UKC 380: ICT in Society

Instructor
Jasmine McNealy, JD, PhD
317 Lucille Little Fine Arts Library
Lexington, KY 40506-0224
Phone: 859.218.2297
jemcnealy@uky.edu

Office Hours
- Tuesday & Thursday, 2-4PM
- Email for appointment
- Will respond within 24 hours

Class Information
- Tuesday & Thursday, 9:30-10:45am
- Room 311 Little Library

COURSE INFORMATION

Course Description
We live in a world of rapid technological innovation. This innovation has allowed significant changes in the ways that we communicate and interact with forms of media. In fact, the technologies related to communication have created a culture surrounding how we see, hear, read and use information, and have significantly impacted politics, economics, policy, etc. This course studies the impacts of information and communication technology (ICT) on individuals and society, and the impact that society has on ICTs. It examines current issues related to the diffusion of new technologies in society as well as the obstacles to widespread use of individual ICTs. Students in this course will analyze the various theories related to the use of emerging communications forms, and consider the factors related to successful ICT deployment. Students will be required to look beyond "good/bad" classification of new communication technology, and conduct in-depth interrogations of ICTs and the issues that surround them.

Note: This course fulfills the UK Core requirement in the area of "U.S. Citizenship." This class also fulfills the Graduation Composition and Communication Requirement for all ICT majors and those majoring in other areas with approval. This means that this is an **intensive** communication course, requiring a significant amount of written, visual, oral, and group communication both in and outside of class. If you are unwilling to put in the effort necessary, please reconsider your enrollment in this course.

Course Objectives
Students successfully completing the course will be able to:

- Describe major developments in the social history of information and communication technologies and their social/cultural consequences.
- Identify major information-related social issues in contemporary society, and describe the various perspectives that characterize current debates on those issues.
- Discuss the development of the "information society" as distinguished from previous historical eras and formations, the views on its prevalence and significance, and its social, cultural and institutional manifestations.
- Describe and discuss the various theories related to various ICTs and be able to recognize the influence of these theories in current debates and discussions.

- Examine new ICTs and forecast possible impacts on society and the concomitant impact that society may have on the new technology.
- Communicate their ideas about ICTs using multiple modes of communication including, written, oral, visual, and group communication styles.

Required Text

There is no required text for the course. All readings shall be available either online or through the UK Libraries database system. For all readings students should be prepared to answer the following four (4) major questions:

1. What is the "thing" (platform, medium, system, etc.) being discussed or studied?
2. What was the usage potential as stated by the creators?
3. How is/was the platform actually used?
4. What are the differences between your answers for Q2 and Q3? How is this significant?

STUDENT EVALUATION

Grading Parameters

Quizzes:	10%
Blog posts/responses (6):	15%
Class Participation:	15%
Discussion Leader:	10%
Exams (2):	20%
Group Project:	30%

Quizzes

Weekly quizzes will be administered on Canvas. These quizzes represent 10% of your overall course grade and may include multiple choice, true/false, matching, short answer, and essay questions. Quizzes will cover material from the assigned reading and must be completed before by class time each Tuesday.

Blog posts/class discussion

Each student will be required to create and maintain their own Tumblr page and follow the Tumblr pages of the instructor and all of their classmates. On designated weeks, the instructor will create a discussion post. Each student must post a response, of **300-500 words** incorporating that week's readings and in-class discussions. Responses should critically reflect on the topic of the prior weeks and incorporate the readings. Students should seek to incorporate the tools of the Tumblr platform into their responses, i.e. gifs, music, animations, etc. Primary posts should be completed by the end of the day **Wednesday** of the week. Students must respond to at least two of their classmates' posts on the topic as well. Responses to classmate posts must be **50-100 words**. Responses should be completed by the end of the day **Friday** of the week. Students should then submit the urls of their posts for instructor feedback.

Biweekly student blogging—both primary responses and responses to classmates—will be worth **25 points**. **Blogging grades will be based on:**

1. **Primary response**
   - Content/substance
   - Support from readings and beyond
2. **Responses to classmates**
   - Analysis (connect evidence to argument/points being made)
3. **Structure and Mechanics**
   - Word count

- Intelligibility
- Organization

4. **Creativity**
   - Inherent use of the platform

Class Participation

Participation is not simply attending class. Students are expected to fully participate in class. This means having completed all assigned readings prior to class and arriving prepared to discuss the topics for that class period. All students participating in class discussions are expected to provide relevant discussion insight, be respectful of other classmates and their opinions and share any relevant personal experience that may add to the topic at hand.

This course follows the University of Kentucky policy on class attendance: **If a student misses more than one-fifth of the course contact hours, he/she cannot receive credit for the course. For a course meeting twice a week, students must withdraw or receive a grade of E upon the sixth absence.** This policy will be strictly enforced.

Examinations

Students will be responsible for all of the information contained in the readings, lectures and other presentations. Examinations generally will consist of multiple choice, short answer and essay questions in which it will be necessary for students to spot the issue in the facts provided and, using what we have discussed in class, analyze and answer the question. The professor reserves the right to alter the examination format.

Students are expected to be present and on time for each scheduled examination. Only in instances where there is an excused absence will a make-up be given. A student seeking to be excused must present to the professor **written evidence** of an excusable absence such as personal illness or death in the family. Other excuses must be analyzed on a case-by-case basis. Except during periods of extreme weather conditions, no extra time will be given to examination latecomers.

Discussion Leader

As discussion leader to one class period your task is to present a recent case/situation/issue relevant to the class topic for the week. You will sign up for your week on Canvas during the first week of classes. The following guidelines are offered to help you in your role as class discussion leader. You should begin to prepare for this assignment as soon as you can.

1. Inform the professor at **least two weeks** prior to your discussion date, the current situation you would like to discuss and how it relates to the class. This must be a written statement of a least one paragraph. Failure to do this will result in a reduction in the grade earned.
2. Read the texts assigned on the syllabus. But note: you are not teaching the material read. Instead you are relating your case to what was read.
3. Organize and prepare your presentation/discussion. You may use whatever multimedia you choose, i.e. Prezi, PowerPoint, etc.
4. You will be graded on the relevance of the situation/case you chose to discuss to the overall topic for the day, connecting the situation and the topic for the week, and your ability to lead/spark discussion on the situation.

Group Project/Presentation

In the beginning of the semester, students will be placed in groups that will research and examine a new ICT. This research will culminate in both a paper or online project and a visual and oral presentation of analysis to the class. The group project will require that the group synthesize class readings, discussions,

and outside research to analyze possible impacts the new ICT could have on society, and how members of society may, in turn, impact that ICT. All groups must do a visual presentation of their findings. Groups have the choice of writing a paper or creating an interactive representation of their analysis using one or more ICTs discussed in class. Groups will have the opportunity to decide which new medium they choose to analyze. Good resources from which to find about new technology include:

- Wired
- Tech Crunch
- CNet News
- Zdnet
- Gizmodo
- The New Scientist
- GizMag
- TechNewsWorld

Further details will be disseminated in class.

Grading Policy
Class assignments are due on or by the due date noted on the individual assignments. **Late assignments are not be accepted**.

Grading Scale
   [90% – 100%] = A (Exceptional Achievement)
   [80% –   89%] = B (High Achievement)
   [70% –   79%] = C (Average Achievement)
   [60% –   69%] = D (Below Average Achievement)
    [0% –   59%] = E (Fail)

GENERAL COURSE POLICIES

Midterm Grade Policy
Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/Registrar/AcademicCalndar.htm)

Attendance Policy
You are expected to attend every class session. Each student will be allowed to miss no more than two class sessions without a grade penalty. Every missed class after that will result in a 5 point penalty for the student's attendance grade. If a student misses 20% or more of the class, the student will fail the course and will be expected to withdraw from the course (SR 5.2.4.1-2).

Excused Absences (S.R. 5.2.4.2)
Summarized from Senate Regulation 5.2.4.2: A student shall not be penalized for an excused absence. The following are defined as excused absences:

- Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family.

- The death of a member of the student's household (permanent or campus) or immediate family.

- Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. Prior notification is required.

- Major religious holidays. Prior notification is required.

- Any other circumstances, which the Instructor of Record finds reasonable cause for absence.

Students missing any graded work due to an excused absence bear the responsibility of informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The Instructor of Record shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Excused absences' effect on grading: Summarized from Senate Regulation 5.2.4.2: If attendance is required by the class policies elaborated in the syllabus or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W", and the Instructor of Record may require the student to petition for a "W" or take an "I" in the course. If a student has an excused absence on a day when a quiz is given, the instructor may not deny permission for a makeup exam and simply calculate the student's grade on the basis of the remaining requirements.

Verification of Absences
Faculty have the right to request appropriate verification when students miss class due to illness or death in the family. Any absence for University related travel should be provided prior to the absence.

Submission of Assignments
Assignments are due on the day listed or set in consultation with the instructor. Email or computer failures will not be accepted as valid excuses for late work. If you have a situation arise that will impact your ability to turn in your work on a timely basis, make the instructor aware of it as soon as possible.

Academic Integrity, Cheating & Plagiarism
According to Senate Regulation 6.3.1: "All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission." For specific information regarding the University's code and regulations on plagiarism and cheating, visit:

http://www.uky.edu/StudentAffairs/Code/
http://www.uky.edu/StudentAffairs/Code/part2.html
http://www.uky.edu/Ombud/Plagiarism.pdf: "Plagiarism: What is it?"

Group Work & Student Collaboration
Unless otherwise noted, students are expected to complete assignments without assistance from others. Students are only allowed to collaborate on assignments when explicitly allowed by the instructor or syllabus.

Incompletes
Student requests for an Incomplete (an I grade) will be considered within University guidelines and only in extreme circumstances. See section 5.1.3.2 http://www.uky.edu/StudentAffairs/Code/part2.html.

Academic accommodations due to disability
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Presentation U

Your instructor is participating in the Faculty Fellows Program, an integral part of Presentation U! (UK's Quality Enhancement Plan). As a Fellow, your instructor is incorporating multimodal communication assignments into this course. These assignments build on the composition and communication skills you learned in your CIS/WRD 110, 111, 112 UKCore classes. You are also encouraged to come to the Presentation U! Center @ the Hub (basement of W.T. Young Library) for help preparing and polishing your communication skills and assignments. Finally, to continually improve the program, we will be asking for your permission to assess your multimodal communication assignments and for your thoughts about your experiences with Presentation U!

COURSE SCHEDULE

	Introduction to ICT in Society
Week 1 **Jan. 15**	• Platforms • What is ICT? • The Major Questions
	ICT in Society
Week 2 **Jan. 20 & 22**	• McLuhan, Marshall (1964). "The Medium is the Message" in *Understanding Media*. New York: McGraw-Hill. • Winner, Langdon (1986). "Do Artifacts have Politics, " *Daedalus*, 109(1), pp 121-136. • Marche, Stephen (2012). "Is Facebook Making Us Lonely," *The Atlantic*.

Week 3 **Jan. 27 & 29**	**Diffusion & History** • Heilbroner, Robert L. (1967). "Do Machines Make History?" *Technology and Culture*, 8(3), pp. 335-345. <UK Libraries database sign in req'd> • Rogers, Everett (1983). *Diffusion of Innovations*, pp. 1-37. °°°°°**First Blog Post Due this week**°°°°°
Week 4 **Feb. 3 & 5**	**Why Use Tech Anyway?** • Pappacharissi, Zizi (2014). "Uses and gratifications," in Stacks, Don W., and Michael B. Salwen, eds. *An integrated approach to communication theory and research*. Routledge, 2014. °°°°°°**Exam 1, Feb. 5**°°°°°° **Bring your laptop to class**
Week 5 **Feb. 10 & 12**	**The User and Society** • Fischer, Claude S. (1992). *America Calling: A Social History of the Telephone to 1940*, Chapters 1 & 3. <UK Libraries ebook> °°°°°**Blog Post Due this week**°°°°°
Week 6 **Feb. 17 & 19**	**Computers and Other Problems** • Light, Jennifer (1999). "When Computers Were Women," *Technology and Culture* 40(3), pp. 455-483. • Ceruzzi, Paul (2007). "An Unforeseen Revolution: computers and Expectations, 1935-1985," in Teich, Albert H. (ed.) *Technology and the Future*, pp. 117-131.
Week 7 **Feb. 24 & 26**	**Connected Computing** • Rheingold, Howard (1993). "Visionaries and Convergences: The Accidental History of the Net," from *The Virtual Community: Homesteading on the Electronic Frontier*. • May, Keenan & Newcomb, Peter (2008). "How the Web Was Won," *Vanity Fair*. • O'Reilly, Tim (2005). "What is Web 2.0?" °°°°°**Blog Post Due this week**°°°°°
Week 8 **Mar. 3 & 5**	**Getting Social** • Pfaffenberger, Bryan (1996). "If I want it, It's Ok°: Usenet and the (Outer) Limits of Free Speech," *The Information Society* 12(3), pp. 365-386. <UK Libraries database sign in req'd> • boyd, danah & Ellison, Nicole (2007). Social network sites: Definition, history, and scholarship," *Journal of Computer-Mediated Communication* 13(1), pp. 210-230. °°°°°**Exam 2 March 5**°°°°° **Bring your laptop to class**

Week 9 Mar. 10 & 12	**Gender, Race and Community** • Kendall, Lori (1998). "Meaning and Identity in 'Cyberspace': The Performance of Gender, Class, and Race Online," *Symbolic Interaction* 21(2), pp. 129-153. <UK Libraries database sign in req'd> • boyd, danah. (2011). "White Flight in Networked Publics? How Race and Class Shaped American Teen Engagement with MySpace and Facebook." In *Race After the Internet* (eds. Lisa Nakamura and Peter A. Chow-White), pp. 203-222. °°°°°**Blog Post Due this week**°°°°°
Week 10 Mar. 17 & 19	**Spring Break** **Hooray!**
Week 11 Mar. 24 & 26	**Online Politics & Activism** • Sunstein, Cass (2001). "The Daily We: Is the Internet really a Blessing for Democracy?" *The Boston Review*. • Rainie, Lee et al. (2012). "Social Media and Political Engagement," *Pew Internet & American Life Project*. • Kreiss, Daniel (2012). "Crowds and Collectives in Networked Electoral Politics," *Limn* 2.
Week 12 Mar. 31 & April 2	**Radicalism** Gabriella Coleman (2011). "Anonymous: From Lulz to Collective Action" *The New Everyday*. Vanessa Grigoriadis (2011). "4chan's Chaos Theory" *Vanity Fair*. Felix Stadler (2010). "Contain This! Leaks, whistle-blowers and the networked news ecology" *Eurozine*. °°°°°**Blog Post Due this week**°°°°°
Week 13 April 7 & 9	**Games** • Yee, Nick (2006). "The Psychology of MMORPGs: Emotional Investment, Motivations, Relationship Formation, and Problematic Usage," in Schroeder, R. & Axelsson, A. (eds) *Avatars at work and play: Collaboration and interaction in shared virtual environments*, pp. 187-207. • Jones, Donald (2005). "I, Avatar: Constructions of Self and Place in Second Life and the Technological Imagination," *gnovis*.
Week 14 April 14 & 16	**Education and Learning** • Carr, Nicholas (2008). "Is Google Making Us Stupid?" *The Atlantic*. • Schiff, Stacy (2006). "Know it all: Can Wikipedia conquer expertise?" *The New Yorker*. • Waldrop, M. Mitchell (2013). "Massive Open Online Courses, aka MooCs, Transform Higher Education and Science," *Scientific American*.

Week 15 **April 21 & 23**	**Labor and Economics** • Bederson B. and A. J. Quinn. (2011) "Web Workers, Unite! Addressing Challenges of Online Laborers," in *Proceedings of the 2011 Annual Conference Extended Abstracts on Human Factors in Computing Systems.* Vancouver, BC. • Chen, Adrian (2014) "The Laborers Who Keep Dick Pics and Beheadings Out of Your Facebook Feed," *Wired*. °°°°°**Blog Post Due this week**°°°°°
Week 16 **April 28 & 30**	°°°°°**Group Presentations**°°°°°