

UCI SocSci 180I

UCLA Communication Studies 154 Social Communication and the New Technologies

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Winter Quarter 2006

Professor Francis Steen
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Raessens**
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Time: TR 11am-12:15pm
Place: Haines 118

Office Hours: T 12:15-1:15pm,
after class and in Hershey 3112

Course Abstract

The Internet has made social communication cheap, simple, efficient, tailored to individual needs, and available to a vast number of people. Its digital core was first designed to provide military personnel with a reliable way of transmitting instructions, yet the emerging computer networks were gradually co-opted to perform an increasing range of communicative functions, such as establishing personal relations, conveying news, providing entertainment, storing and retrieving information, and performing transactions. The Internet's gradual integration of textual, graphic, and audio communication is unprecedented, allowing it to function at once as an on-demand broadcasting system, a vast marketplace, and a medium for personal and group communication. In this course, we use cultural, cognitive, and evolutionary theories of communication to examine the history, social and personal impact, and possible futures of digital forms of communication.

The course is co-taught by Prof Francis Steen, Communication Studies, UCLA (primary lecturer) and Visiting Prof Joost Raessens, University of Utrecht in the Netherlands.

Special events	
Guest speaker Marc Smith	Thursday 6 April (sociology researcher at Microsoft)
Project outline due (work plan)	Thursday 27 April -- post to forum -- see project guidelines
Midterm exam	Tuesday 9 May, in class -- see study guide
Project drafts due (3 pages)	Monday noon 15 May -- posted on your BOL website See guidelines
Guest speaker David Liu	Thursday 11 May (FAQQLY)
Guest speaker Robin Rowe	Thursday 25 May (Linux Movies Group)
Project peer review	Thursday 1 June -- see checklist
Final project due	Thursday 8 June -- posted on your BOL website
Final exam	Wednesday 14 June, 11:30am - 12:45pm -- see study guide
*The web lab requires that you know your Bruin Online account user name and password; see What's my BOL account?	

Required reading

- Course reader from Copymat, 925 Westwood Blvd., tel. 310 824-5276 (available end of second week)
- Additional articles assigned during the course

Software

PDF and flash

The lecture notes are posted as flash animations, pdf files, and hypertext files (for printing).

If your computer is not displaying these files correctly, you may need to install pdf and flash readers

- To install Adobe's Acrobat Reader for Windows, click [here](#)
- To install Macromedia Flash Player for Windows, click [here](#)

There are readers available also for the Mac and Linux platforms; ask me or a friend if you don't know how to install them.

Web authoring

In this class, you will be required to submit your final project in the form of a web site. You can download a free web authoring program to your computer:

- [Nvu](#) -- the successor to Mozilla Composer (cf. [review](#))
 - [portable version](#) (put it on a USB stick and use on any Windows computer)
 - [Nvu Tutorial wiki](#)

If you have Dreamweaver, you may use it; FrontPage is not recommended. For the second week's lab training session, we will likely use [Mozilla Composer](#), as this is what is installed in the lab.

Transferring your files to your BOL web site

In order to publish your web pages to your BOL web site, you need to use a file transfer program called CuteFTP. Download it [here](#) and read the [instructions](#).

Streaming video

Occasionally I may make material shown in class available in streaming video.

To display it at home, you will need VLC, a free video player.

- Go to the [VLC site](#), select your operating system, download and install it
- Start the program and click play
- Manually type in the whole address
- The streaming address itself will be e-mailed to you

- For example, try `mms://128.97.221.33:8080` (packet switching video)

The stream is continuous and you cannot control it (so-called multicast).

When you start watching, the program will be somewhere in the middle.

To see it from the beginning, change the playlist setting to repeat:

- In the main menu select Settings | Preferences | Playlist | General
- Check "Repeat current item"

Once the program completes, it will start over from the beginning.

Some clips will be streamed as flash video; for this you require only the usual flash browser plugin, as above.

Web browser

Please download and install the latest version of [Firefox](#); it has features we will use in class. Optionally install and test the extensions Image Zoom, Nuke Anything, Flashblock, User Agent Switcher, and any other that sounds useful to you (we will discuss this in class).

Linux

For those of you who are adventurous, you can ask me for a LiveCD that lets you try out the Linux operating system on your computer without actually installing anything. Cf. [Ubuntu](#) and [Dapper Drake LiveCD](#) (early release).

Corresponding by e-mail

- If you have questions, e-mail me at `<steen@commstds.ucla.edu>`
- Write your own subject line that gives the number of the class you're in and what the issue is -- if you forget to do this, your e-mail may end up in my spam folder!

- If you need to reference a text of a few paragraphs, please past the raw text into the e-mail -- avoid attachments unless it's a whole paper
- Sign your full name (I don't need the student ID)

Assigned reading

Week 1: Introduction and overview

Tuesday 4 April

- Assignments:
 - Pew Internet & American Life Project. Available at <http://www.pewinternet.org>. Read the "Summary of Findings" of one of the reports and post a 200-word summary on the [online class forum](#)
 - Visit [An Atlas of Cyberspace](#), post a comment on one of the images on the site

Thursday 6 April

- Assignment: familiarize yourself with Usenet (for instance via [Google's interface](#), but there are many newsreaders you can use); afterwards, conduct some searches with [Netscan](#), the Usenet archive that Marc Smith (today's speaker) established, and post a summary of your results to the [forum](#)
- Marc Smith, UCLA graduate in sociology and researcher at Microsoft, will talk about Computer-mediated Collective Action
 - Related materials (external):
 - [del.icio.us](#) -- sharing your favorite web sites
 - [RFID tags](#) (*BBC*)
 - [Law giving Microsoft access to your computer](#) (*Oklahoma Gazette*, 6 April 2006)
 - [Private Eye: Find out what your computer is storing about you](#)
 - [Trusted Computing](#) reviewed by the Free Software Foundation
 - [Whistle-Blower Outs NSA Spy Room](#) (*Wired*, 7 April 2006)
- Turner, T., Smith, M., Fisher, D., Welser, H. (2005). Picturing usenet: Mapping computer-mediated collective action. *Journal*

of *Computer-Mediated Communication* 10. 4. Available at
<<http://jcmc.indiana.edu/vol10/issue4/turner.html>>

Week 2: The Early History of Digital Communication

Tuesday 11 April

- Assignment: think about how to categorize your Internet usage, post your suggestions for useful categories to the class forum
- Bush, Vannevar (1945). As we may think. *The Atlantic Monthly* 176. 1: 101-108. (Reader)
 - Lecture notes: [flash](#), [pdf](#), and [html](#) (opens new browser window)
 - [The Memex Simulator](#) (external)
 - [The campaign to stop the Total Information Awareness project](#) (external, not assigned)
- Leiner, Barry M. et al. (2000). *A Brief History of the Internet*. Available from the Internet Society at
<<http://www.isoc.org/internet/history/brief.shtml>>
 - [Major events in the history of the Internet](#)

Thursday 13 April

- Brand, Stuart (2001). Founding father. *Wired* 9.03 (13 pages). Available from *Wired* at
<<http://www.wired.com/wired/archive/9.03/baran.html>>
(Reader).
- Kleinrock, Leonard (1996). The birth of the Internet. Available from UCLA at <<http://www.lk.cs.ucla.edu/LK/Inet/birth.html>>

Week 3: Evolving Electronic Social Networks

Tuesday 18 April

- Assignment: start tracking how many hours you spend on the

Internet day during the next week, using the categories developed by the class: academics, shopping, information, current events/news, and entertainment

- Greenberger, Martin (1964). The computers of tomorrow. *The Atlantic Monthly* 213. 5: 63-67. Available at <[1964-Greenberger](#)>
- Fano, Robert M. (1972). On the social role of computer communication. *Proceedings of the IEEE* 60. 11: 1249-53 (Reader)
- Dodge, Martin and Rob Kitchin (2001). *Atlas of Cyberspace*. Selections.
 - [Géant -- European research network](#)
 - [Tain2 -- Asia Pacific research and education network](#)
 - [Abilene Network Operations Center weathermap](#)
 - [An Atlas of Cyberspace](#)
 - [Mappa Mundi](#)
 - [Netcraft news](#)

Thursday 20 April

- Assignment: search the Internet to determine how much you can find out about yourself and your family; post a summary to the forum with the sites you used
 - [PrivateEye](#)
 - [The campaign to stop the Total Information Awareness project](#) (external, not assigned)
- Beringer, Ralph D. (2003). Review of *Global communication: theories, stakeholders, and trends*. Thomas L. McPhail, Boston: Allyn and Bacon, 2002. *The Social Science Journal* 40: 505-7 (book review). Available <[2003-Beringer-on-McPhail.pdf](#)>
- Lessig, Lawrence (1999). *Code and Other Laws of Cyberspace*. New York: Basic Books. 1-29. (Reader)
 - Lecture notes: [flash](#), [pdf](#), and [html](#) (opens new browser window)
 - Two examples of digital rights advocacy: [Elektra vs. Barker and Network neutrality](#)
- Deibert, Ronald J. (2002). Dark guests and great firewalls: The

Internet and Chinese security policy. *Journal of Social Issues* 58. 1: 143-159 (Reader)

- Lecture notes: [flash](#), [pdf](#), and [html](#) (opens new browser window)
- [Skype claims 13 million users in China](#) (*Computing magazine*, 5 May 2006)
- [Site launches 'Chinese Wikipedia'](#) (*BBC*, 11 May 2006)

Week 4: Social Cognition

Tuesday 25 April

- Assignment: Write a 100-word summary of one of the EFF's [Featured News](#) items and post it to the forum
- Surratt, Carla G. (2001). *The Internet and Social Change*. Jefferson, NC: McFarland. 13-41. (Reader)
 - Raessens lecture slides: [flash](#) and [pdf](#)
 - Steen lecture slides: [flash](#), [pdf](#), and [html](#) (opens new browser window)
- Dreyfus, Hubert L. (2001). *On the Internet*. New York: Routledge. 1-7, 27-49 (Reader)
 - Lecture slides: [flash](#), [pdf](#), and [html](#) (opens new browser window)
- Nalwa, Kanwal and Anand Archana Preet (2003). Internet addiction in students: A cause of concern. *CyberPsychology & Behavior* 6. 6 (4 pages). Available at [<2003_InternetAddiction.pdf>](#)

Thursday 27 April

- Assignments:
 - Fill out [this survey](#) with your weekly record of Internet usage
 - Project outline and work plan due -- post to [forum](#) -- see [project guidelines](#)
- McKenna, Katelyn Y.A. and John A. Bargh (2000). Plan 9 from Cyberspace: The implications of the Internet for personality and social psychology. *Personality and Social Psychology Review* 4. 1: 57-75 (Reader)
- Amichai-Hamburger, Yair, Galit Wainapel, and Shaul Fox

- (2002). "On the Internet No One Knows I'm an Introvert": Extroversion, Neuroticism, and Internet Addiction. *CyberPsychology & Behavior* 5. 2: 125-128 (Reader)
- Suler, John (2004). The online disinhibition effect. *CyberPsychology & Behavior* 7. 3: 321-326 (Reader)
 - Raessens lecture slides: [flash](#) and [pdf](#)
 - Lecture slides: [flash](#), [pdf](#), and [html](#) (opens new browser window)
 - Eveland, William P. Jr. and Sharon Dunwoody (2000). Examining information processing on the World Wide Web using think aloud protocols. *Media Psychology* 2: 219-244 (Reader)
 - Lecture slides: [flash](#), [pdf](#), and [html](#) (opens new browser window)

Week 5: Virtual Communities

Tuesday 2 May

- Assignment: prepare a narrative of your own or a friend's role-playing experience in a virtual world, such as a MUD, MOO, or massively multiplayer online role-playing game (MMORPG). If you haven't done it yourself, talk to someone who has and have them show you what it's like. Post the writeup on the class forum.
- Wellman, Barry and Milena Gulia (1996). Net Surfers Don't Ride Alone: Virtual Communities as Communities. Available at <[1996-Wellman](#)>
- Rheingold, Howard (1993). *The Virtual Community*. Introduction and Chapter One: The Heart of the Well. Available at <<http://www.rheingold.com/vc/book/>>
 - [Smart Mobs](#) -- recent web site and book by Rheingold (not assigned)
 - [Towards a Literacy of Cooperation](#) -- blogspace for current Stanford U course by Rheingold (not assigned)
 - Lecture slides: [flash](#), [pdf](#), and [html](#) (opens new browser window)
- Van Gelder, Lindsay (1991). The Strange Case of the Electronic Lover. In *Computerization and Controversy*. Charles Dunlop and

Robert Kling (eds.) Academic Press. Available at
<[1991_VanGelder.pdf](#)>

- Curtis, Pavel (1991). Mudding: Social Phenomena in Text-Based Virtual Reality. Available at
<http://www.eff.org/Net_culture/MOO_MUD_IRC/curtis_mudding_article>
- Dibbell, Julian (1998). A Rape in Cyberspace. *My Tiny Life: Crime and Passion in a Virtual World*. New York: Holt. Available at
<<http://www.juliandibbell.com/texts/bungle.html>>
 - Wander the deserted streets of the [Dhalgren MOO](#) (not assigned)

Thursday 4 May

- Review weeks 1-3
 - Lecture slides: [flash](#) and [pdf](#)

Week 6: Designing Virtual Communities

Tuesday 9 May

- Midterm exam

Thursday 11 May

- Assignment: Find an online community you feel is well designed and describe how the design helps the community function well; post to the class forum
- Guest speaker and former Comm 154 student David Liu presents his social networking software startup project [FAQQLY](#)
 - David Liu's FAQQLY lecture slides: [flash](#) and [pdf](#)
 - [Social Networks Attract Nearly Half Of All Web Users](#) (*TechWeb*)
 - [MySpace's meteoric growth might be its own undoing](#) (*Star-Telegram*)
- Blanchard, Anita, and Tom Horan (2000). Virtual communities and social capital. In *Social Dimensions of Information Technology: Issues for the New Millennium*. Ed. G. David

- Garson. Hershey, PA: Idea Group, 2000. 6-21 (Reader)
- Blanchard lecture slides: [flash](#), [pdf](#), and [html](#) (opens new browser window)
 - Kollock, Peter (1996). Design Principles for Online Communities. Harvard Conference on the Internet and Society. Available at <http://www.sscnet.ucla.edu/soc/faculty/kollock/papers/design.htm>
 - Kollock lecture slides: [flash](#), [pdf](#), and [html](#) (opens new browser window)
 - Williams, Gail Ann (1994). Online Community Building Concepts. Available at <http://www.well.com/user/gail/community.tips.html>
 - Godwin, Mike (1994). Nine Principles for Making Virtual Communities Work. *Wired* 2.06. Available at http://www.wired.com/wired/archive/2.06/vc.principles_pr.html
 - Suler, John (1998). Making Virtual Communities Work. Available at <http://www.rider.edu/~suler/psycyber/commwork.html>
 - Kim, Amy Jo (1998). Secrets of Successful Web Communities: 9 Timeless Design Principles for Community-Building. Available at [1998-Kim-Community](#)
 - Kim lecture slides: [flash](#), [pdf](#), and [html](#) (opens new browser window)
 - Gattiker, Urs E. et al. (2001). The virtual community: Building on social structure, relations and trust to achieve value. In *Our Virtual World: The Transformation of Work, Pay, and Life Via Technology*. Laku Chidambaram and Ilze Zigurs (eds.) Hershey, PA: Idea Group, 2001. 166-190 (Reader)
 - Gattiker lecture slides: [flash](#), [pdf](#), and [html](#) (opens new browser window)
 - Tonn, Bruce E. and Sheila More (2001). Community networks or networked communities? *Social Science Computer Review* 19. 2: 201-212 (Reader)

Week 7: Regulating Cyberspace

Tuesday 16 May

- Assignment: Prepare arguments for or against restrictions on music and movie sharing on the Internet (bring your notes to class)
 - Disruptive technologies lecture slides: [flash](#) and [pdf](#)
- Liebowitz, Stan (2003). Will MP3 downloads Annihilate the Record Industry? The Evidence so Far. In Libecap, Gary (ed.). *Advances in the Study of Entrepreneurship, Innovation, and Economic Growth*. Boston, MA: JAI Press. Available at <<http://www.pub.utdallas.edu/~liebowit/intprop/records.pdf>>
 - [Author's home page](#) with history, media coverage, and discussion (not assigned)
 - [eMusic](#) -- legal downloads of independent music
 - [music download comparison](#)
 - [Video sharing sites comparison](#)
- Electronic Freedom Foundation (2004). A Better Way Forward: Voluntary Collective Licensing of Music File Sharing. Available at <http://www.eff.org/share/collective_lic_wp.php>

Thursday 18 May

- Assignment: Prepare your view of the optimal solution for online music and movie distribution over the Internet and post them on the class forum (cf. [announcement](#))
 - [Shawn Hogan: fighting the MPAA in court](#) (not assigned)
- Boldrin, Michele, and David K. Levine (in prep). *The Case Against Intellectual Property*. Chapter 1 (available at <<http://www.dklevine.com/papers/ip.ch1.pdf>>) and Chapter 2 (available at <<http://www.dklevine.com/papers/ip.ch2.pdf>>) (the math is not assigned)
 - [Slashdot discussion](#) (not assigned)
- Boldrin & Levine (2005). Property Rights and Intellectual Monopoly. Available <<http://levine.sscnet.ucla.edu/general/intellectual/coffee.htm>>
 - The authors' [Intellectual Property Page](#) (not assigned)
 - Boldrin & Levine lecture slides: [flash](#), [pdf](#), and [html](#) (opens new browser window)

Week 8: Information Commons

Tuesday 23 May

- Assignment: download, install, and test Firefox and VLC; comment on the class forum on how you think these programs were created -- who wrote the code and why. Also assess FAQQLY as an educational tool: which features should be dropped and which features added to make it an optimal cross-generational learning tool for CS154?
- John Perry Barlow (1994). *The Economy of Ideas*. *Wired* 2. 3:84. Available at <http://www.wired.com/wired/archive/2.03/economy.ideas.html>
 - [Hollywood and the Hackers](#) (BBC, 9 June 2006) -- [mp3](#) (not assigned)
- Lessig, Lawrence (2001). *The Future of Ideas: The Fate of the Commons in a Connected World*. New York: Random House. 19-25; 49-72. (Reader)
 - [Lessig's talk at OSCON 2002](#) (flash file, assigned)
 - Commons lecture slides: [flash](#), [pdf](#), and [html](#) (opens new browser window)
 - Building the commons: [flash](#), [pdf](#), and [html](#) (opens new browser window)
- Litman, Jessica (2001). *Digital Copyright*. Amherst, NY: Prometheus. Chapter 2. Available at <http://www.msen.com/%7Elitman/digital-copyright/ch2.html>
 - [Interview with Jessica Litman](#) in the *Chronicle of Higher Education*, October 12, 2001 (not assigned)
- Bollier, David (2002). *Silent Theft. The Private Plunder of Our Common Wealth*. New York: Routledge. 1-41, 99-118 (Reader)
 - Protecting the commons: [flash](#), [pdf](#), and [html](#) (opens new browser window)
 - Net neutrality advocacy: [Save the Internet](#) (not assigned)

Thursday 25 May

- Select a web site and critique it from a usability perspective; post your assessment to the class forum (practice for designing your own site)
- Guest speaker Robin Rowe of the [Linux Movies Group](#) -- [slides](#) (pdf)
- Stallman, Richard (2002). *Free Software, Free Society*. Boston:

GNU Press. 15-30. (Reader)

- Free software slides: [flash](#), [pdf](#), and [html](#) (opens new browser window)
- Raymond, Eric (ongoing). *The Cathedral and the Bazaar*. Available at <<http://www.catb.org/%7Eesr/writings/cathedral-bazaar/cathedral-bazaar/>>. Read from beginning through “[How Many Eyeballs Tame Complexity](#)“
 - Perens, Bruce (2005). The Emerging Economic Paradigm of Open Source. Available at <<http://perens.com/Articles/Economic.html>> (not assigned)

Week 9: Copyright and Peer-to-Peer Networks

Tuesday 30 May

- File sharing lecture slides: [flash](#), [pdf](#), and [html](#) (opens new browser window)
- Howe, Jeff (2001). Licensed to bill. *Wired* 9. 10 (11 pages) (Reader)
- Recording Industry Association of America (2006).
 - Anti Piracy. Available at <http://www.riaa.com/issues/piracy/default.asp>
 - Digital Millennium Copyright Act (DMCA) -- RIAA Glossary. Available at <<http://www.riaa.com/issues/glossary/default.asp#df>>
 - AIM's New Terms Of Service. Slashdot discussion. Available at <<http://yro.slashdot.org/article.pl?sid=05/03/11/2359226>> (not assigned)
- Madden, Mary (2004). Artists, Musicians and the Internet. A Pew Internet Project Report. Available at <http://www.pewinternet.org/pdfs/PIP_Artists.Musicians_Report.pdf>
 - Karagiannis, Thomas, et al. (2004). Is P2P dying or just hiding? Available at <[2004_Karagiannis.pdf](#)> (not assigned)

assigned)

- Berkman Center for Internet & Society (2005). Content and Control: Assessing the Impact of Policy Choices on Potential Online Business Models in the Music and Film Industries. Available at http://cyber.law.harvard.edu/media/content_and_control
- [Indiestore.com: Unsigned bands get download store](#) (BBC, 25 May 2006)
- [UCLA's B-Legal project](#) (pdf)

Thursday 1 June

- Project peer review and feedback -- see [checklist](#)

Week 10: The Future of Communication

Tuesday 6 June

- Joy, Bill (2000). Why the future doesn't need us. *Wired* 8. 4 (21 pages) (Reader)

Thursday 8 June

- Lewis, Michael (2001). *Next: The Future Just Happened*. 226-236 (Reader)
- Final project due (posted on your BOL web site)
- Final review slides: [flash](#), [pdf](#), and [html](#) (opens new browser window)

Recommended reading

- Abbate, Janet (1999). *Inventing the Internet*. Cambridge, MA: MIT Press. [Table of Contents](#).

- Hafner, Katie and Matthew Lyon (1996). *Where Wizards Stay Up Late: The Origins of the Internet*. New York: Simon & Schuster. [Companion site](#). [Review](#).
- Lessig, Lawrence (1999). *Code and Other Laws of Cyberspace*. New York: Basic Books.
- Jessica Litman (2001). *Digital Copyright*. Amherst, NY: Prometheus. [Review](#).
- Steven Segaller (1999). *Nerds 2.0.1: A Brief History of the Internet*. New York: TV Books.
 - PBS Frontline video (1998). Available at <http://www.pbs.org/opb/nerds2.0.1/>
- [Shapiro](#), Andrew L. (1999). *The Control Revolution: How the Internet Is Putting Individuals In Charge and Changing the World We Know*. New York: PublicAffairs (can be ordered from [Thrifty Scholar](#)). [Review](#).
- The Way the Music Died (2004). PBS Frontline. Available at <http://www.pbs.org/wgbh/pages/frontline/shows/music/>

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Grading

Grades in this course are based on your attendance, in-class exercises, and homework assignments (20%), a midterm exam (25%), a web-based writing project (30%), and a final exam (25%).

Homework assignments typically take the form of a posting to the [online class forum](#).

The midterm and final exams are required to pass the course. The format of the exams is short answers to questions about key terms and concepts from the lectures and the readings. The final will focus on the material covered in the second half of the course, but an understanding of the core concepts from the first half will be required to respond adequately to the questions.

Early on in the course there will be a hands-on web composing lab session. There are no requirements for prior skills or knowledge for this session; its purpose is to provide you with the basic skills to make and post a web page.

The final paper for the course is a substantive research project written

up and submitted as a series of web pages. A draft of the project is due mid-quarter.

Missed Exams

The exams can only be taken at the designated time, unless you have a documented medical emergency.

Academic Dishonesty

It is essential for your own learning that you do your own work in this class. Plagiarism, or passing off someone else's work as your own, is illegal and contrary to university ethics. Students found guilty of a violation of the standards of academic honesty will receive a failing grade for the course and be reported to the university for administrative sanctions.

Grade appeals

Grade appeals should only be pursued if you have reason to believe you have received an incorrect grade or that non-academic criteria have been used in determining your grade in the course. To appeal a grade, submit a single typed page that identifies the grading item in question and presents a reasoned argument. Please note that your grade may be lowered as well as raised when your work is reevaluated.