovery posts 2% each (6% total)</td>
<td>Drop Lowest of Exam 1-midterm, Exam 2, and Exam 3-optional cumulative final- one attempt each. Exam 1 and Exam 2, 25 questions each. Optional Final Cumulative Exam, 50 questions.</td>
<td>Drop lowest quiz, three attempts each) Each quiz corresponds to IC units, 5 questions each.</td>
</tr>
</tbody>
</table>

An Important Note about Deadlines, Grades and Leniency

The deadlines for quizzes, exams, essays and discussions are firm, as there is ample lead time, a detailed calendar of due dates for students, and a lot of work for the Internet Culture Team to stay on top of. That is not to say that there is no leniency here. It is just that much of the leniency in this class is front loaded, that is we drop the lowest from the quizzes, and even from the exams.

But don't take the built in leniency to mean that you can only do 3/4 essays and discussions and still do well. In that scenario, even if you score perfectly on everything else in the course, the highest possible grade you could earn is an 89%. Do 2/4 essays and discussions, and perfect on everything else and the highest possible grade is a 78%. Can you see the importance of doing the required work?

Those essays and discussion comments (feedback that you give to other students) are a significant portion of the class and as such (as a category) make up 50%, and there's not a lot we can do about missed,
un-posted essays (especially the later it gets in the semester). But the Exams are also significant, weighing 40%. We've seen in many cases that taking the optional final exam is a simple way to ultimately and significantly improve your final grade in the course, as only the two highest exam scores count.

All deadlines are 11:59 pm for any particular deadline date. So, for example if something is due on a Thursday, as long as it is Thursday, it's not late. At midnight, the date changes to Friday and it's not Thursday anymore. Works that way for Tuesday deadlines, too!

Questions for the exams will be taken from course materials. Exams will consist of 25-50 standardized multiple choice type questions. A makeup exam will only be given in the extreme situation of severe illness, death in the family, sincere religious observance, or military service duty. Authorized written documentation will be required as well as advance notice when applicable. There will be a review before the first and second exams. A third optional cumulative exam may be taken during finals week to replace the lower of your first two exam scores.

Quizzes are designed to reinforce critical material that may be on future exams. Quizzes are made from 5 questions selected randomly from a pool, will be administered on D2L with a 5 minute limit, generally released (1-2 weeks) ahead of time and remain open until Thursday 11:59 pm. Quiz questions are recycled and selected from the same question pool that make up the Exams.

**Concerns about Quiz grades**

All of the quizzes added up make up 10% of the final grade. Each quiz is worth slightly less than one percent (1%) of the final grade. You can take each quiz up to three times up until the quiz deadline to try to score 100% for that quiz's grade.

However, a good deal of value can be earned by learning from mistakes on the questions in the quizzes and seeing as many questions as possible, even if you score 100% on your first attempt. Whether you do or don’t score 100% on your first attempt, you should always take the time before and in between quiz attempts to study before starting the quiz. (Make sure to watch video, powerpoint, and read chapter). **Shorter: Study before quiz.**

After the deadline for each quiz, you will be able to see your quiz attempts along with the correct answer for that question.

While the questions on the quizzes are worth relatively little, the questions on exams are worth about 16 times as much as the final grade. The exams are worth 40% of the final grade, so each question in an exam may be worth .8% of the final grade. The Midterm, Second (and Optional Cumulative Final) exams are made up from the quiz questions, so the more times you attempt each quiz, the more exposure you have to questions, which increases your chances of getting to see questions before you take an exam.

It is recommended that before each Exam, in addition to reviewing the videos, powerpoints and book, that you also review your previous quiz attempts.

Over the course of the semester, you will create **four 2-3 page (500-750 words) essays** in which you will define, summarize, and apply concepts from lectures and readings (topics provide below). In each essay you’ll also identify examples from the media and personal experiences that illustrate various
aspects of Internet Culture. Your essay should integrate the theory and example to provide a persuasive argument, making your point as clear as possible. (Essays and discussion comments on peers’ essays are due before midnight on Tuesday in the specified week, see schedule below). These essays must contain a well-defined argument and need to conform to standard rules of grammar. There is no reason for spelling or other mechanical errors in the writing – please use your word processing program’s spelling and grammar check and proofread your papers carefully. Points will be deducted for these kinds of errors. In addition, for each essay assignment, you will be required to make comments (50-150 words) on two of your classmates’ posts. All essays and comment discussions will take place on D2L. See Comments on Essays in section below.

The Essays and Discussions are meant as a way for you to learn some of the material in more depth by writing about it. Each of the Essays will be about integrating what you learn from the textbook and course materials with your experience of some aspect of Internet Culture. Joe, Courtney Vanderveen Michl and I will read the discussions, but we may participate only rarely – in other words, most of the time we will be lurkers. Completing the Essays and Discussions involves: 1) posting an Essay as a response to the Essay topic or question (6 points); and 2) commenting, discussion or otherwise responding two of your classmates’ Essays in the appropriate way (3 points), see Comments on Essays in section below. Essays will typically be graded after both portions have been completed, within a week of the deadline for the comments.

IMPORTANT and NEW: This semester you will have the extra credit (+2.5) option to create a multimedia essay for at least one, but no more than two of the essay topics. What is a multimedia essay? Use a variety of media sources, such as images, sounds, slides, screenshots or video clips, to creatively mix into a coherent media artifact. This could be a slideshow set to music, a video with narration, or any other time based audio/visual product. Upload a 2-3 minute (120-200 seconds) video to a site such as YouTube or Vimeo and post the link. Authoritatively describe a concept, as you might write in an a text essay. Make sure that the video is just as clear and concise in its text and editing as your essays. (Don’t try to create the video in one take, unless you are using the single-shot take principle, in an attempt to “restore a sense of wonder” to the video performance. In other words, edit, edit edit, unless you can do something amazing like juggling flaming VHS tapes on an antique unicycle while describing why you are a Luddite (without messing up). Here’s an example from a past semester that touches on Essay 2’s topic, Netiquette: http://youtu.be/3baTLSiLm1E

Equally important, we, your audience (the instructors and fellow students) expect the experience of reading your essay (or viewing your video essay) to provide us with both information and pleasure. Be aware of these three specific features in the writing: "a precise use of words, conspicuousness of ideas, and a balanced arrangement of ideas." (Banschbach, John. Aesthetics in Writing Assessment, or a Student’s Essay about a Poem is Itself a Work of Art. 1995.)

Grading of essays and discussions will be based on the following (general) criteria (ACE it!):
Aesthetic: the tone, flow, or feeling that comes from your choice of words and imagery
Concept: the idea and clarity of that communication
Technical Execution: the effort, energy and attention put into integrating and harmonizing the aesthetic and conceptual components

More specifically, this grading criteria/checklist will be used in addition to other requirements for the Essay/Discussion assignments:

- Description of an example (and/or links to websites or relevant information), that illustrates your understanding of the material.
- Reference to theoretical or conceptual context or term, and its definition.
- Presentation of terms mentioned in the course materials.

In the Essays, we are looking for you to use terms mentioned in the course materials, provide definitions of the terms, and illustrate your understanding of the terms by giving examples. In other words, your task is to demonstrate that you understand the concepts and terms that you are learning and that you can apply them to your experiences in navigating or creating the Internet culture.

Note that your goal is to show us that you understand the concepts rather than to present us with your opinion alone. Please make sure to use your own words in your assignment, and to clearly indicate when you are quoting directly from the text or another source, in order to avoid plagiarism. See Essay Rubric in Content Section of D2L.

Essay 1, Technology and Culture (two options)

Option A: Adoption Trends
Describe and analyze adoption trends in your family. Provide at least one example of adopted or refused technology. What is a Luddite or an early adopter? In what ways do you identify yourself or people you know with those characteristics or stereotypes? How do the theories of Rogers and/or Fiddler (in chapter 1.1) fit with the adoption practices that you describe?

Option B: Philosophies of Technology
Describe your personal position as to whether you regard yourself as a technological Determinist or an Instrumentalist? That is, to put it very simply, do you see technologies imposing (unforeseen consequences and) structures on society, or the latter, in which people develop technologies with certain purposes in mind. Elaborate on the theories of McLuhan, Williams, Postman or other media theorists.

For example, while McLuhan, a Determinist, says "the medium is the message," Raymond Williams contends that "there is nothing in a particular technology which guarantees the cultural or social outcomes it will have." (Cantoni 2006, 14)

Use an example of a particular technology and explain why you think the way you do.
Some important essay instructions brought to you by the Internet Culture Team:

- Please remember that there is a **word limit of 500-750 words** for the essays. You will be penalized (booo!) for going over or under the word limit (or time limit for multimedia essays, 2-3 minutes. This is a silly reason to lose points for the essays, so if you’ve submitted your essay already, please check to make sure it’s within the word limit.

- Try to think of a **good, descriptive title** for your essay. While we always appreciate witty, tongue-in-cheek titles, we’re primarily encouraging you to avoid titles like ‘Essay 1’.

- Please run a basic spelling and grammar check before you submit your essay. Multiple typos will affect your grade. It’s a good idea to read your essay out loud—even better idea, have someone listen and give you feedback.

- A bibliography, while not necessary, is always good practice for longer academic essays. However, in-text **citations are a must**. Avoid vague terms such as "the textbook" and "the authors" without referring to them by name first (Cantoni and Tardini).

- If you’re having trouble with writing, or you just need some advice and critique, make sure to take advantage of the UWM Writing Center. They will not help you with the content of your essays, but they will help you improve your writing skills. Alternatively, the IC-Team is always available for questions or comments about the essays.

**Essay 2, Netiquette**

Provide an example of CMC use and describe a theory or feature that establishes whether it is (or is not) an appropriate setting for the content of that particular communication or message (i.e., SMS breakup), based on concepts found in The Features of CMC, chapter 2.2.

Here is some advice that the IC Team put together for you with regard to this essay:

- Focus on the essay question and the appropriateness of the communication and setting. Describe the medium you picked to discuss but you MUST also attempt to assess it according to the required concepts from your textbook. In other words, discuss and assess your example as it relates to CMC features and netiquette rules.

- Don’t forget to briefly describe the concepts you use; try to write the essay as if the person reading it knows nothing about the topic. Well, maybe not nothing, but how would you explain this to a grandparent, or a younger cousin who is unfamiliar with the tools and concepts? But you shouldn’t stop there, it is important to engage in critical thinking in your argument. Try to think more broadly and out of the common sense, vague statements. Think of both pros and cons together in your argument.

- In constructing reasonable and well reasoned arguments, avoid extremes and hyperbole: Neither express obsequious praise for online communication, nor condemn technology as the Devil’s spawn, without supporting your claims. Also, as media scholars, we can certainly
acknowledge the flaws inherent in CMC, but also find ways in which it can be used to improve the nature of communication.

**Essay 3, The Digital Democracy Discourse**

Observe your use of the Internet for a given amount of time, paying attention to and keeping a list of all of the links (hypertext) that you click on and websites you visit.

Do you know which of these sites might be collecting and selling your personal data? Have you thought about changing your browser’s preferences to allow or to not allow tracking by third parties? Have you checked Facebook or Google’s privacy policy lately and made sure that you aren't oversharing?

With the digitalization of the markets and the arrival of interactive technologies, a popular discourse arose about how the new technologies are revolutionary and the new technologies themselves solely will revolutionize society. Recent social movements, such as the “Arab Spring” were celebrated as utopian products of the social media.

At the same time, a critique of this approach pointed out the surveillance, privacy, free labor and commodification of information aspects of the digitalization and contended that the usage of these technologies by media corporations is actually reproducing current power relations.

Here are two articles that summarize these discussions: Time Magazine’s Person of the Year, 2006 [http://content.time.com/time/magazine/article/0,9171,1570810,00.html] and Aras Constukuncel’s Discourse Analysis [tinyurl.com/arasddd]. Read and evaluate the two approaches while giving examples of your own usage and experience with digital media. With which approach do you agree? Why?

Optional: For additional complexity, you might consider how the discussion of ancient rhetorical devices described in chapter 3.2, compare in light of the discussions of new interactive communication technologies.

**Essay 4, Communication and Technology (two options)**

*Option A: Website Review*

Thinking about the topic of Communication and Technology, review of a website for a service, company or institution that you regularly use based on the criteria in chapter 4 and explained in ppt lectures from Unit 7 and Unit 8. (Think of the AWARE Model and the example of the coffee shop).

Some things to consider:

- Does the website serve as a good example of a useful website or does it have deficiencies that make it frustrating or cause a waste of time? Explain why it is useful or frustrating.
- How might factors such as Information Quality, Localization, Accessibility Tools, affect user experiences? Remember to define such terms.

- How might you define the roles or responsibility of Stakeholders or Managers of a well-functioning website?

- What about the pithy and disconcerting phrase that has been used to argue that free services treat users worse: "If you're not paying for the product, you are the product?" You might also consider how the website deals with the issues of intellectual property, data security, and how or if your labor is compensated.

Option B: Gadgets and Gizmos

Using the format of tech blogs (Lifehacker, Gizmodo, io9, Science360) as a template, write a detailed review of a software or a technological gadget that you are familiar with. It doesn't matter whether the technology is cutting edge or obsolete; in fact, we encourage you to think beyond the obvious examples of iPhones and Mac computers. Try to analyze your example in the light of the following questions--

- How does your example benefit real and/or virtual communities? You might consider three critical issues of belonging, identity and interest (page 161 in Internet).

- British science fiction writer Arthur C. Clarke famously said, "Any sufficiently advanced technology is indistinguishable from magic." How does this apply to your chosen example?

- Does it have any adverse effects? For instance, can it be used for surveillance purposes?

- What do you think would be the ideal market for your chosen example? Why?

Consider any of the course material from this semester as conceptual reference as you contextualize your example. Demonstrate what you have learned over the course of the semester.

Comments on Essays

Read (at least a dozen of) your classmates' posts, then select a required minimum two to comment upon.

- In general, discuss how your own experience or example and theory or concept in your Essay is similar and different from the one you read.

- Describe the concept or phenomenon in the essay you are responding to, and incorporate specific concepts and information from relevant chapters.

- Use terms, define them formally, and then illustrate them using the information about your particular example or experience.

- If you provide an opinion, be certain to back it up with information and concepts from the course material.

For example, you could write something like,
“Joey, you provide a good example of technophilia when you describe your parents’ early adoption habits. Technophiles are people who believe that technological innovation is the solution to most any given problem, like your parents, who see the Waze app, smartphones, and the network of human users as a solution to traffic problems. In contrast, I think of my parents as Luddites, that is, they are very skeptical that smartphones will actually improve the quality of communication within our immediate family, let alone in society at-large. They go so far as to put the blame of most erratic driving on cellphone users and attribute a decline in well being to too much screen-time. I wonder whose parents are more unusual?”

Make sure you discuss different terms than you did in your Essay. Also make sure that you comment on two of your classmates’ Essays and on the same essay that you have chosen.

Students who consistently put in that extra effort by writing comments, (including Internet Discovery Posts) that generate earnest, compelling discussions may be awarded extra credit!

### Internet Discovery Posts

**IDP#1 Websites, Songs, Movies, News**
Is there an example on the Internet that illustrates an idea that is/was/will be discussed in course materials. Have you discovered a new Internet meme, a song, a news story, a movie or television show that references an aspect of Internet Culture? Post a link with 1-10 words (tags or description-twitter or delicious style) that contextualize this media artifact with a specific theory, approach or course material and the referring page, or how and where you found it. This assignment is like the essays, but without all of the descriptions and definitions. Just the example and the concept are needed. For extra credit, respond to at least one other Internet Discovery post, within one week of the deadline, by commenting on what you find at the site, perhaps more tags that illuminate further concepts or examples. Link this post to an actual post on your own social media (twitter, youtube, flickr, reddit, etc...) with the hashtag #internetculture.

![Meme Art](image)

**IDP#2 Meme Art Post**
Part of the same kind of assignment as the previous IDP, you’ll use one of the many online meme generators to create a comment on some aspect of the course, your life, or internet culture. (The #memeart post differs from the other 2 regular Internet Discovery posts because for IDP you need only to find something already created. For #memeart you’ll create your own, new commentary).

*Create a macro of some sort, such as an lol cat, or any other kind of macro meme and post it in the appropriate discussion post area. Keep it respectful and nonviolent, please. Use hashtags #memeart along with #internetculture if you are posting on www social mediums. Watch this video from Mike Rugnetta for a more robust explanation: [http://youtu.be/b9Zyswk07yg](http://youtu.be/b9Zyswk07yg). Here is a Mahsable listicle about the best tools for making memes: [http://mashable.com/2013/09/25/making-memes/](http://mashable.com/2013/09/25/making-memes/)

*Create your own- don’t repost or you won’t receive credit.

**IDP#3 The Archive**
Use [http://archive.org](http://archive.org) or the wayback machine to uncover and share a link to digital content, whether it is an archived version of a website you frequently visit or an digital artifact from any number of
collections. Same rules apply: Post a link with tags and a description that contextualize this media artifact with a specific theory or course content.

**Lectures** (Short weekly videos by the instructor and Powerpoint Presentations with links) will focus on relating core concepts discussed in the textbook to examples of actual laws and policies, issues of access and borders, the transformation of language and texts, new technologies, the popular culture of the Internet, and representations of the Internet in news, literature, television and films. In the videos and the Powerpoint Presentation (PPTs), often the Instructor will say watch this video, look at this website, or follow this link. Sometimes I will make connections between examples or case studies and concepts. But mostly, I want you to use your own brain to make connections between examples and concepts, and think about how these various ideas and artifacts relate to one another.

**CLASS SCHEDULE**

See Calendar: http://tinyurl.com/iccalendar

Essays and Discussions deadlines are on Tuesdays. Quizzes and Exams are due on Thursdays.

**Week 1**
Introduction

**Deadlines on Jan 26**
- **Quiz Intro on Thursday, Jan 26**
- Chapter 1- The political Economy of the Internet
  - 1.1 Communication and technologies: a sociological perspective

**Week 2: Deadlines on Feb 2**
- 1.2 Stages in the development of the technologies of the word
- 1.3 A four-layer taxonomy of the technologies of the word
- **Quiz 1 (on Week 1 material)**

**Week 3: Deadlines on Feb 7, 9**
- 1.4 History of the Internet
- 1.5 Internet and its contexts
- **Essay 1 due**
- **Quiz 2**

**Week 4: Deadlines on Feb 14, 16**
- Chapter 2- Computer mediated communication (CMC): features and technologies
- 1.5.4-1.5.5 Internet Terrorism, Censorship, and Ethics
  - 2.1 Mapping CMC
- **Discussion comments for Essay 1 due**
- **Quiz 3**

**Week 5: Deadlines on Feb 21, 23**
- 2.2 The features of CMC
- 2.3 Technical aspects: a brief overview
  - **Internet Discovery Post #1 due Feb 21**
  - **Quiz 4**
Week 6: Deadlines on Feb 28, Mar 2
Review for Exam 1 +
Chapter 3- Hypertext
3.1 Hypertexts and hypermedia
3.2 Some insights from ancient rhetoric
Essay 2 due
Quiz 5

Week 7 : Deadlines on March 7, 9
3.3 The history of hypertext
3.4 Earlier hypertext theories
Discussion comments for Essay 2 due
Quiz 6

Week 8: Deadlines on March 14, 16
Chapter 4- Websites as communication
4.1 The Website Communication Model
4.2 Contents and services (and their localization)
Review for Midterm
Midterm Exam (1) March 16

Spring Break Week March 20-24

Week 9 : Deadlines on March 28, 30
4.2.3 More localization
4.3 Accessibility tools
4.4 Publishers
Internet Discovery Post #2: Meme Art due
Quiz 7

Week 10: Deadlines on April 4, 6
Chapter 5- Conceptualizing users of the Internet: traces and search engines
5.1 Users
5.2 Relevant context/world
Essay 3 due April 4
Quiz 8

Week 11: Deadline on April 11, 13
5.3 Internet search engines
Discussion comments for Essay 3 due
Week 12: Deadline on April 18, 20
6 Internet: Communities and practices
   6.1 Mass media in the time of the Internet
   6.2.4 Virtual communities
   Quiz 10
   IDP#3: The Archive

Week 13: Deadlines on Apr 25, 27
   6.2.5 Virtual Communities cont.
   6.3 eGovernment
   6.4 eLearning
   6.5 eBusiness and eCommerce
   Essay 4 due
   Quiz 11

Week 14: Deadlines on May 2, 4
   6.5 eBusiness and eCommerce
   Discussion comments for Essay 4 due
   Quiz 12
   Conclusion and Review for Exam 2
   Review for Midterm

Week 15: Deadline on May 11, Last Day of Classes May 11
   Exam (2) May 11

Final Exam Week
   Exam (3- Optional Cumulative Final Exam - aka “OCFE”) D2L Thursday May 18

This syllabus is subject to change
Due dates and deadlines

See full calendar of due dates: [http://tinyurl.com/iccalendar](http://tinyurl.com/iccalendar)
And import the events to your own electronic calendar:
[https://support.google.com/calendar/answer/37118?hl=en](https://support.google.com/calendar/answer/37118?hl=en)

Quizzes and Exams

Quiz and Exam Deadlines on Thursdays

Quiz Intro - Jan 26
Quiz 1 - Feb 2
Quiz 2 - Feb 9
Quiz 3 - Feb 16
Quiz 4 - Feb 23
Quiz 5 - Mar 2
Quiz 6 - Mar 9
**Exam 1** - Mar 16
Quiz 7 - Mar 30
Quiz 8 - Apr 6
Quiz 9 - Apr 13
Quiz 10 - Apr 20
Quiz 11 - Apr 27
Quiz 12 - May 4
**Exam 2** - Thursday, May 11
**Final Optional Cumulative Exam 3** - Thursday, May 18
Essays and Discussions

*Deadlines on Tuesdays*

Essay 1 - Feb 7
Discussion comments 1 - Feb 14

Internet Discovery Post 1 - Feb 21

Essay 2 - Feb 28
Discussion comments 2 - Mar 7

IDP#2 Meme Art - Mar 14

Essay 3 - Apr 4
Discussion comments 3 - Apr 11

IDP #3 The Archive - Apr 18

Essay 4 - Apr 25
Discussion comments 4 - May 2

**University Important Dates to Remember**

[http://uwm.edu/registrar/students/dates-deadlines/important-dates-by-term/](http://uwm.edu/registrar/students/dates-deadlines/important-dates-by-term/)