

School of Communications, University of Hawaii at Manoa
COM633: Information and Communication Technologies
Fall 2012
Course Syllabus

Course Information

Meetings: Wednesday, 11am-1:30pm, Crawford 322

Instructor: Wayne Bunte

Office hours: Wednesdays, 3-5pm or by appointment

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Course description:

The objective of this course is to help you think critically and constructively about information and communication technologies (ICTs) and its relationship to society at large. More specifically, we will examine ICTs from a **sociotechnical perspective**. This perspective provides us with an intellectual tool that acknowledges that technology is embedded in a complex set of other technologies, physical surroundings, people, procedures, etc. that together make up the socio-technical system.

We will explore the ways in which a wide range of academics, activists and policy-makers talk about the nature and uses of information and communication technologies (ICTs) in a number of settings. We will focus on developing tools to critique these perspectives and propose alternatives. The first part of the course will examine a series of concepts and analytical devices to make sense of the empirical case studies and related research that will comprise the second part of the course. In addition, we will examine the development of computerization movements. Computerization movements are “a type of movement that focuses on computer-based systems as the core technologies, which their advocates claim will be instruments to bring about a new social order” (Elliott and Kraemer, 2008, p. 3). The knowledge and insights developed in this seminar will help you throughout your professional, personal, and civic lives.

By the end of the semester, you will be able to:

- Analyze the complex relationships among ICTs, people, and institutions in any social setting.
- Identify and critique popular discourse regarding IT.
- Apply analytical tools learned in this class to solve a variety of practical challenges involving ICTs.

Readings:

Readings will be provided through Lulima. We will read a few chapters from the following title.

Elliott, M. S., & Kraemer, K. L. (Eds.). (2008). *Computerization movements and technology diffusion: From mainframes to ubiquitous computing*. Medford, N.J.: Information Today.

Course assignments:

Readings will typically be assigned for each class period and the latest information about readings will be listed in Lulima. Please come prepared. Class discussions are important especially for small class sizes. Your grade will be based on five assignments:

Critical summaries of reading (4 total) 15%

Review of professional sources	15%
Final presentation	10%
Final project Paper	45%
Class Participation	15%

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.

Attendance:

I expect you to be at all class sessions. Excessive absences that are not excused will lower your final grade.

Course Schedule:

Week 1 (08/22): Introduction

Introduction to the course and expectations

Week 2 (08/29): Technological Determinism and other discourses on ICTs

Chapter 2

Nye, D. E. (2006). *Technology matters: Questions to live with*. Cambridge, Mass.: MIT Press.

Joy, B. (2001). Why the future doesn't need us. In P. J. Denning (Ed.), *The invisible future: The seamless integration of technology into everyday life* (pp. 47-75). New York, NY: McGraw Hill.

Langdon, W. (1980). Do artifacts have politics? *Daedalus*, 109(1), 121-136.

Week 3 (09/05): Social Shaping of Technology

Selected chapters

Bijker, W. E., Hughes, T. P., & Pinch, T. J. (1987). *The social construction of technological systems: New directions in the sociology and history of technology*. Cambridge, Mass.: MIT Press.

Brown, J. S., & Duguid, P. (2001). Don't count society out: A reply to Bill Joy. In P. J. Denning (Ed.), *The invisible future: The seamless integration of technology into everyday life* (pp. 117-144). New York, NY: McGraw Hill.

MacKenzie, D., & Wajcman, J. (1999). Introductory essay: The social shaping of technology. In D. MacKenzie & J. Wajcman (Eds.), *The social shaping of technology* (pp. 3-27). United Kingdom: Open University Press.

Week 4 (09/12): Social Shaping and SCOT approaches

Kling, R. (1991). Computerization and social transformations. *Science, Technology, & Human Values*, 16(3), 342-367.

Week 5 (09/19): Computerization Movements, Social Informatics, and Sociotechnical perspectives

Kling, R. (1994). Reading "all about" computerization: How genre conventions shape nonfiction social analysis. *The Information Society*, 10(3), 147-172.

Sawyer, S. (2005). Social Informatics: Overview, Principles and Opportunities. *Bulletin of American Society for Information Science and Technology*, 31(5), 9-12.

Kling, R. (2000). Social informatics: A new perspective on social research about information and communication technologies. *Prometheus*, 18(3), 245-264.

Week 6 (9/26): Networked Authoritarianism

MacKinnon, R. (2011). China's "Networked Authoritarianism". *Journal of Democracy*, 22(2), 32-46.

Pearce, K. E., & Kendzior, S. (2012). Networked authoritarianism and social media in Azerbaijan. *Journal of Communication*, 62(2), 283-298.

Week 7 (10/3): Native American and Indigenous Cultures

Sandvig, C. (2011). Connection at Ewiiapaayp Mountain: Indigenous Internet infrastructure. In L. Nakamura & P. Chow-White (Eds.), *Race after the Internet* (pp. 168-200). New York, NY: Routledge.

Attended Keola Donaghy's talk on ICTs used for preserving Native Hawaiian culture.

Week 8 (10/10): Review of professional sources

Class presentations of review of professional sources assignment

Week 9 (10/17): Online communities and Democratization

Chapters 6-8, *Computerization movements and technology diffusion: From mainframes to ubiquitous computing*

Week 10 (10/24): Rural Life and ICTs

Ei Chew, H., LaRose, R., Steinfield, C., & Velasquez, A. (2011). The use of online social networking by rural youth and its effects on community attachment. *Information, Communication & Society*, 14(5), 726-747.

Gilbert, E., Karahalios, K., & Sandvig, C. (2010). The network in the garden: Designing social media for rural life. *American Behavioral Scientist*, 53(9), 1367-1388.

Goh, D. (2012). Who we are and what we want: A feminist standpoint approach to defining effective ICT use for West Virginian women. *Information, Communication & Society*, 1-23.

Week 11 (10/31): Digital Inequality

Cotten, S. R., Hale, T. M., Moroney, M. H., O'Neal, L., & Borch, C. (2011). Using affordable technology to decrease digital inequality: Results from Birmingham's One Laptop Per Child XO laptop project. *Information, Communication & Society*, 14(4), 424 - 444.

Tripp, L. M. (2011). 'The computer is not for you to be looking around, it is for schoolwork': Challenges for digital inclusion as Latino immigrant families negotiate children's access to the internet. *New Media & Society*, 13(4), 552-567.

Week 12 (11/7): Marx and the Internet

Aouragh, M. (2012). Social media, mediation and the Arab Revolutions. *TripleC (Cognition, Communication, Co-Operation): Open Access Journal for a Global Sustainable Information Society*, 10(2), 518-536.

Fuchs, C. (2012). Towards Marxian Internet studies. *TripleC (Cognition, Communication, Co-Operation): Open Access Journal for a Global Sustainable Information Society*, 10(2), 392-412.

McGuigan, J. (2012). The coolness of capitalism today. *TripleC (Cognition, Communication, Co-Operation): Open Access Journal for a Global Sustainable Information Society*, 10(2), 425-438.

Week 13 (11/14): Sociotechnical research among different groups

Hargittai, E., Neuman, W. R., & Curry, O. (2012). Taming the information tide: Perceptions of information overload in the American home. *The Information Society*, 28(3), 161-173.

Niederer, S., & van Dijck, J. (2010). Wisdom of the crowd or technicity of content? Wikipedia as a sociotechnical system. *New Media & Society*, 12(8), 1368-1387.

van Dijck, J. (2010). Search engines and the production of academic knowledge. *International Journal of Cultural Studies*, 13(6), 574-592.

Week 14 (11/21): Thanksgiving

Week 15 (12/5): Presentations

Week 16 (12/12): Presentations