JAMS 113 INTERNET CULTURE

FALL 2018

JAMS 113- LEC 201 3 cr. GER-HU

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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 Assistant, Barbara Maniotis Dahlgren and with questions or concerns regarding essay and discussion grades. Contact Professor Tasman with matters regarding other course course material on Canvas. 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. Contact the GRL web support team with technical issues related to quizzes, exams, and accessing the textbook at https://grtep.com.

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 Digital Arts and Culture Program, both the Certificate and Committee Interdisciplinary Major (CIM), 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 by 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, watching video lectures and accessing web based materials in the interactive electronic text including videos and articles, 48 hours, avg. 3 hours/week.
- Reviewing materials for quizzes and taking quizzes in the interactive electronic text/workbook, 16 hours, avg. 1 hour/week.
- Researching, writing, revising, and editing essays, 48 hours, avg. 3 hours/week.
- Participating in discussion comments by reading and writing thoughtful comments, 32 hours, avg. 2 hours/week.

POLICIES

1. Special Consideration: The principle of equal treatment of all students shall be a fundamental guide in responding to requests for special consideration. No student should be given an opportunity to improve a grade that is not made available to all members of the class. This policy is not intended to exclude reasonable accommodation of verified student disability, or the completion of work missed as the result of religious observance, verified illness, or justified absence due to circumstances beyond the student's control.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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

7. 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.

8. 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 Canvas.

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

Required Course Book:

For the Fall 2017 Semester we will use an interactive electronic text/workbook.

**Title:** Internet Culture
**ISBN #:** 9781680753967
**Or ISBN:** 9781680753974
**Material:** 5.5 in. X 8.5 in. Access card
**Suggested Retail:** $72

If you have purchased the required text directly from the publisher at http://grtep.com, you will not have an access code, but you can find instructions on the login screen.

If you have purchased the text from the epanther bookstore, https://uwm.ecampus.com/internet-culture-tasman-marc/bk/9781680753967 you should receive an access card, a two-sided cardboard flyer that looks like a book, which contains instructions on the
ASSIGNMENTS AND GRADING

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Above 93%</td>
<td>A</td>
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<tr>
<td>Above 87%</td>
<td>B+</td>
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<tr>
<td>Above 77%</td>
<td>C+</td>
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<tr>
<td>Above 67%</td>
<td>D+</td>
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<tr>
<td>Below 60%</td>
<td>F</td>
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<table>
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<tr>
<th>Percentage Range</th>
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<tr>
<td>Above 90%</td>
<td>A-</td>
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<tr>
<td>Above 83%</td>
<td>B-</td>
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<tr>
<td>Above 73%</td>
<td>C-</td>
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<tr>
<td>Above 63%</td>
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**DISTRIBUTION OF GRADES TO 100%**

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Percentage</th>
<th>Description</th>
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<tr>
<td>Essays + Discussions (3/4) 50%</td>
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<td>Best 3 out of 4 essays worth 10% each (30%) + first draft of essay worth 2.5% each (7.5%) + peer review discussions worth 2.5% each (7.5%) {two per each of 3/4 essays} + 2/3 Internet Discovery posts 2.5% each (5% total)</td>
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<tr>
<td>Exams (2/3) 30%</td>
<td></td>
<td>Drop Lowest of Exam 1-midterm, Exam 2, and Exam 3-optional cumulative final- one attempt each. Exam 1 and Exam 2, 20 questions each. Optional Final Cumulative Exam, 40 questions. Save your answers!</td>
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<tr>
<td>Quizzes (7/8) 15%</td>
<td></td>
<td>Drop lowest quiz, three attempts each) Each quiz corresponds to IC chapters, 5 questions each. Remember to save your answers as you go!</td>
</tr>
<tr>
<td>Participation 5%</td>
<td></td>
<td>Each chapter contains a variable number of exercises, including essay builders. For simply engaging with those workbook exercises, and saving your answers, you can earn 5% of your final grade.</td>
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**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 get a 100%. In that scenario, you'd have to score perfectly on everything else in the course. Do 2/4 essays and discussions, and perfect on everything else and the highest possible grade is an 86%. Can you see the importance of doing the required work?

Those essays and peer discussion comments (feedback that you give to other students) are a significant portion of the class and as such (as a category) make up almost half of your final grade.
grade, 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 nearly one-third or 30%. 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 20-40 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 the grtep.com interactive text platform with a 5 minute limit, generally released (2-3 weeks) ahead of time and remain open until Tuesdays, 11:59 pm. Quiz questions are recycled and selected from the same question pool that make up the Exams. Quizzes can be found by navigating to the end of the IC chapter page, clicking the next button, which takes you to the key terms and concepts glossary. At the end of those terms, you’ll see another next button that will take you to that chapter’s quiz.

Concerns about Quiz grades
All of the quizzes added up make up 15% of the final grade. Each quiz is worth about two percent (2%) 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 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. I recommend at least 5 minutes to cool down and study between quiz attempts (Make sure to watch video, read chapter, review key terms and concepts in the glossary).

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 (2% / 5 questions * 3 attempts = .1333% per quiz question), the questions on exams are worth about 6 times as much as those for the final grade. The exams are worth 30% of the final grade, so each question in an exam may be worth .8% of
the final grade. The Midterm (exam 1), Second (exam 2) (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, chapter text, and glossaries, 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. (Essay drafts due on Thursdays and peer comments 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 (100-200 words) on two of your classmates’ posts. All essays and comment discussions will take place on Canvas. 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 asks you to integrate what you learn from the textbook and course materials with your experience of some aspect of Internet Culture. Barbara 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 a first draft of an essay as a response to the Essay topic or question in the discussions area (2 points); 2) commenting, discussing, providing advice or otherwise responding to two of your classmates’ essays in the appropriate way*, still in the discussions area (2 points), see Comments on Essays in section below; and 3) integrating any advice or useful new knowledge in those discussions into a final essay draft, submitted as a word document in the dropbox folder (10 points). Essays will typically be graded after both portions have been completed, within about a week of the deadline for the comments.

IMPORTANT: This semester you will have the extra credit (+2.0) 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

*Also Important:* In the spirit of giving all students the opportunity for peer feedback, extra credit will be given to all members in an essay groups who contribute at least 2 peer comments in which all members have at least 2 peer comments on their first drafts! Work together team, and make sure everybody’s gets good advice!

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:**

- Presentation, definition, and citation of terms mentioned in the course materials.
- Description of an example (and/or links to websites or relevant information), that illustrates your understanding of the material.
- Synthesis of the case study or example and concepts that makes a concise, well reasoned point, or a coherent argument.

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 that make sense. 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.

Since this textbook is electronic and without numbered pages, use the chapter numbers and section headings to identify the place (Tasman 2017, Chapter 1, Instrumentalist Argument)

**See Essay Rubric in Content Section of Canvas.**

**Essay 1, Spreading Innovations and Views of Technology (two options)**
Option A: Innovation and Adoption Trends at Home
Describe and analyze adoption trends or the spreading of innovations within in your family. Provide at least one example of adopted or refused technology. What are some differences between a Luddite, a laggard, 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 Fidler, Juma, and/or Rogers (in chapters 1 and 2) fit with the adoption practices that you describe?

Option B: Philosophies of Technology and Our Value Systems
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, Batchen, Tagg, Leonard, Packard, or other media theorists.

For example, while McLuhan (1964), 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," and that that the technology must be seen as being "looked at for and developed with certain purposes and practices already in mind." (Williams 1974).

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 author" without referring to them by name first (Tasman or any other authors cited). Since this textbook is electronic and without numbered pages, use the chapter numbers and section headings to identify the place (Tasman 2017, Chapter 1, Instrumentalist Argument)

- 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, Media Evolution and Cultural Memory
In the last half century, humans have seen media systems rapidly converge and evolve. Going back millennia, however, our language and culture has also evolved alongside those kinds of technological changes. In the late 1970s, Media Futurist Nicholas Negroponte envisioned various separate media industries “converging,” creating overlaps between the publishing, broadcast, and electronic computer industries.

These kinds of large scale changes in our systems created shifts on personal levels, too, in the way that groups and individuals experience reality and human relations. Donna Haraway sees those changes as evolutionary, with those new interactions between humans and machines creating a new kind of organism, a “cyborg.” These kinds of revolutions in society created by various technologies are not new—language itself was a transformative technology, and as Walter Ong describes, the act of writing produced evolutionary changes in human cognition, making possible more complex reasoning while de-emphasizing certain social rituals.

However, the electronic age which has produced digital information and networks marks a significant paradigm shift. Stewart Brand insists that the ephemeral nature of digital information requires a concerted effort to be responsible ancestors to preserve human culture for future generations, some of which is critical for the survival of the human race. And Nicholas Carr worries that "Google is making us stupid," or at least hard wiring our attention for different kinds of activities, undoing our deep thinking capacities that Ong noted, again on an evolutionary scale.

How has your personal media use changed since you became aware of new technologies and systems? How do you imagine the media-landscape or human-machine relationships will change in the coming generations and what do you see as the critical factors? What kinds of choices are you making based on those factors to preserve or transmit cultural memory or your personal history to future humans? What does it mean to be a responsible ancestor? Will you be able to give advice to future generations about how to be a responsible ancestor?

Use one or more of these models of media evolution and provide an example of how you see it affecting cultural memory.

**Essay 3, Netiquette and Networked Communities**

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., not appropriate: SMS breakup, email ranting, twitter trolling, smartphones at the table, etc), based on concepts found in chapters 5 and 6, like the features and settings of Computer Mediated Communication, the concept of the “third place,” or the factors of community ties, “belonging, identity, and interest.”

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 the textbook. In other words, discuss and assess your example as it relates to CMC features and netiquette rules, or any other community guidelines.

- 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 and continuity of communities.

**Essay 4, Users, Creativity, and Democracy on the Networks (two options)**

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, or apps you use.

**Option A: Review of Website, App, or Gadget**

Consider the principles of usability, the Website Communication Model, or other design or cultural factors shape your experiences. Nielsen, Schneiderman

Other 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, Managers, or technical support of a well functioning website, app, or gadget?
- 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?"
- How the website deals with the issues of intellectual property, data security, and how or if your labor is compensated.
- Do you know how and which of these sites and apps might be collecting and selling your personal data?

**Option B: Digital Democracy Discourse:**

Analyze or evaluate a website or group of websites, app, gadget, or meme in the context of digital democracy.

With Web 2.0’s arrival, the digitalization of the markets and interactive technologies, a popular discourse arose about how the new technologies will revolutionize society. Recent social movements, such as the “Arab Spring” were celebrated as utopian products of the social media. Grossman, Shirky,
and Wesch are some of the authors who imbue optimism into these technologies.

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. See Constukuncel, Terrnova, Andrejevic, Foucault, and others.

Other new media theorists, media activists, and artists such as Lessig, Aufderheide, Jaszi, Jaron, Ferguson, Modrak, and Zimmer still see an opportunity to remake laws, policies, and products by illuminating how the systems are currently operating and maximizing their benefits for democratic goals.

Based on your use of the web and these networked tools, what are some of the most interesting or concerning factors of digital democracy? With which group of theorists do you align yourself and which do you not, and why?

Peer 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.
- If you notice that an essay requirement is missing or have a suggestion for improving the organization or expanding the content of the essay, do so in a gentle, constructive way.

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 or at the very least, laggards, 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. And they are highly suspicious of the privacy policies of the companies that provide these services. I wonder whose parents are more unusual? Could you say something or include some kind of statistic about how typical your parents are for their demographic?”

Make sure you that you comment on two of your classmates' Essays keeping the idea in mind that you are helping others to make the best essay possible. Look for possible gaps in form or content, talk about what you like, what you identify with, or what you think your fellow student is doing well. Suggest
alternative ways to frame or make a point, tell a story, or strengthen the argument.

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 a 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 other social media 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, instagram, reddit, etc...) with the hashtag #internetculture.

**IDP#2 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.

**IDP#3 Meme Art Post**
Part of the same kind of assignment as the previous IDPs, 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 hashtag #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/b9Zyswkw07vg](http://youtu.be/b9Zyswkw07vg). Here is a Mashable 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.

**Lectures** (Short weekly videos by the instructor) will highlight some of the core concepts discussed in the textbook and linked examples ranging from 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, 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/icccalendar
Quizzes and Peer discussion comments on essays are due on Tuesdays. First and Final Drafts of Essays, Internet Discovery Posts, and Exam deadlines are on Thursdays. Quizzes and Exams take place in the Great River Learning, Web Comm 2.0 great text and are noted by the blue highlighting. Essay drafts, Peer Discussions, and Internet Discovery Posts take place in Canvas and are noted by the lovely, subtle green highlighting. Final Drafts of the essays should be submitted as doc or docx files to the appropriate dropbox folder on Canvas.

Week 1
Introduction
Deadline on Thursday, Sept 6: Scavenger Hunt Quiz Intro
Introduce yourself Post on Canvas
Engage with CHAPTER 1 SPREADING INNOVATIONS
Diffusion of Innovation
Linguistic Change
Ecological Systems
Saying Goodbye to Old Technology
Perceived Attributes
Innovation Decision Process

Week 2
Deadlines on Sept 11, 13- catch up day- last day to responsibly add this course
Quiz 1 on Chapter 1
Engage with CHAPTER 2 VIEWS OF TECHNOLOGY
Ideologies and Philosophies of Technology
Narratives
Utopias and Dystopias
Determinism
Instrumentalists
Planned Obsolescence

Week 3
Deadlines on Sept 18, 20
Quiz 2 on Chapter 2 Tuesday
First Draft Essay 1 due Thursday
Week 4
Deadlines on Sept 25, 27
Peer Discussion comments for Essay 1 due Tuesday
Essay 1 due final draft Thursday--Dropbox

Engage with CHAPTER 3 MEDIA EVOLUTION
   Remediation
   Mediamorphosis
   Media Convergence
   History of the Internet
   The GUI and the Mouse and the Hyperlink
   WWW in the Context of Human Civilizations

Week 5
Deadlines on Oct 2, 4
Quiz 3 on Chapter 3 due Tuesday
Internet Discovery Post #1 due Thursday

Engage with CHAPTER 4 CULTURAL MEMORY
   Orality to Literacy
   Second Age of Orality: Electronic Processing
   We are Already Cyborgs
   Writing is Technology
   Tools and Other Equipment: Technologies of the Word
   Digital Dark Age

Week 6
Deadlines on Oct 9, 11
Quiz 4 on Chapter 4 due Tuesday
First Draft Essay 2 due Thursday

Week 7
Deadlines on Oct 16, 18
Peer Discussion comments for Essay 2 due
Essay 2 due final draft Thursday--Dropbox

Week 8
Engage with CHAPTER 5 **NETIQUETTE AND CMCs**

- Synchronous and Asynchronous
- Pros and Cons of CMC
- Basic and Non-Basic Communication Settings
- An email becomes a document: Early Network Etiquette
- Whatever happened to humanity? Basic Netiquette
- Features and settings of CMC and electronic texts

***Week 9***

Deadlines on Oct 30, Nov 1

- **Quiz 5** on Chapter 5 due Tuesday
- **Internet Discovery Post #2: The Archive Due**

Engage with CHAPTER 6 **NETWORKED COMMUNITIES**

- Revolution of Network Digitization
- What You Can’t See in Text: Ostension
- How Strong is an Online Community?
- The Great Good Place
- Alone Together
- Making Space for the Real World

***Week 10***

Deadlines on Nov 6, 8

- **Quiz 6** on Chapter 6 due Tuesday
- **First Draft Essay 3 due Thursday**

***Week 11***

Deadlines on Nov 13, 15

- **Peer Discussion comments for Essay 3 due**
- Essay 3 due final draft Thursday--Dropbox

Engage with CHAPTER 7 **USERS AND CREATIVITY**

- Usability
- Website Communication Model
Hypertext: What We Click
One Does Not Simply Not Study Memes
Mosaic of Quotations
Exemplary Internet Memes

Week 12
Deadlines on Nov 20
Quiz 7 on Chapter 7 due Tuesday
Thursday: Thanksgiving Break Nov 21-25

Engage with CHAPTER 8 DEMOCRACY ON THE NETWORKS
  Digital Democracy
  Hackers and Leakers
  Hashtag Revolution
  Surveillance Capitalism and Privacy
  The Open Internet and Intellectual Property
  Memes Revisited

Week 13
Deadlines on Nov 27, 29
Quiz 8 on Chapter 8 due Tuesday
Internet Discovery Post #3 Meme Art due Tuesday
First Draft Essay 4 due Thursday

Week 14
Deadlines on Dec 4, 6
Peer Discussion comments for Essay 4 due
Essay 4 due final draft Thursday--Dropbox

Week 15
Deadline on Dec 13, Last Day of Classes Dec 13
Review for Exam 2
Exam (2) December 13
Take Course Evaluations

Final Exam Week
Exam (3- Optional Cumulative Final Exam - aka “OCFE”) Thursday Dec 20

This syllabus is subject to change
Due dates and deadlines

See full calendar of due dates: http://tinyurl.com/icccalendar

And import the events to your own electronic calendar:
https://support.google.com/calendar/answer/37118?hl=en

University Important Dates to Remember

http://uwm.edu/registrar/students/dates-deadlines/important-dates-by-term/