HOME   **O**BJECTIVES   POLICIES   SCHEDULE

COM432

INFORMATION & COMMUNICATION TECHNOLOGY SERVICES

Course information

Spring 2012
Location: George Hall 213
Meeting times: Tuesday and Thursday, 9am-10:15am
Instructor: Wayne Buente
Email: wbuente [at] hawaii.edu
Office: Crawford Hall 304
Office hours: Thursday, 3-5pm or by appointment

Course summary

This course addresses the **situated** use of Information and Communication Technologies (ICTs) in various personal and institutional settings. To study this phenomenon the course draws upon the field of social informatics. Social informatics refers to an interdisciplinary body of research dedicated to studying the design, uses, and effects of information technologies. Rather than trace the "social impact" of these technologies, social informatics seeks to understand how social contexts shape the form and character of technology. Conversely, it also studies how technology influences society, affects power relations, and restructures social and organizational networks.

This course asks students to go beyond the "technical" aspects of ICTs and consider the social relations and contexts that are an integral part of designing and adopting a technology or technological system. It also challenges students to think critically about technological change and acquire a more sophisticated understanding of the political, economic, and social considerations for the situated use of ICTs.

By the completion of the course, students will:
1. Understand that the design, use, and application of information and communication technology is a social AND a technical process.
2. Recognize socio-technical networks and understand how they function.
3. Be able to locate sources of information on social informatics topics, determine their credibility, summarize their content, and critique the arguments presented therein.

OBJECTIVES

The course seeks to emphasize the following learning outcomes.

1. Intellectual and interpersonal skills:

a. Understand a diverse literature: define terms, concepts, and theories used in different disciplines;

b. Use printed and electronic media to locate information on issues (including newspapers, magazines, journal articles, television, radio, and the Internet);

c. Be able to debate the issues in an organized and coherent way, relying on authoritative sources and empirical data to support your position and recognizing that every position depends on ethical and social principles;

d. Work in collaborative group settings to accomplish team goals and projects.

2. Develop an informed critical perspective on ICTs.

a. Examine ICTs from perspectives that do not automatically and implicitly endorse the goals and beliefs of the groups that comission, design, or implement specific ICTs;

b. Develop the ability to reflect on issues at a number of levels (individual, organization, and society) and from more than one perspective;

c. Determine and evaluate the consequences of specific personal and professional information practices on self,

others, and society in general.

POLICIES

Assignments and Grading

Students will be evaluated on knowledge and expression of basic concepts, preparation for class, in-class participation, and practical applications of what we have learned in class. Exercises will include critiquing readings and applying class concepts to real world situations. *All assignments will be available in Laulima.*

Grading Method

Your final grade will include the following components:

Participation	10%
Assignment #1	10%
	15%
Mid-term	25%
Final Group Project	40%

Evaluation

The grading criteria are taken from Appendix C in
Enerson, D. M., Johnson, R. N., Milner, S., & Plank, K. M. (1997). *The Penn State Teacher II*. University Park, PA: Center for Excellence in Teaching and Learning.
Retrieved August 22, 2011, from http://www.schreyerinstitute.psu.edu/pdf/PennStateTeacherII.pdf

Grading Criteria
These grading standards establish four major criteria for evaluation at each grade level: rhetorical situation, reasoning and content, organization and expression. Since papers may have some characteristics of "B" and others of "C," the final grade depends on the weight the instructor gives to each criterion. A paper grossly inadequate in one area may still receive a very low grade even if it successfully meets the other criteria. A brief summary of the grading criteria is provided below. Please consult the grading criteria in Appendix C for a more detailed explanation.

The " A" Paper: An "A" paper is clear and consistent and the content is appropriate for the assignment. It also demonstrates clear organization and expression.

The "B" Paper: The "B" paper shows an awareness of the audience and purpose. Its content is reasonably well developed with adequate evidence. The organization is clear and expression is competent.

The "C" Paper: The "C" paper has a clear purpose but lacks originality in topic selection. The content is adequately developed and supported with valid reasoning. Organization is clear with mechanical but appropriate transitions. The paper also demonstrates mastery of most conventions of edited English.

The "D" Paper: The "D" paper has a unclear purpose and an inappropriate topic for its intended audience. The content is inadequately developed and evidence is insufficient. The paper also shows flawed reasoning. Organization is deficient and the paper exhibits poor grammar.

The "F" Paper: The "F" paper has no clear purpose or remotely appropriate for its intended audience. The content is not developed nor adequately supported. The paper has no organization and serious errors with english comprehension.

Written Homework Assignments

All work should have one inch margins, and each page should be numbered. All assignments are to be submitted through Laulima unless otherwise noted.. Assignments are due on the date and time indicated in the class schedule.

Academic conduct

Aside from approved collaborations and building on cited work of others, your work should be your own. Clearly indicate whenever you use materials from other sources. Academic and personal misconduct by students in this class are dealt with according to the Student Conduct Code.

Academic Dishonesty

There is more to avoiding plagiarism than simply citing a reference. To aid students both in recognizing plagiarism and in avoiding the appearance of plagiarism, Indiana University's Writing Tutorial Services has prepared a short guide entitled "Plagiarism: what it is and how to recognize and avoid it." It provides explicit examples of plagiarism and offers strategies for avoiding it. Each student should be familiar with this document and use it as a guide when completing assignments.

Here are some tips to avoid inadvertent plagiarism:

1. Whenever you "borrow" material, from any resource whatsoever, for inclusion in a document you are writing, you must provide a footnote, endnote or parenthetical reference (and bibliographic citation) identifying the original resource. If you have any questions about how to do this, review the guidelines set out in the APA Style Manual. The Online Writing Lab at Purdue University has an excellent guide for APA Style. I also recommend the The Concise Rules of APA Style as a handy reference.

2. Any time that you quote any resource verbatim, you must enclose the text in quotation marks and identify the original resource, as indicated in (1).

3. Ideas that you paraphrase must also be attributed, as indicated in (1), even if you do not quote the original source verbatim.

Policies on academic dishonesty have been established by the University of Hawaii at Manoa. These policies, which have been set out in the Student Conduct Code, will be adhered to in this class. Any assignment that contains plagiarized material or indicates any other form of academic dishonesty will receive, at a minimum, a grade of F. A second instance will result in an automatic grade of F for the course. Penalties may be harsher depending upon the severity of the offense.

Late Submissions

In fairness to students who turn in assignments on time, late papers will be penalized. The earned grade will be lowered for each day that the assignment is late. In addition, there will be no excuses for computer failure. Please have a contingency plan to avoid this situation. Have back-ups of all files and remember to save your work! No late work will be accepted after three days from the due date.

Incompletes

Permission will be granted only under special circumstances, and is available only to students with a medical or family emergency, for which written documentation is required. Decisions about granting incompletes will generally not be made until the last three weeks of the course.

Extra Credit

Extra credit may be offered in the class subject to circumstances and time.

Disability Accommodations

If you need or desire an accommodation for a disability, I encourage you to contact me at your earliest convenience. Many aspects of this course can be modified to facilitate your participation and progress throughout the semester. The earlier you make me aware of your needs, the more effectively we will be able to use the resources available to us, such as the Disability Services for Students. If you do decide to disclose your disability, I will treat that information as private and confidential.

SCHEDULE

Week 1 Introduction

January 10 - Course Introduction

January 12 - Technological determinism
Chapter 2, "Does technology control us" in Nye, D E. (2006). *Technology matters: Questions to live with*. Cambridge, MA: MIT Press.
Titan pad link

Week 2 Technological Determinism/Social Shaping

January 17 -Technological determinism

Titan pad link

January 19 - Social informatics

Week 3 Social Informatics and the Sociotechnical

January 24 - Social informatics
Sawyer, S. (2005). Social Informatics: Overview, Principles and Opportunities. *Bulletin of the American Society for Information Science and Technology*, June/July.

January 26 - Sociotechnical Networks
Meyer, E. T. (2006). Socio-technical interaction networks: A discussion of the strengths, weaknesses, and future of Kling's STIN Model. In J. Berleur, M. I. Nurminen & J. Impagliazzo (Eds.), *Social informatics: An information society for all? In remembrance of Rob Kling: Proceedings of the Seventh International Conference on Human Choice and Computers (HCC7)* (pp. 38-47). New York: Springer.

Week 4 Digital Inequality

January 31 - Digital divide
Clark, L. S., Demont-Heinrich, C., & Webber, S. A. (2004). Ethnographic interviews on the digital divide. *New Media & Society, 6*(4), 529-547.

February 2 -
Kvasny, L. (2006). Cultural (Re)production of digital inequality in a US community technology initiative. *Information,*

Communication & Society, 9(2), 160-181.

Week 5 IT and Undesirable Outcomes: Offline and Online Communities

February 7 - Virtual communities

February 9 - Oppression and online communities
Gray, K. L. (2012). Intersecting oppressions and online communities: Examining the experiences of women of color in Xbox Live. *Information, Communication & Society*, forthcoming.

Week 6 Networked Publics

February 14 - Networked Publics
boyd, d. (2011). Social network sites as networked publics: Affordances, dynamics, and implications. In Z. Papacharissi (Ed.), *Networked self: Identity, community, and culture on social network sites* (pp. 39-58). New York, NY: Routledge.

February 16 - Twitter and Celebrity
Marwick, A., & boyd, d. (2011). To see and be seen: Celebrity practice on Twitter. *Convergence: The International Journal of Research into New Media Technologies, 17*(2), 139-158.

Week 7 Audience

February 21 - Celebrity performance and the networked audience
Marwick, A. E., & boyd, d. (2011). I tweet honestly, I tweet passionately: Twitter users, context collapse, and the imagined audience. *New Media & Society, 13*(1), 114-133.

February 23 - Review

Week 8 Midterm

February 28 - Review

March 1 - Midterm

Week 9 BBC Documentaries

March 6 - Mark Zuckerberg

March 8 - Arab Spring

Week 10 Participatory Culture and Prosumer

March 13 - Chapter 5
Tapscott, D., & Williams, A. D. (2006). *Wikinomics: How mass collaboration changes everything.* New York: Portfolio.

March 15 -

Ritzer, G., & Jurgenson, N. (2010). Production, consumption, prosumption: The nature of capitalism in the age of the digital 'prosumer'. *Journal of Consumer Culture, 10*(1), 13-36.

Week 11 Collective Action on the Web

March 20 - Zuckerman, Ethan. (2012). Unpacking Kony 2012. March 8.

March 22 - Kligler-Vilenchik, Neta. (2012). Why youth are drawn to Invisible Children: Prefiguring Kony 2012, March 12.

Spring Break Week

March 27 - No class

March 29 - No class

Week 12 Midterm and Group Project Feedback

April 3 - Review midterms

April 5 - Form groups and discuss group project

Week 13 Narcissism, Self-presentation and Identity

April 10 - Mehidizadeh, S. (2010). Self-presentation 2.0: Narcissism and self-esteem on Facebook. *Cyberpsychology, Behavior, and Social Networking, 13*(4), 357-364.

April 12 - Rosen, J. (2010). The web means the end of forgetting. *New York Times*, July 21.

Week 14 Phatic Culture

April 17 - Miller, V. (2008). New media, networking and phatic culture. *Convergence: The International Journal of Research into New Media Technologies, 14*(4), 387-400.

April 19 -

Week 15 iPhone girl

April 24 -

April 26 -

Week 16

April 31 -

May 2 -

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