

Comm 4291: New telecommunication media Spring 2016

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Course description and objectives

It has become commonplace to claim that our world has been revolutionized by “new” communication technologies such as the internet, laptop computers, DVRs, and the like. How true that claim really is, however, depends on which technologies one means, what part of the world one is talking about, and what counts as a “revolutionary” change. The actual relationship between technology and culture is rarely as simple as such clichés make it out to be. Our task this semester will be to engage some of the major social, cultural, and political issues raised by the growth and spread of digital media, and to do so with an appreciation for the nuances and complexities of these issues.

The full list of “new” media that we could try and cover in this course is extraordinarily long, and the semester is too short for us to do justice to all (or even most) of that list. As such, we will spend the next four months or so focusing our energies on *the smartphone*, which serves as an especially rich example of a technology that exists at the intersection of multiple other technologies: e.g., telephones, personal computers, portable music players, digital music formats, the internet, digital cameras, video and computer games, and so on. Thus, even as we narrow our focus considerably, we will still find ourselves discussing a fairly broad range of technologies and issues. While our readings will occasionally include brief bursts of technical information, this is *not* a course about the smartphone as an engineering phenomenon -- e.g., how do touch screens work? what are the technical differences between 3G and 4G networks? -- and your ability to succeed will *not* depend on whether you have the sort of scientifically oriented mind that can master the intricacies of coding apps, building cell towers, or the like.

None of the major questions we’ll address this semester have easy or predictable answers. How well you do in this class will depend on (1) your ability to think *critically* about issues related to technology, media, culture, and politics, and (2) your ability to *argue* your positions on those issues persuasively, rather than your ability to memorize and repeat the “right” answers.

Readings

The *required* book is available at the University Bookstore in Coffman Union:

- Jennifer Daryl Slack and J. Macgregor Wise, *Culture and Technology: A Primer* [second edition]

Other required readings will be made available on the course website. The UMN Library has located a digital copy of the book and placed it on electronic reserve here: <https://rd.lib.umn.edu/reservesViewer.php?reserve=123434> (You will need your UMN X.500 ID to access that version of the book.)

Students who choose to pursue a Senior Project in connection with this course are *strongly* encouraged to use the *recommended* book as a helpful guide for conceiving, planning, researching, and writing their final papers:

- Wayne C. Booth *et al.*, *The Craft of Research* [third edition]

Moodle

If you are on the course roster, you should already have access to the course’s Moodle site. Point your web browser to the U’s main Moodle page (<https://ay15.moodle.umn.edu/>), log in using your University X.500 ID, and select the “COMM4291_001S16” link from the “My Courses” menu in the “Navigation” box.

We will use Moodle for several things this semester:

- a graded course blog where you will contribute posts and comments about the course material
- access to our required non-book readings
- a repository for various media examples relevant to our required readings
- occasional business-related announcements about the course

More information on Moodle can be found at <http://it.umn.edu/course-management-system-moodle-related/students>

Grades and deadlines

This course follows the University's published standards for A-F grading:

- A: "achievement that is outstanding relative to the level necessary to meet course requirements"
- B: "achievement that is significantly above the level necessary to meet course requirements"
- C: "achievement that meets the course requirements in every respect"
- D: "achievement that is worthy of credit even though it fails to meet fully the course requirements"
- F: "signifies that the work was . . . completed but at a level of achievement that is not worthy of credit."

You can choose between one of two grading systems: (1) a percentage-based system or (2) a pile-it-on system (which is the default choice). If you wish to complete the course using the percentage-based system, you must notify me via email by 11:15 am on 4 February. After that time, you cannot change your grading system.

In both systems, point totals at the end of the semester will translate to letter grades as follows:

A	93+	B+	87-89	C+	77-79	D+	67-69
A-	90-92	B	83-86	C	73-76	D	60-66
		B-	80-82	C-	70-72	F	0-59

- There will be occasional opportunities to earn points via in-class quizzes and/or extra assignments. Such opportunities will be the exception, rather than the rule, and they will not be offered on an individual basis.
- "S/N" grades will only be given to students who have registered for the course on an S/N basis.
- "I" grades will only be given under extraordinary circumstances (i.e., major life emergencies).

Percentage-based system

Final course grades will be calculated using the following schedule:

- Attendance/participation: 25%
- Course blog: 20%
- Student-Provided Readings (SPRs): 5% (2 @ 2.5% each)
- Critical Essays (CEs): 50% (5 @ 10% each)

Pile-it-on system

You earn points toward your final course grade as follows:

- 1 point for every class period that you attend that is not a PINO day (see "Attendance/participation" below)
- 1-1.5 points for every course week that you make gradeworthy contributions to the course blog
- 2.5 points for every gradeworthy Student-Provided Reading (SPR) you submit
- a variable number of points for every Critical Essay (CE) you submit

Choosing the best system for you

Each system offers specific advantages, and each has specific drawbacks. Which one is best for you depends on whether you perform better with more structure or more flexibility.

- The percentage-based system is closest to what you've seen in most of your classes before. There are 100 points available, with a fixed percentage of those points allotted to specific assignments. This system includes firm deadlines. If you prefer structure to flexibility, this is probably the best system for you. Its major drawbacks are that (1) it is less forgiving of missed deadlines, and (2) it offers fewer opportunities to recover from low grades on individual assignments.
- The pile-it-on system is probably not one you've encountered before. In theory, there is no limit to the number of points you can earn: as long as you keep submitting gradeworthy work, you can keep adding points to your total. This system includes very few deadlines and it gives you more control over which assignments you use to earn the bulk of your grade. If you prefer flexibility to structure, this is probably the best system for you. Its major drawback is that it is less forgiving of procrastination.

Grade disputes

By University rule, David Tucker does not have the authority to change grades that I have assigned. I will only change grades that he has assigned if all the following conditions apply:

- You must first make a good-faith effort to resolve the issue directly with David.
- You need to provide me a copy of the graded assignment.
- You must email me a clear, detailed explanation for why you believe you deserve a higher grade.

In the event of such disputes, I will regrade your work myself and the new grade -- regardless of whether it's higher, lower, or the same -- will be your final grade for that assignment.

Deadlines

All the major written assignments for this course (SPRs, CEs, and Senior Projects) involve work that you can -- and should -- start well in advance of their respective deadlines. If you are waiting until the night before those deadlines to begin those assignments, you are probably not taking them seriously enough to do well on them. All those deadlines are firm, and *no* late work will be accepted. The only *potential* exceptions to this rule involve situations where you have a *documented* major life emergency of some sort.

Attendance/participation (A/P)

Our meetings will be structured around discussions, and so you will need to:

- attend class regularly,
- do the required readings carefully, and
- come to class prepared to discuss those readings in thoughtful fashion.

I will do my best to make sure that everyone gets a chance to make meaningful contributions to our conversations. This may mean that I will call on you if you have been exceptionally quiet. This may also mean that I will ask you not to speak for a while if you have been extra talkative and other students' voices have not been heard.

Significantly late arrivals and/or early departures will result in lower A/P scores for the affected class meetings.

Days when you are "present in name only" (PINO) will cost you grade points. As the name implies, PINO days are days when you are physically present for our scheduled class meetings, but where you do not contribute to our discussions and/or exercises in a substantive fashion. This includes (but is not limited to) days when:

- you are present for less than half of a given class meeting,
- you have clearly not done the assigned reading,
- you are primarily a passive spectator in our in-class activities, and/or
- your contributions to our discussions are superficial enough for me to believe that you have not done the required reading with the proper level of care and attention.

Each PINO day will result in a 1-point penalty assessed against your A/P grade. As such, you're better off missing class than you are trying to bluff your way through discussions for which you are unprepared. Decisions about what counts as a PINO day will be based on my assessment of your in-class performance, and I will email you about any such decision within 24 hours of the class meeting in question.

Percentage-based grading system

There are 30 regular class meetings scheduled this semester, each of which allows you to earn 1 point toward your A/P grade. The maximum number of A/P points you can earn in the percentage-based system is 25.

Pile-it-on grading system

There are 30 regular class meetings scheduled this semester, each of which allows you to earn 1 point toward your A/P grade. The maximum number of A/P points you can earn in the percentage-based system is 30.

Course blog participation

The blog is an interactive online forum where the class will engage in semi-formal discussions about the major issues raised by the course readings and our in-class conversations. Blog contributions will typically be shorter and less formal than Critical Essays, but they should still stake out a clear position on a major issue related to the course content, and they should still present persuasive arguments in support of your position.

The course blog can be found using the “Course blog” link on the main page of the course Moodle site. From there, you can start a new thread by clicking on the “Add a new topic” button. You can comment on an existing thread by clicking on the “Discuss this topic” link at the bottom right corner of the box for that thread.

Your blog contributions need to engage -- clearly, directly, and significantly -- with the *major* issues raised by our required readings and/or our in-class discussions. Posts/comments that (1) are primarily summaries of those readings/discussions, (2) veer off on lengthy tangents about minor facets of the material in question, (3) focus heavily on issues outside of the course content, and/or (4) offer nothing more than statements of simple agreement/disagreement will not count towards your grade.

Your blog contributions will be measured every course week: i.e., the seven-day cycle that begins each Tuesday at 11:15 am. (N.B.: For grading purposes, the *last* course week of the semester begins at 11:15 am on 3 May and ends at 10:00 am on 10 May.) To earn credit for any given week, you must post at least 300 words of thoughtful commentary during that week about the assigned readings and/or our in-class discussions/exercises. Acceptable contributions can include new posts and/or comments on existing posts, and they can be spread over multiple posts/comments. For assessment purposes, only your own words count: e.g., quoting 300 words from the reading alongside 75 words of your own counts as 75 words, rather than 375. Similarly, if your posts/comments include significant amounts of empty/filler prose, only the substantive words will count toward your grade.

You will earn 1 point for every course week in which you meet the requirements described above. You will earn an additional 0.5 points for every course week in which you meet all the following criteria:

- you contribute 300+ gradeworthy words as blog post(s) of your own.
- you contribute 300+ additional gradeworthy words as comments responding to your classmates.
- any given comment must be substantially different from both your own posts and your other comments: i.e., you don't earn bonus points for rephrasing claims and arguments you've made elsewhere on the blog.
- your comments need to be respectful and constructive -- especially if you are disagreeing with something one of your classmates has written.

Percentage-based grading system

There are 16 course weeks in the semester, each of which allows you to earn 1.5 points toward your Course Blog grade. The maximum number of Course Blog points you can earn in the percentage-based system is 20.

Pile-it-on grading system

There are 16 course weeks in the semester, each of which allows you to earn 1.5 points toward your Course Blog grade. The maximum number of Course Blog points you can earn in the percentage-based system is 24.

Tips

- Do not forget to blog during weeks when we don't meet in person, since you can still earn blog points then.
- There are no reading-related deadlines for the blog: i.e., you can still earn points for “late” posts/comments on “old” readings/material, as long as those “late” posts/comments manage to add something new to our overall conversation about those “old” readings/material.

Critical essays (CEs)

The goal of this assignment is for you to take a clear stand on a significant issue related to the course material and to make an extended, persuasive argument in support of your chosen position. Any given CE must:

- be at least 1000 words in length,
- engage in critical (i.e., thoughtful and analytical) fashion with the major issues raised by one or more of our required readings, and
- be substantially different -- in both theme and content -- from both your blog posts/comments and any other CE that you submit.

There are many different approaches that can produce strong CEs. Our assigned readings vary a great deal, your assessments of them may vary a great deal, and so the types of essays that you write in response to them may vary a great deal. That said, the three most common options for how to approach CEs are described below.

Option #1 involves arguing against a major claim/argument presented in a given reading. Explain why the author in question is wrong and what a more appropriate way of looking at the issues might be. (N.B.: This approach works best if you actually have a well-reasoned counter-argument to make, rather than disagreeing with the author simply for the sake of doing so.)

Option #2 involves taking a major argument from a given reading and applying it to a new topic: e.g., “Given what author X says about topic A, s/he would most likely make the following argument about topic B,” where “topic B” (a) still fits the course theme, and (b) is *different* from “topic A” in *significant* ways, but (c) is a topic that author X doesn’t discuss. (N.B.: This approach works best if you recognize that author X’s argument will need to be modified when applied to a new topic.)

Option #3 involves using one (or more) of our required readings to help you make a critical response to an *outside* source (e.g., a journal article, a blog post, a news report) related to the main themes of the course. Any outside source you use in this context must meet *all* the following criteria:

- it must have been published in 2015 or 2016
- it must be at least 1000 words long
- it must be publicly accessible (e.g., no unpublished essays, no blog posts hidden behind paywalls)
- it cannot be written by a current UMN student or employee, or a member of your immediate family
- it cannot be written by the same author(s) who wrote the required reading(s) you are using for your CE
- it must engage substantially with a *major* social, cultural, and/or political issue related to the course theme

You *must* provide full and accurate citations (in either APA or MLA style) for all outside sources you use. You cannot use the same outside source for more than one CE. (N.B.: This approach works best if your CE still spends as much time/space addressing the required reading as it does the outside source.)

The options above are *not* exhaustive -- there are other approaches to this assignment that can work well -- but if you feel inspired to try some other approach, it would be wise to consult with me in advance.

Percentage-based grading system

You must submit *five* CEs over the course of the semester that meet the criteria above. There are *four* deadlines for your CEs: 18 Feb, 10 Mar, 14 Apr, and 10 May. You must submit at least one CE prior to 11:15 am on each deadline, *except* for 10 May, when the deadline is 10:00 am. These are all “drop dead” deadlines: i.e., unless you have a *documented* major life emergency, missing a deadline earns you a 0 for the CE(s) due then.

Your grade for any given CE will be calculated as a percentage of its maximum value (which is 10 points): e.g., a CE that earns a B- is worth 8 points ($0.8 \times 10 = 8$), a CE that earns a D is worth 6.3 points ($0.63 \times 10 = 6.3$), etc. CE grades under this system do *not* vary based on their length: e.g., a 1500-word CE that earns an A- is worth the same number of points (9) as a 1000-word CE that earns an A-.

Pile-it-on grading system

You can submit as many CEs as you want that meet the criteria above. Most students will need to submit ~5000 words worth of CEs in order to pass the course. The *only* deadline for CEs is 12:30 pm on 13 May.

Your grade for any given CE will be based on both its quality and its length. Its *maximum* point value will be 1 point for every 100 words in length. Its *actual* point value will be the percentage of its maximum value that corresponds to its letter grade: e.g., a 1300-word CE that earns a grade of B- will be worth 10.4 points (13×0.8). Additionally:

- When I calculate the maximum point value for CEs, I will not use fractions, nor will I round up: e.g., a 1472-word essay is worth a maximum of 14 points.
- Regardless of their length, CEs that earn grades of D or F will be worth a fixed number of points on a sliding scale: the first such CE you submit will earn 5 points, the second will earn 4 points, and so on.

Tips

- CEs that merely assert a position without arguing it or that are primarily summaries/paraphrases of the reading(s) will *not* meet the requirements of this assignment, and the *highest* grade they will earn is a D.
- Remember that your goal isn’t simply to demonstrate that you have an opinion: it’s to persuade your reader *why* your position on the issue at hand is the best one (or, at the very least, a better one than most others).

- There is no single “right” answer that I look for when I grade CEs. The overall quality of the argument you make in any given CE matters more than the specific position you take. That said, some positions are much harder to defend successfully than others. Whatever position you take should be well supported by (a) the available facts and (b) a persuasive, well-constructed argument.
- Focus on the *main* argument(s) in the readings/sources in question (rather than trivial side issues), and make sure that your CE does more than simply summarize or rephrase those arguments.
- Tailor your CEs to make the strongest argument you can in support of your thesis, rather than aiming for a high word count. This is *especially* important advice if you are using the pile-it-on system. Making an essay longer does not necessarily make it stronger. If you’re simply adding words to boost the length-multiplier part of your grade, you may be weakening your argument enough to earn a *lower* point total than if you’d submitted a shorter, stronger essay.

Student-provided readings (SPRs)

You must locate and provide *at least one* reading (students using the percentage-based system must submit *two* such readings) that will potentially be added to our syllabus. For each of your SPRs, you must submit two things:

- A clean, complete, legible copy of the reading. If a PDF copy is available, that is ideal. In many cases, however, you will need to provide a photocopy (single-sided and on white 8.5”x11” paper) of your reading. If your reading is available online (e.g., a blog entry, a podcast, a YouTube video), then the URL should suffice. Copies (digital or otherwise) that are missing pages, excessively marked up, or otherwise illegible will *not* be accepted. Any reading you submit must:
 - be at least 1000 words long
 - clearly fit the course theme
 - serve as a useful starting point for a productive in-class discussion.

Any online reading you submit:

- *must* be available for free,
- must *not* be located behind any password barriers (except for the ordinary UMN X.500 ones),
- must be submitted with a URL that points *directly* to the reading in question, and
- must *not* require additional instructions to explain which piece of the linked material is actually required.

The following types of SPRs will *not* be accepted:

- readings by authors that are already represented on our syllabus
- readings found on syllabi from previous versions of this course (see <http://www.gilrodman.com/syllabi>)
- A 300+ word annotation. Your annotation *must* include three things:
 - a full and proper citation (in APA or MLA style) for the reading in question,
 - a brief, accurate summary of the reading’s major claims/arguments, and
 - a brief, persuasive *argument* for why the reading in question is worth making the whole class read.

Each annotation must be at least 300 words (*not* including the required citation). The summary portion of your annotation *must* consist primarily of your own words: i.e., extended quotes from the actual reading are not appropriate. The argumentative portion of your annotation should be *longer than* the summary portion, and it should offer a *detailed* rationale for adding the reading in question to the syllabus. Vague rationales such as “this is a very smart article” or “this essay offers important information” are not appropriate. Similarly, additional summary (e.g., “this article should be added to the syllabus because it says the following three things . . .”) does not count as a persuasive rationale.

All SPRs are due no later than 1:00 pm on 31 Mar. The required readings for 26 Apr-5 May will be selected from the various SPRs submitted, and uploaded to the course Moodle site no later than 19 Apr.

Percentage-based grading system

You will earn 2.5 points for each of the first 2 SPRs you submit that meets the requirements described above. (You are welcome to submit more than 2 SPRs -- especially if you are concerned that one or more of your submissions may not meet the assignment’s requirements -- but you can only earn credit for 2 of those.) Submissions that do not meet *all* the requirements above will *not* earn grade points.

Pile-it-on grading system

You will earn 2.5 points for every SPR you submit that meets the requirements described above. Submissions that do not meet all the requirements above will not earn grade points.

Tips

- Argumentative/academic readings fit this assignment much better than descriptive/journalistic ones.
- Readings should provide enough context and/or background information on their topics to make sense on their own. Op/ed columns and blog posts that are written with current events/controversies in mind don't always do this sort of work, and so they may not always be productive choices for this assignment (especially if those columns/posts are old enough that the event in question isn't likely to be intelligible to your classmates without additional details).
- The most common stumbling block that students have with this assignment is that their annotations provide weak rationales. A good rationale will speak clearly and directly to the substance of the reading in question and to its value as a requirement for the class as a whole. Vague "rationales" that could describe any SPR (e.g., "this article should be added because it relates to the course theme and it would be interesting to see what the class thinks about it") will not suffice.
- Think about SPRs in relation to existing readings on the syllabus, and how your SPRs might extend, challenge, and/or critique those readings.

Senior project

If you want to fulfill the Senior Project requirement in connection with this course, you must write a well-researched, argumentative essay of 2500+ words on a topic that fits the course's main theme. Because this project results in a separate grade and earns you an extra credit hour, it involves work above and beyond the course requirements.

There are several mandatory deadlines built into the project that should (1) prevent you from procrastinating too much, (2) allow us time to give you constructive feedback, and (3) give you time to act on that feedback:

2 Feb	Register for Comm 3995W-003
9 Feb	Meet with me to discuss your project
16 Feb	Topic proposal / 10-item bibliography
1 Mar	Thesis paragraph draft
29 Mar	Rough draft
13 May	Final paper and verification pages

Except for 10 May (when the deadline is 10:00 am), all the deadlines above are at 11:15 am. They are also all "drop dead" deadlines: i.e., failing to meet any of them (which includes failing to meet their minimum requirements) means that you are no longer eligible to fulfill your Senior Project requirement in this class. Further details about the Senior Project are available on a separate handout.

Paperless (mostly) assignments

With two exceptions, everything you'll submit for a grade this semester must be submitted digitally. Obviously, course blog contributions can only happen online. CEs, annotations for SPRs, and (almost) all Senior Project work should be submitted as file attachments via email to rodman@umn.edu. Acceptable formats for those assignments are LibreOffice/OpenOffice (.odt), Microsoft Word (.doc or .docx), and Rich Text Format (.rtf). Except as noted below, assignments submitted in other formats (including PDFs and paper) will not be accepted.

Exception #1 involves the copy of any reading you submit as an SPR:

- Readings that only exist online should be submitted by including their URLs in your annotations.
- Readings that are readily available as PDFs should be submitted as PDFs.
- All other readings should be submitted as clean, complete photocopies.

Exception #2 involves Senior Project verification pages, which must be submitted in hard copy format

Academic dishonesty

The following is a partial list of examples of academic dishonesty:

- plagiarism in any of its forms
- copying assignments (in whole or in part) produced by other students
- “double-dipping” (i.e., using the same work to earn more than one grade -- including attempts to reuse work that you have submitted for a grade in some other course)
- having someone else research and/or write substantial portions of any graded assignment for you
- deleting and/or re-editing blog posts/comments after they’ve been placed on the course Moodle site
- knowingly assisting someone else in their efforts to engage in any of the above practices

The minimum penalty for academic dishonesty is a zero for the assignment in question. Put bluntly, the risks are high (most plagiarism cases are very easy to identify), the penalties are higher (as severe as expulsion from the University), and the potential benefits are usually trivial (e.g., you get a “free” blog post that might turn a course grade of C into a C+). More crucially, the time and effort it takes to engage in “good” (i.e., undetectable) plagiarism is probably more time and effort than it would take to do the assignment in question the honest way.

Some helpful resources to avoid academic dishonesty include:

- <http://oscai.umn.edu/avoid-violations/avoiding-scholastic-dishonesty>
- <http://www.gilrodman.com/2015/03/01/how-to-plagiarize-well-tips-for-my-undergraduates-rerun-sunday/>

Miscellaneous

- Our discussions will cover topics that are likely to evoke strong differences of opinion. I don’t expect our class meetings to produce unanimous agreement about those topics, but I do expect our discussions to be characterized by mutual respect and collegiality. Strong opinions are acceptable; verbal bullying and personal attacks, on the other hand, will not be tolerated under any circumstances.
- Significant disruptions of the normal flow of course-related business -- e.g., using cell phones in class, excessive side chatter, premature leave-taking behavior -- may result in grade penalties.
- You may make audio and/or video recordings of class meetings for your personal use, provided you do so without disrupting the ordinary flow of the class. The purchase and/or sale of either written notes or recordings of class meetings is strictly prohibited.
- I will make every reasonable effort to accommodate students’ needs relating to religious holidays and/or documented disabilities. By University policy, you must provide written notice (for religious holidays) and/or official documentation (for disabilities) with enough lead time for accommodations to be arranged.
- University policy prohibits sexual harassment as defined in the December 1998 policy statement (see <https://diversity.umn.edu/eoaa/>). Questions or concerns about sexual harassment should be directed to the Office of Equal Opportunity and Affirmative Action (274 McNamara).

Reading/assignment schedule

[Readings should be completed prior to the dates listed. Readings with asterisks can be found on our Moodle site.]

introduction

19 Jan no reading

21 Jan ***this syllabus
***“How to Do Well in This Course”
***Jenkins, “iPhone History Animated in Our Infographic Video”
***Major, “Thoreau’s Cellphone Experiment”
***Mother, “No Internet Week”

theory

26 Jan Slack and Wise, pp. 1-47
***Lessig, “Is-ism”

28 Jan Slack and Wise, pp. 49-73

2 Feb **Senior Project deadline #1 (register for Comm 3995W-003)**
Decision deadline for grading option
Slack and Wise, pp. 77-104

4 Feb Slack and Wise, pp. 107-147

9 Feb **Senior Project deadline #2 (meeting)**
Slack and Wise, pp. 149-194

11 Feb Slack and Wise, pp. 197-228

the telephone

16 Feb **Senior Project deadline #3 (topic proposal/bibliography)**
***Marvin, "Community and Class Order"

18 Feb **Critical Essay #1 deadline (percentage system only)**
***Snowden, "Reporting by Phone"

23 Feb ***Wresch, "Information Exiles"

25 Feb ***Goggin, "Making Voice Portable"

the personal computer

1 Mar **Senior Project deadline #4 (thesis paragraph draft)**
***Johnson, "Windows"

3 Mar ***Streeter, "Missing the Net"

the internet

8 Mar ***Sterne, "Thinking the Internet"

10 Mar **Critical Essay #2 deadline (percentage system only)**
***Carey, "Historical Pragmatism and the Internet"

15 Mar **NO CLASS -- SPRING BREAK**

17 Mar **NO CLASS -- SPRING BREAK**

portable/digital music

22 Mar ***du Gay *et al.*, "Consuming the Walkman"

24 Mar ***Rodman and Vanderdonckt, "Music for Nothing or, I Want My MP3"

manufacturing/labor

29 Mar **Senior Project deadline #5 (rough draft)**
***"15 Million Merits" (*Black Mirror*, season 1, episode 2)

31 Mar ***Mönkedieck, "The iPhone 4^{CF (Conflict Free)}"

intimacy/connectivity

5 Apr **SPR deadline**
***"The Entire History of You" (*Black Mirror*, season 1, episode 3)

7 Apr ***Crawford, "These Foolish Things"

surveillance/privacy

12 Apr ***"White Bear" (*Black Mirror*, season 2, episode 2)

14 Apr **Critical Essay #3 deadline (percentage system only)**
***Ess, "Privacy in the Electronic Global Metropolis?"

hacking/activism

19 Apr ***"hellofriend.mov" (*Mr. Robot*, season 1, episode 1)

21 Apr ***Coleman, "Epilogue: The State of Anonymous"

student-provided readings

26 Apr ***readings (SPRs) t.b.a.

28 Apr ***readings (SPRs) t.b.a.

3 May ***readings (SPRs) t.b.a.

5 May ***readings (SPRs) t.b.a.

10 May **Final deadline for CEs, blog posts/comments, and Senior Projects**
(10:00 am)