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OH: Monday 3-4:30, Weds and Friday
4-4:30, and by appointment, Rolfe 2319

Computer-Mediated Communication

Communication Studies 151 • Winter 2014
MWF 1-1:50 Public Affairs 2270



Course Overview

This course is an examination of how computer technology, particularly the Internet, has influenced patterns of human communication. We first examine the history and distinctiveness of computer-mediated communication (CMC). We then turn to CMC's influence on modern economic, political, legal, and social interaction.

Course Readings

All readings for this course will be available online through links found in this syllabus or on the course website. Note that you will need to use a VPN connection (see <http://www.bol.ucla.edu/services/vpn/>) or proxy server (<http://bol.ucla.edu/services/proxy/>) to view much of this content from computers outside the campus network. If a reading has gone offline, please let me know and I will provide an alternative link.

Note that further readings may be assigned as the course progresses via course announcements. Students will also need to purchase an iClicker remote for use in class quizzes (available at the bookstore). [Any of the iClicker models should work fine, except for the web iClicker phone app, which requires wifi. You might also be able to reserve a free iClicker rental through UCLA's lendme.oid.ucla.edu site.] To use the iClicker, you'll need to register it on the link provided on the course webpage below, or at <https://moodle2.sscnet.ucla.edu/blocks/iclicker/registration.php>.

Course Website

<https://moodle2.sscnet.ucla.edu/course/view/14W-COMMST151-1>

Taking Notes: Lecture Outlines and Podcasts

All lecture materials for this class will be available in two electronic formats:

- I. **PDF files showing the Keynote slides presented in lecture.** I strongly encourage students to bring printouts of the slides or use pdf annotation software to assist in their note-taking during lecture. The slides will be available online at least three hours before each class and will be stored in the Announcements section of the website.
- II. **Podcasts of course lectures.** This class will be recorded for a bruincast video podcast. Students will be able to access the video podcasts by logging in with their UCLA login at <http://www2.oid.ucla.edu/webcasts/courses/2013-2014/2014winter>

Grading

There are 100 possible points in the class. They will come from three different types of assignments:

- **Projects** (40% of total course grade). I believe students learn best when they are able to apply course topics to material or experiences that are meaningful to them. This portion of the course is designed to allow you to take the ideas or topics we cover in class and explore them in greater depth and breadth than would normally be possible through normal assignments. I also intend for these projects to serve as tools to help students contribute more broadly to the experiences of their peers.
- **Reading quizzes:** (6 points total). Throughout the quarter, I will use the iClicker system to test whether students have completed and understood reading assignments. We will have approximately 20 quizzes, each of which will count as .3 points, with incorrect answers counting as zero.
- **Exams:** (54 points total, from three separate 18-points exams). Each exam will be composed of a mixture of a mix of open-book take-home essays and closed-book in-class short-answer questions. The final exam will occur during finals week and will be identical in format to the prior two tests.

Class Policies

Grade appeals should only be pursued if a student believes that he/she has received an incorrect grade or that non-academic criteria have been used in determining his/her grade in a course. Grade appeals will include a complete copy of the entire exam and a single typed page that specifically identifies the grading item in question and presents a reasoned argument that the item fits the appeal criteria above. The TA

for the class (Stonegarden Grindlife sgrindlife@ucla.edu) will regrade your entire exam and make a recommendation to me that could result in an increase *or* a decrease of your original score.

All students will be expected to do their own work on exams and throughout this course. Plagiarism or other forms of academic dishonesty will be vigorously pursued. Students found guilty of a violation of the standards of academic honesty will be turned over to the university for administrative sanctions.

I will typically offer a no-penalty make-up before the regular exam (if you are interested, contact me no later than one week before the regularly-scheduled exam). If you miss the early make-up and regular exam, you **MUST** contact me with a valid, documented, and extreme explanation within 24 hours of missing that deadline.

Please remember to turn off cell phone ringers during class. Using a laptop or cell phone for non-class-related activities during class is disrespectful to your fellow students and deeply annoys me.

If you wish to request an accommodation due to a suspected or documented disability, please inform me immediately and contact the Office for Students with Disabilities as soon as possible at A255 Murphy Hall, (310) 825-1501, (310) 206-6083 (telephone device for the deaf). Website: www.osd.ucla.edu

Class Schedule

Class 1: Overview (no reading)

Class 2: CMC History, Before Digital Computers and Networks

Key questions: How did “computing” work before digital computers? How did people envision information networks and data processing before digital computers?

Koerth-Baker, Maggie. 2013. “Jacquard looms: Videos demonstrating early computer programs.” BoingBoing.com. Jan 21, 2013. <http://boingboing.net/2013/01/21/jacquard-loom-videos-demonst.html>

Wright, Alex. 2008. “The Web Time Forgot.” New York Times. June 17, 2008. <http://www.nytimes.com/2008/06/17/science/17mund.html>

“The Idea of a Permanent World Encyclopaedia”. Contribution by H. G. Wells to the new Encyclopédie Française, August, 1937. http://sherlock.berkeley.edu/wells/world_brain.html

Bush, Vannevar. 1945. "As We May Think." The Atlantic Monthly. 176:1. <http://www.theatlantic.com/unbound/flashbks/computer/bushf.htm>

Syllabus revision group survey due Thursday at noon.

Class 3: CMC History, part 2: Digital Computing

Key Questions: What advantages did digital computers have over analog computers? What were major limitations of early digital computers?

Time Magazine Staff. 1965. "The Cybernated Generation." Time. April 1965. <http://blog.modernmechanix.com/2008/03/12/the-cybernated-generation/>

Bell Laboratories. 1973. "The Holmdel Computer Center, part 1." <http://techchannel.att.com/embed/index.cfm?mediaID=11200&w=768&h=432>

Time Magazine Staff. 1978. "The Computer Society: The Age of Miracle Chips." Time. February 1978. <http://blog.modernmechanix.com/2007/05/09/the-computer-society-the-age-of-miracle-chips/>

Time Magazine Staff. 1978. "The Computer Society: Science: The Numbers Game." Time. February 1978. <http://blog.modernmechanix.com/2007/05/09/the-computer-society-science-the-numbers-game/>

Class 4: CMC History, Part 3: The Rise of Networks

How did networking mainframe computers help make them more useful? How was the national telephone network's infrastructure organized, and how was it adapted for early computing networks?

Beason, Robert G. 1956. "Your Telephone Of Tomorrow: Future may bring push-button dialing, videophones, direct calls anywhere on earth and pocket-size sets." Mechanix Illustrated, Sept. 1956. <http://blog.modernmechanix.com/2006/08/31/your-telephone-of-tomorrow/>

[In-class Video Excerpts] Cringely, Robert. 1998. Nerds 2.0.1: Networking the Nerds (See also the web site at <http://www.pbs.org/opb/nerds2.0.1/>)

Start of quarter survey DUE

Class 5: History, Part 4: Computing Gets Personal

Time Magazine Staff. 1978. "The Computer Society: Business: Thinking Small." Time. February 1978.
<http://blog.modernmechanix.com/2007/05/09/the-computer-society-thinking-small/>

Reimer, Jeremy. 2012. "From Altair to iPad: 35 years of personal computer market share. Data shows that smartphones and tablets have been adopted far faster than PCs." Ars Technica. Aug. 14, 2012.
<http://arstechnica.com/business/2012/08/from-altair-to-ipad-35-years-of-personal-computer-market-share/>

Chen, Brian X. 2008. "The Laptop Celebrates 40 Years." Wired.com. November 3. <http://www.wired.com/gadgetlab/2008/11/museum-celebrat/>

[In-class Video Excerpts] Cringely, Robert. 1996. Triumph of the Nerds (<http://www.pbs.org/nerds/>)

Discuss Class Survey, Web Archaeology, and They're so Popular projects.

Class 6: Rise of CMC Modes

Hafner, Katie. 2001. "The Thirty-Year Path of E-Mail." New York Times. December 6, 2001. http://www.nytimes.com/learning/teachers/featured_articles/20011207friday.html

Gilbertson, Scott. 2010. "Feb. 16, 1978: Bulletin Board Goes Electronic." Wired.com. February 16.
<http://www.wired.com/thisdayintech/2010/02/0216cbbs-first-bbs-bulletin-board/>

ND. "Giganews' Usenet History." <http://www.giganews.com/usenet-history/>

Anderson, Nate. 2009. "The Web may have won, but Gopher tunnels on." Arstechnica.com. <http://arstechnica.com/tech-policy/news/2009/11/the-web-may-have-won-but-gopher-tunnels-on.ars>

Meltzer, Tom and Sarah Phillips. 2009. "From the first email to the first YouTube video: a definitive internet history." The Guardian. October 23. <http://www.guardian.co.uk/technology/2009/oct/23/internet-history>

Manjoo, Farhad. 2009. "Jurassic Web: The Internet of 1996 is almost unrecognizable compared with what we have today." Slate.com. February 24, 2009. <http://www.slate.com/toolbar.aspx?action=print&id=2212108>

Syllabus revisions DUE by Saturday at 7 p.m.

Class 7: NO CLASS. Martin Luther King, Jr. Holiday

Updated syllabus circulated on 1/21

Class 8: Social Psychology of CMC: Introduction

Key Questions: How has online communication affected how humans interact with and understand one another? How can the presence or absence of some information channels change communication? What problems might arise from online communication?

Barash, Vladimir, Nicolas Ducheneaut, Ellen Isaacs, and Victoria Bellotti. "Faceplant: Impression (Mis)management in Facebook Status Updates." ICWSM (2010). 26 Jan. 2011. Web. 29 Sept. 2011. <http://www.sciweavers.org/publications/faceplant-impression-mismanagement-facebook-status-updates>

Kaptein, M., Castaneda, D., Fernandez, N. and Nass, C. 2013. Extending the Similarity-Attraction Effect: The Effects of When-Similarity in Computer-Mediated Communication. *Journal of Computer-Mediated Communication*. doi: 10.1111/jcc4.12049 <http://onlinelibrary.wiley.com/doi/10.1111/jcc4.12049/full>

OPTIONAL: Riordan, Michelle and Roger Kreuz. 2010. "Emotion encoding and interpretation in computer-mediated communication: Reasons for use." *Computers in Human Behavior*: 26.6: 1667-73. <http://www.sciencedirect.com/science/article/B6VDC-50HWJ4Y-5/2/96ae67aad7a99bdcc00870b439f7e0fe>

Discuss Who Am I, Text This, and Faceplant Journal

Class 9: Social Psychology of CMC: The Case of Online Gaming

Key Q: How has online gaming altered patterns of human social interaction? Is online gaming responsible for altering people's views of the world and of themselves?

Kraut, Robert E. and A. Fleming Seay. 2007. "Project Massive: Self-Regulation and Problematic Use of Online Gaming". April 28, 2007. <http://repository.cmu.edu/cgi/viewcontent.cgi?article=1106&context=hcii>

Thomas, Douglas and John Seely Brown. 2011. "Multiplayer High." Boing Boing. BoingBoing.net <http://boingboing.net/2011/04/28/flux.html>

Cole, Helena and Mark D. Griffiths. 2007. "Social Interactions in Massively Multiplayer Online Role-Playing Gamers." *CyberPsychology & Behavior*. 10(4):575-583. <http://www.liebertonline.com/doi/pdf/10.1089/cpb.2007.9988>

McWhertor, Michael. "The League of Legends Team of Scientists Trying to Cure 'Toxic Behavior' Online." [Www.polygon.com](http://www.polygon.com). Polygon, 13 Oct. 2012. Web. <http://www.polygon.com/2012/10/17/3515178/the-league-of-legends-team-of-scientists-trying-to-cure-toxic>.

Discuss Knowing You Have a Problem projects.

Class 10: Exam #1, In-class

Class 11: Collective Action Online

Key Q: "What is collective action? How has technology systematically changed the ability of humans to work together to achieve their common goals? How can groups pursuing collective action be organized such that their output is something coherent and valuable?"

Lupia, Arthur and Gisela Sin. 2003. "Which public goods are endangered?: How evolving communication technologies affect The logic of collective action." *Public Choice* 117: 315–331. <http://www-personal.umich.edu/~lupia/pubgoods.pdf>

Shirky, Clay. 2005. "Institutions vs. Collaboration." Ted.com. http://www.ted.com/talks/lang/eng/clay_shirky_on_institutions_versus_collaboration.html

Benkler, Yochai. 2012. "SOPA/PIPA: A Case Study in Networked Discourse and Activism." PDF12 Conference presentation. <http://www.youtube.com/watch?v=LNP9f8geCWA>

Class 12: Collective Action Online: Managing Discussion

Key Qs: "How can people maximize the benefits of online deliberation? What problems do they face, and how can the problems be addressed?"

James. D. Carmine. "Comments Section: Land of Constructive Public Discourse Or Playground of Trolls?." Oct 5, 2013. <http://webhostinggeeks.com/blog/comments-section-land-of-public-discourse-or-playground-of-trolls>

James. D. Carmine. "Taming the Trolls." Oct 26, 2013. <http://webhostinggeeks.com/blog/taming-the-trolls/>

Weigel, Margaret. 2013. "User-generated comments, uncivil news site threads and public understanding." Journalist's Resource, Harvard Shorenstein Center. Sep. 25, 2013. <http://journalistsresource.org/studies/society/news-media/user-generated-comments-news-media-bias>

Erard, Michael. 2013. "No Comments." *New York Times Magazine*. Sept. 20, 2013. http://www.nytimes.com/2013/09/22/magazine/no-comments.html?_r=0

Weigel, Margaret. 2013. "User-generated comments, uncivil news site threads and public understanding." Journalist's Resource, Harvard Shorenstein Center. Sept. 25, 2013. <http://journalistsresource.org/studies/society/news-media/user-generated-comments-news-media-bias>

Jon Terbush. 2013. "Is it time to kill the comment sections?" Sep 25, 2013. <http://theweek.com/article/index/250102/is-it-time-to-kill-the-comments-section>

Discuss Comments on Comments project

Class 13: Collective Action Online: Wikipedia Case Study

Key Qs: "Is Wikipedia a trustworthy source for information? Will it be able to sustain its quality and number of contributors over a long period of time? How will the role of Wikipedia collaborators change in the future?"

Okoli, Chitu. 2009. "A Brief Review of Studies of Wikipedia in Peer- Reviewed Journals." Proceedings of the Third International Conference on Digital Society, 2009, 155-160. Cancun, Mexico. <http://chitu.okoli.org/images/stories/bios/pro/research/open/Okoli2009ICDS.pdf>

Giles, Jim. 2013. "Free for all? Lifting the lid on a Wikipedia crisis." *The New Scientist*. April 17, 2013. <http://www.newscientist.com/article/mg21829122.200-free-for-all-lifting-the-lid-on-a-wikipedia-crisis.html>

Simonite, Tom. 2013. "The Decline of Wikipedia." *Technology Review*. October 22, 2013. <http://www.technologyreview.com/featuredstory/520446/the-decline-of-wikipedia/>

Cohen, Noam. 2011. "On Wikipedia, Echoes of 9/11 'Edit Wars'" *New York Times*. Sept. 22, 2011. <http://www.nytimes.com/2011/09/12/business/media/on-wikipedia-911-dissent-is-kept-on-the-fringe.html>

Discuss Wikipedia Challenge, Wiki World Traveler, Online Activism, and Hail Britannica projects.

Class 14: Tour of Kleinrock Internet Heritage Site and Archive

Prof. Groeling will be at a conference. Class will meet at 3420 Boelter Hall for a guided tour of the [Kleinrock Internet Heritage Site and Archive](#)

Class 15: Social Networking Online

Key Q: "How are online social networks affecting our lives? How will that change in the future?"

Rosen, Jeffrey. 2010. "The Web Means The End of Forgetting." *The New York Times*. http://www.nytimes.com/2010/07/25/magazine/25privacy-t2.html?pagewanted=1&ref=facebook_inc

Shaughnessy, Haydn. 2013. "Facebook is Dead and Buried to Teens, Says EU Study Lead." *Forbes*. <http://www.forbes.com/sites/haydnshaughnessy/2013/12/27/facebook-is-dead-and-buried-argues-eu-study-lead/>

Farfan, Guillermo. 2014. "Social Anxiety in the Age of Social Networks." *Psychological Science*. January 2014. <http://www.psychologicalscience.org/index.php/publications/observer/2013/may-june-13/social-anxiety-in-the-age-of-social-networks.html>

Discuss Do I Know You project

Class 16: Social Networking: Other Sites

Key Q: How are online social networks affecting our lives? How will this shift and change in the future?

McMillan, Robert. 2013. "The Friendster Autopsy: How a Social Network Dies." *Wired*. Feb. 27, 2013. <http://www.wired.com/wiredenterprise/2013/02/friendster-autopsy/>

Holmes, David. 2013. "All social apps are the same now. Are we headed toward one mega-app to rule them all?" *Pandodaily.com*. Dec. 11, 2013. <http://pando.com/2013/12/11/all-social-apps-are-the-same-now-are-we-headed-toward-one-mega-app-to-rule-them-all/>

Hoover, Ryan. 2013. "Hooking users one Snapchat at a time." Pandodaily. July 30, 2013. <http://pandodaily.com/2013/07/30/hooking-users-one-snapchat-at-a-time/>

Meyer, Robinson. 2014. "Reddit Is Big, Growing, and (Maybe) Turning Ever-More Inward: A new report claims the site just doesn't refer traffic like it used to." *The Atlantic*. January 13, 2014. <http://www.theatlantic.com/technology/archive/2014/01/reddit-is-big-growing-and-maybe-turning-ever-more-inward/283034/>

Laurent, Olivier. 2013. "Instagram Has Changed the Way People See the World." *British Journal of Photography*. 7 October 2013. <http://www.bjp-online.com/2013/10/instagram-has-changed-the-way-people-see-the-world-claims-co-founder-kevin-systrom/>

Class 17: Project discussion

Discuss Never Met a Stranger, How Many Friends do you have?, Status QuoTa, and MIA for Two Days projects.

Class 18: Online Journalism

Key Q: "Has the Internet made journalism better or worse?"

McArdle, Megan. 2013. "We Are Googling the New York Times to Death." Sep. 30, 2013. Bloomberg.com. <http://www.bloomberg.com/news/2013-09-30/we-are-googling-the-new-york-times-to-death.html>

Fallows, James. 2011. "Learning to Love the (Shallow, Divisive, Unreliable) New Media." *The Atlantic*. <http://www.theatlantic.com/magazine/archive/2011/04/learning-to-love-the-shallow-divisive-unreliable-new-media/8415>

Huffington, Arianna. 2013. "Bezos, Heraclitus and the Hybrid Future of Journalism." *Huffington Post*. August 14, 2013. http://www.huffingtonpost.com/arianna-huffington/future-of-journalism_b_3756207.html

Qu, Hong. 2013. "Social media and the Boston bombings: When citizens and journalists cover the same story" Nieman Journalism Lab. April 17, 2013. <http://www.niemanlab.org/2013/04/social-media-and-the-boston-bombings-when-citizens-and-journalists-cover-the-same-story/>

Viner, Katharine. "The rise of the reader: journalism in the age of the open web." *The Guardian*. <http://www.theguardian.com/commentisfree/2013/oct/09/the-rise-of-the-reader-katharine-viner-an-smith-lecture>

OPTIONAL: The Economist Debates: The News Industry <http://www.economist.com/debate/days/view/720>

Discuss Pros before Bros

Class 19: President's Day Holiday. No class.

Class 20: Exam #2.

Class 21: Economics of the New Economy

Key Q: How have computers and the Internet changed the economy?

Siefkes, Christian. ND. "The Booms of Commons-Based Peer Production." <http://wealthofthecommons.org/essay/boom-commons-based-peer-production>

Jakubowski, Marcin and Catarina Mota. 2013. "Open Source and Beyond: Collaborative Development towards an Economy of 'Meaning'" Seoul Digital Forum. May 2, 2013. <http://www.youtube.com/watch?v=GNLWIm8FpT4>

Choudary, Sangeet Paul. "The Billion Dollar Startup Disruption. Platform Economics: How Internet Startups Disrupt Traditional Industries." Medium.com. <https://medium.com/armchair-economics/67d82e91281f>

Gurley, Bill. "Android May Be the Greatest Legal Destruction of Wealth in History." March 26, 2011. <http://www.gizmodo.com.au/2011/03/android-may-be-the-greatest-legal-destruction-of-wealth-in-history/>

T.S. 2013. "The Economist explains: How does Bitcoin work?" *The Economist*. April 11, 2013. <http://www.economist.com/blogs/economist-explains/2013/04/economist-explains-how-does-bitcoin-work>

McArdle, Megan. 2013. "Why Bitcoin is a Bubble: Currency is liquid. Bitcoins aren't." *The Daily Beast*. April 10, 2013. <http://www.thedailybeast.com/articles/2013/04/10/why-bitcoin-is-a-bubble.html>

Class 22: New Economy: Startups

Key Q: "Why does the startup business model matter for the New Economy? How have startups moved beyond the hype and transitioned economically into a viable and attractive field?"

Ries, Eric. ND. "The Lean Startup Methodology: Principles" theleanstartup.com. <http://theleanstartup.com/principles>

Robehmed, Natalie. 2013. "What is a Startup?" Forbes.com. December 16, 2013. <http://www.forbes.com/sites/natalierobehmed/2013/12/16/what-is-a-startup/>

GUEST SPEAKER: Alex Capecelatro of atthepool.com (for background, see <http://socialnerdia.com/blog/2012/8/5/at-the-pool-founder-alex-capecelatro-talks-about-improving-r.html> and atthepool.com)

Class 23: Advertising Online

Q: Why is the spam business model attractive? How do they operate, despite laws created to fight spam? How are companies pushing the boundaries of advertising in the move from traditional to online ads?

Brian, Marshall. 2012. "How Spam Works." How Stuff Works. <http://computer.howstuffworks.com/internet/basics/spam1.htm>

Lim, Rick. 2012. "Modern Method Spam Technique Analysis." Blogspot. April 2, 2012. <http://dnsbllookup.blogspot.com/2012/04/modern-method-spam-techniques-analysis.html>

Klosowski, Thorin. 2013. "How Facebook Uses Your Data to Target Ads, Even Offline." Lifehacker. April 11, 2012. <http://lifehacker.com/5994380/how-facebook-uses-your-data-to-target-ads-even-offline>

DeMers, Jayson. 2013. "The Top 7 Online Marketing Trends That Will Dominate 2014." Forbes. September 17, 2013. <http://www.forbes.com/sites/jaysondemers/2013/09/17/the-top-7-online-marketing-trends-that-will-dominate-2014/2/>

Roat, Olivia. 2012. "Celebrity Endorsements and Twitter: Do We Buy Things When Celebrities Tell Us To?" Business 2 Community. July 24, 2012. <http://www.business2community.com/twitter/celebrity-endorsements-and-twitter-do-we-buy-things-when-celebrities-tell-us-to-0229724#!sAi3F>

Ross, Philip. 2013. "Google 'Shared Endorsements' Feature Uses Your Face and Name to Advertise Products." *IbTimes*. October 12, 2013. <http://www.ibtimes.com/google-shared-endorsements-feature-uses-your-face-name-advertise-products-1423586>

Efrati, Amir. 2010. "Google Wants to Make Online Display Ads 'Sexy.'" *Wall Street Journal*. September 28. <http://blogs.wsj.com/digits/2010/09/28/google-wants-to-make-online-display-ads-sexy>

Discuss Turn Off Adblock!, E-Commerce Journal, and Fill Your Inbox assignments.

Class 24: Privacy Online

Q: How can CMC threaten privacy?

Harkinson, Josh. "Here's How Twitter Can Track You on All of Your Devices." *Mother Jones*. 24 Sept. 2013. <http://www.motherjones.com/politics/2013/09/twitter-could-threaten-your-privacy-more-facebook>

The How-To Geek. 2010. "Fact and Fiction: The Truth About Browser Cookies." *Lifehacker.com*. February 1. <http://lifehacker.com/5461114/fact-and-fiction-the-truth-about-browser-cookies>

Trepte, Sabine and Leonard Reinecke. 2011. "Perspectives on Privacy and Self-Disclosure in the Social Web." in *Privacy Online*. Berlin: Springer. http://link.springer.com/chapter/10.1007/978-3-642-21521-6_11/fulltext.html

Hotz, Robert L. 2011. "The Really Smart Phone." *Wall Street Journal*. April 23. <http://online.wsj.com/article/SB10001424052748704547604576263261679848814.html>

Heussner, Kie Mae. "Creepy or Convenient? Apps for Tracking, Keeping Tabs." *ABC News*. ABC News Network, 1 Mar. 2011. <http://abcnews.go.com/Technology/smartphone-apps-tracking-keeping-tabs-past-lovers-people/story?id=13022144>

Wingfield, Nick. 2010. "Microsoft Quashed Effort to Boost Online Privacy." *Wall Street Journal*. August 2. <http://online.wsj.com/article/SB10001424052748703467304575383530439838568.html>

OPTIONAL: "Smartphone Snoops? How Your Phone Data Is Being Shared." *CBS News*. 26 Dec. 2012. <http://www.cbsnews.com/news/smartphone-snoops-how-your-phone-data-is-being-shared/>

Class 25: Hacking and Malware

Q: What are the differences between the different kinds of ways computers can be harmed (e.g. hacking, malware, spyware, adware, viruses, trojans, etc.)? Who are hackers and how do we best protect ourselves from them?

Brain, Marshall and Fenlon, Wesley. 2000. "How Computer Viruses Work." How Stuff Works. Apr 2000. <http://computer.howstuffworks.com/virus.htm>

Brodkin, John. 2013. "Viruses, Trojans, and worms, oh my: The basics on malware." Ars Technica. Feb. 1, 2013. <http://arstechnica.com/security/2013/02/viruses-trojans-and-worms-oh-my-the-basics-on-malware/>

Bowden, Mark. 2010. "The Enemy Within." The Atlantic. June 2010. <http://www.theatlantic.com/magazine/archive/2010/06/the-enemy-within/8098/>

Anonymous. 2013. "Anonymous – We are Legion – The Story of Hacktivists." Youtube.com. Apr 2013. http://www.youtube.com/watch?v=RqSr_0lottU (watch at least the first 27 minutes, and please pardon the language!)

Krebs, Brian. 2014. "A First Look at the Target Intrusion, Malware." January 14, 2014. <http://krebsonsecurity.com/2014/01/a-first-look-at-the-target-intrusion-malware/>

Discuss Cookies and You, Private EyeSite, Fraud Finding projects

Class 26: Hacking, National Security-Style

Key Q's: What monitoring capabilities does the U.S. government have, and what kinds of information does it collect? Should the typical American citizen be concerned?

Greenwald, Glenn. 2013. "NSA collecting phone records of millions of Verizon customers daily." The Guardian, 5 June 2013. <http://www.theguardian.com/world/2013/jun/06/nsa-phone-records-verizon-court-order>

Gellman, Barton and Laura Poitras. 2013. "U.S., British intelligence mining data from nine U.S. Internet companies in broad secret program." *Washington Post*. Published: June 6, 2013 | Updated: Friday, June 7. <http://www.washingtonpost.com/investigations/us-intelligence-mining-data-from-nine-us->

internet-companies-in-broad-secret-program/2013/06/06/3a0c0da8-cebf-11e2-8845-d970ccb04497_story.html

The Guardian. 2013. "The NSA Files" <http://www.theguardian.com/world/the-nsa-files> [Read the "Essential Guide" section, and "show more" for each section other than section 5].

Ball, James. "NSA Collects Millions of Text Messages Daily in 'untargeted' Global Sweep." *The Guardian*, 16 Jan. 2014. <http://www.theguardian.com/world/2014/jan/16/nsa-collects-millions-text-messages-daily-untargeted-global-sweep>

OPTIONAL: Landau, Susan. Making Sense from Snowden: What's Significant in the NSA Surveillance Revelations. Rep. *IEEE Computer and Reliability Societies*, July-Aug. 2013. <http://privacyink.org/html/MakingSense.pdf>

Discuss Surveil Yourself project.

Class 27: U.S. Government Regulation

Q: How do the unique features of the Internet affect its regulation? What steps has the United States taken to regulate the Internet?

Volokh, Eugene. 2003. "U.S. Law and Cyberspace : Five Basic Principles." <http://classes.sscnet.ucla.edu/mod/resource/view.php?id=88990>

Ammori, Marvin. "The Net Neutrality Battle Has Been Lost." *Slate*. 14 Jan. 2014. http://www.slate.com/articles/technology/future_tense/2014/01/net_neutrality_d_c_circuit_court_ruling_the_battle_s_been_lost_but_we_can.single.html

Knoll, Amy. Any Which Way but Loose: Nations Regulate the Internet. http://heinonline.org/HOL/Page?handle=hein.journals/tulicl4&div=19&g_sent=1&collection=journals#287 (read only pp. 279-282)

Class 28: Copyright, Patents

Q: What are some of the legal guidelines for copyright of digitized media (ie music and books)? How much of software is patentable, and how do competitors try to get around those patents?

Patel, Nilay. 2012. "The 'broken patent system': how we got here and how to fix it." theverge.com. July 10, 2012. <http://www.theverge.com/2011/08/11/broken-patent-system/>

Congressional Budget Office. 2004. "Copyright Issues in Digital Media." CBO Paper. <http://www.cbo.gov/ftpdocs/57xx/doc5738/08-09-Copyright.pdf> (only read ch. 2)

Lee, Timothy B. 2011. "Unlicensed: Are Google Music and Amazon Cloud Player Illegal?". ARS Technica. August 1. <http://arstechnica.com/tech-policy/news/2011/07/are-google-music-and-amazon-cloud-player-illegal.ars>

Lee, Timothy B. 2013. "Google Books ruling is a huge victory for online innovation." November 14, 2013. <http://www.washingtonpost.com/blogs/the-switch/wp/2013/11/14/google-books-ruling-is-a-huge-victory-for-online-innovation/>

Discuss Copyright Quiz project

Class 29: Government Repression and CMC

Q: Has CMC fostered populist foment or buttressed repressive regimes?

LaFraniere, Sharon and David Barboza. 2011. "China Tightens Censorship of Electronic Communications" The New York Times. March 23, 2011. <http://www.nytimes.com/2011/03/22/world/asia/22china.html?pagewanted=all>

Shirky, Clay. 2011. "The Political Power of Social Media - Technology, the Public Sphere Sphere, and Political Change." *Foreign Affairs*. http://heinonline.org/HOL/Page?handle=hein.journals/fora90&div=8&g_sent=1&collection=journals#34

Konrad, Alex. 2013. "Tools Of Victory: The Tech That Helped Turkish Protesters Save Taksim Square." *Forbes*. July 3, 2013. <http://www.forbes.com/sites/alexkonrad/2013/07/03/the-tech-that-helped-turkish-protesters/>

OPTIONAL: Gladwell, Malcolm. 2010. "Small Change: Why the Revolution will not be tweeted." The New Yorker. http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell?currentPage=all#ixzz10xaxW7V7

OPTIONAL: King, Gary, Jennifer Pan, and Margaret Roberts. 2013. "How Censorship in China Allows Government Criticism but Silences Collective Expression." *American Political Science Review*. May 2013. <http://gking.harvard.edu/files/censored.pdf>

Discuss Great Firewall of China project.

Class 30: Wrap-up

Note: The Final Exam for this class is scheduled for Friday, March 21 from 3:00pm-6:00pm. We will also be scheduling an early make-up Final Exam on Monday, March 17.

General Project Options and Procedures

Each project below is worth between 1-5 points. Exemplary completion of a project (which includes attendance on any discussion of the project) conveys the full point total listed, while satisfactory completion is worth less, and unsatisfactory completion will result in reduced or zero points. Pay careful attention to the due date and format of each assignment. Assignments will generally be turned in to the class website by NOON of the DAY BEFORE they are scheduled to be discussed (unless otherwise noted). It is vital that all projects be turned in using proper formatting: failure to follow instructions may result in reduced points. Students may complete as many projects as they like; however, projects are worth no more than 40% of your final grade.

Menu of Projects

1. Class survey: Take the Official Course Survey (link on the course website). Due by the END of class 4. 2 points.
2. Syllabus revisions [REQUIRED]: The class will be broken up into small groups headed by a team captain (preferences and captain nominations will be done via online survey DUE at noon on Thursday of first week). Each group will be assigned to look at one topic currently in the syllabus, and
 - a. Identify the KEY QUESTION that is interesting or significant about the topic;
 - b. Suggest alternate readings/assignments that provide theory, empirical tests, or examples that help answer the key question,
 - c. Recommend which readings/assignments currently in the syllabus for that topic should be eliminated. I expect that each reading and assignment will be examined by at least two team members.
 - d. Generate a REPORT that includes:
 - i. A cover memo from your leader outlining your review strategy/workflow, how you conducted your searches, and any problems you encountered.
 - ii. The main body, which identifies your topic, key question, and includes separate sections for each reading or project that:

1. Were on the syllabus that were kept (and why: give me a one-paragraph summary of the article & a couple sentences explaining why it should be kept)
 2. Were added to the syllabus (and why)
 3. Were ALMOST added to the syllabus, but didn't make the cut (and why)
 4. Were on the syllabus that were killed (and why)
 5. Were considered for addition, but rejected because they were bad (and why)
- 5 points for members; 10 points for Captains. Due by the END of class 5.
3. They're So Popular: Go to google books' archive of *Popular Science* magazine and search for the word "computer." [Restrict your search](#) so that you find and read at least one article for each decade from the 1930s to the present. Write up a post in which you include links to each article and briefly discuss its content, then summarize your conclusions about how the coverage and role of computers has changed since the 1930s. 4 points. Discuss in Class 6 (so it's due at noon the day before, i.e. 10/4).
 4. Web Archaeology. Use the Internet Archive's Wayback Machine (<http://www.archive.org/web/web.php>) to find the following info: Pick your favorite or most-visited website: Use the wayback machine to find the oldest listing for that site, and significant milestones or changes in the site's history (look at about 10 versions of the site over its entire history). Compare the content, style, and characteristics of the site over time. Repeat the above with the site govworks.com, dailynews.com, apple.com (IMPORTANT NOTE: The wayback machine is often offline, so don't delay this assignment until the last minute) Discuss in Class 6. 4 points.
 5. "Who Am I?" (Suggested reading: <http://www.cyberpsychology.eu/view.php?cisloclanku=2009061501&article=1>) Examine SIX random Facebook profile pages of people you have never met before (try to have about half be men and half be women) and SIX of your current friends. Look at the person's profile picture and the information that they reveal about themselves. Are there any common trends you see among all of the profile pages? What social setting and cues are revealed by the photos? What identities are these people giving to themselves and why do you think they choose to reveal certain information? Are there clear similarities and/or differences between people's profile pictures and their verbal descriptions? More specifically, do these two elements of people's profiles often complement or contradict each other? Also note any differences you observe in behavior by gender. For the six friends, also discuss how well their online portrayal matches up with how you think they really are in "real life." Write up a paragraph discussing your findings and post it to the assignment page. Discuss in Class 8. 4 points.
 6. Text This! For this project, you will text or Facebook message 8 people to test how emoticons affect text messages. Pick four people with whom you haven't been in contact recently and pick four people with whom you've stayed in contact. For each group, send half of them with a message like "Hey :)" for the other half with "Hey." (Try to have similar numbers of men and women in each group). Track how long messages go back and forth and analyze if emoticons help or hinder relationships through text messages. Discuss in Class 8. 3 points.

7. Faceplant Journal: As we read in the “Faceplant” article in class 8, people sometimes communicate different meanings than they intend on social networking sites. For this project, go to your facebook News Feed (or equivalent feed on another social networking tool) and rate 25 of your friends’ updates using the following labels: cool/uncool, entertaining/boring, uplifting/depressing, self-deprecating/self-important, appreciative/critical. What was the most common category that you found to be labeling the statuses as? Did the number of likes/comments seem to correlate with whether you labelled the update as a positive or negative category (i.e. did something you labelled as “boring” get few likes, whereas something you labelled as “uplifting” got many likes)? After doing all this, look at your most recent updates and try to read them as if you had not written them. What category would you put them in? What has this taught you about impressions of people that are given off by Facebook statuses? Discuss in Class 8. 3 points.
8. Knowing You Have a Problem? Think of all of your friends and select the three who are most heavily involved in online gaming. Ask them to take the survey at <http://netaddiction.com/are-you-an-obsessive-online-gamer/> and then discuss whether they believe they qualify as “an obsessive online gamer.” [It would be especially useful to find out whether they believe the test results are accurate, and especially *why* they agree or disagree with the survey results]. Then discuss whether they view online gaming as a positive or negative influence on their lives. Use the information from your interview and from the Class 8 readings to discuss whether your friends seem to be socially benefitting or suffering harm from their online gaming. Discuss in Class 9. 4 points.
9. Comments on Comments. Go to news.google.com and find a news topic that interests you. Click on the “click to see related articles” arrow to the right of the topic to find similar stories about the topic from different news organizations. Your goal is to find two different news organizations that are covering the story that allow user comments on their website. Next, read the two different versions of the article and the comments on each of the sites. Keep track of the number of comments you find to be good vs. bad (including spam). Then, read the comment policies of the websites and summarize who can post comments and how comments are ranked, edited, or moderated. Once you understood the procedure behind comments, analyze how you believe the commenting policy has impacted the quality of the discussion presented on the two sites. Discuss in Class 12. 5 points.
10. Wikipedia Challenge: Wikipedia is an online encyclopedia written and edited collectively by people around the world. For this assignment, create a new entry or edit an existing entry. Edits must be substantive (NOT just fixing typos or grammar) and at least two sentences in length. To receive credit, copy-and-paste the original text, indicating your changes in bold text. Then return three days later and verify whether your edits are still in place. Write up these results, along with a live link to the wikipedia page in question, and a paragraph discussing what your results tell you about how wikipedia works. Discuss in Class 13. 5 points.
11. Wiki World Traveler: Do you understand another language? If so, for this project you will compare the content and accuracy of Wikipedia entries in English vs. in other Wikipedia language. (Note that you should pick TWO articles that are well developed in English (for example, American presidents, McDonald’s, Barbie, American Idol, Star Wars, or some historic events, like Pearl Har-

- bor, or some famous American scandals that got the public's attention). Then, change the language of your own preference of each article by clicking on the left-hand site panel, where it says "languages" to your other language. What are the major differences between the articles across languages in terms of content and emphasis? Was there any noticeable editorial tilt in one version versus the other? Submit links to all four articles (two per each language) and the summary of your findings and explorations. 5 points. Discuss in Class 13.
12. Hail, Britannica: Wikipedia is commonly compared to the *Encyclopedia Britannica*, since it covers a vast array of human knowledge. Wikipedia has millions of articles compared to the few hundred thousand of the *Encyclopedia Britannica*. However, the quality of Wikipedia articles is commonly called into question. Read three articles on Wikipedia on subjects with which you have a high amount of knowledge (such as hobbies, geographical locations, academic subjects you've studied, etc.), find their equivalents on the *Encyclopedia Britannica* (access should be free through the UCLA VPN: <http://www.bol.ucla.edu/services/vpn/>), and read both sets. Compare and contrast the articles from the two sources, and evaluate the two sources in terms of their readability, accuracy, depth, and usefulness. Make sure to include the links for the articles you chose to read. 5 points. Discuss in Class 13.
 13. Online Activism: Find an unsolicited e-mail or item in your social networking newsfeed that's been sent to you that attempts to get you to participate in social or political action. First, detail the exact nature of the request, and specifically the action that it requested you take (and whether or not you took the action, and why). Second, contact the person who sent you the appeal and ask them who sent it to them and what motivated them to send it along to you. If possible, try to find any news account about the on-line campaign and determine its effectiveness at achieving its goal. Discuss in Class 14. 4 points.
 14. Do I Know You: How does Facebook know who our friends are and are they accurate? On the left side of your Facebook Homepage, click "Friends" and then under Friends click "Find Friends." Facebook will give the option for "People You May Know." Choose 4 of the people Facebook says are people you may know and you have yet to add. For each person explain your connection/relationship to the person and the number of mutual friends you share. Next go to their Facebook page and see how much information you can learn about the person: city, school, age, groups, interests, photos etc. Indicate what information you were able to find and comment on the information you were able to attain as a "stranger" to this person's page. Lastly explain whether or not you would consider adding this person as a friend and why. Discuss in Class 15. 4 points
 15. Never Met a Stranger: Ask 8 of your facebook friends (4 female, 4 male) what criteria are needed before he or she adds a new person as a "Friend" to their Facebook? Do they add any stranger? Did they have to meet the person in reality at least once? Did they have to know the person for a few weeks or meet them a few times in person? Ask them to count the number of their current friends that they a) have met in person; b) have never met, but aren't "strangers" to them; and c) are strangers they don't really know. Briefly discuss your findings. Discuss in class 17. 4 points.
 16. How Many Friends do you have? Of the X number of people each of us has on our "friends" list on Facebook, how many friends do we actually communicate with via this popular social networking

- device? To what extent does Facebook actually enhance our relationships with our "friends"? Assignment procedures- Select a random sample of 20 friends from your "friends" list and compose a consistent, simple message, such as "hey, how have you been?"; to send to the selected sample through Facebook messenger. Wait for replies to your greeting, keep a record of the number of responses, and a record of the types of responses from your "friends." Write a brief analysis of the findings. Who responded, what kind of "friend." what kind of dialogue was created, and how did/did not help you connect and communicate more with each other? Discuss in Class 17. 4 points.
17. Status QuoTa: For one week, you must post two Facebook status updates per day. One of the status updates can be interesting or important, but the other should be completely unimportant/silly (Ex. "About to get my Red Bull on!" or "I just climbed a flight of stairs." [Note: Don't tell your friends about the assignment]). After the week is over, go over any comments, likes or dislikes that your status updates received. Did you receive more "attention" than usual, and was that attention good or bad? Did your "friends" notice the increase/decrease in status updates? In addition, describe how this experience makes you feel about the status update feature of Facebook; do you now feel that it is more or less useful than you did before? Discuss in class 17. 4 points.
18. MIA for Two Days. For this assignment, deactivate your Facebook (<http://www.facebook.com/help/?faq=13015>) for 48 hours *without* announcing it to your friends. Reactivate your Facebook after 48 hours have elapsed and examine whether or not your Facebook friends noticed your 2-day deactivation. If they did, record who noticed/their responses and whether those "friends" were your close friends, classmates, acquaintances, co-workers, or family? Were there users who you expected to notice your deactivation, but didn't? If no one made a remark about your deactivation, why do you think that was the case? In addition, keep a log of how being off of Facebook for two days affected your life. Write up your results, and analyze what they tell you about Facebook's importance in your social life. Discuss in class 17. 5 points.
19. Pros before Bros: Go to the nytimes.com homepage and find an article in each of the following sections of the website: technology, opinion, and health. Then search google for the topics in each of your three NYT articles and try to find a prominent blog, non-traditional news source (e.g. *The Huffington Post*, *The Daily Caller*, etc.), or non-American article on the same subject. Compare the information presented in each, including: Length of story; number of sources cited; links to other resources; apparent expertise or quality of analysis; fairness, and how engaging you personally found the writing to be. In each case, would you consider the professional news source to be much better than the unprofessional? Would you pay to have access to the professional news site, or would you find the unprofessional adequate? Which do you believe more reliable? Present your detailed comparison of each article (with links to each), as well as a paragraph summarizing your conclusions. Discuss in Class 18. 4 points.
20. E-commerce journal: Keep a log of any product research, buying, or selling you do on-line for an entire week (make sure you start this project more than a week before the due date!). In your analysis, make sure you note why you chose to do these activities on-line (as opposed to over the phone, in person, through the mail, etc.), and also note commercial activity you did not feel comfortable doing online (and why). Discuss in Class 23. 4 points.

21. Fill Your Inbox- Create TWO different free email accounts with any online email service of your choice (gmail, yahoo, etc). Then pick five different websites and register each e-mail address for their service or email list. [Try to get a variety of websites (news, shopping, special interest, social, etc.) like the following: Livingsocial.com,groupon.com, newegg.com, overstock.com, stevemadden.com, ign.com, nike.com, pizzahut.com, cnn.com, etc.] When signing up for each website, generate two unique names (for example, for Livingsocial.com, you might want to have “Liv” as your first name and “Soci” as your last name) with two very distinct sets of characteristics or interests [e.g. if one account is like you, make the other one have the opposite gender, age, income, and be interested in topics in which you have no interest at all, assuming the site asks for this info]. After signing up, monitor each of the new email addresses for one week and take note of the following: Which websites did you sign up for? How many emails did you receive from each specific website? Did you get any spam emails from websites or companies that you did not give your email address to? If so, how do you think they got this email address? (EX: If they said “Hello Liv Soci” you would know Livingsocial.com gave another company your email). And did the type of spam you received to each address vary based on the characteristics of each identity? After the week is over, post this information and your analysis of the ads you received. Discuss in class 23. 4 points.
22. Turn Off Adblock! Part 1) Download a new web browser or clear all cookies and history of a secondary web browser you don't use. Go to these following websites and list out what ads are shown on the sites: facebook.com, pandora.com, realtor.com, youtube.com, and fandango.com. (Make sure to turn off Adblock so you can see the ads and also for Youtube, look out only for the video ads that appear on popular videos). For realtor.com, you need to click a listing or initiate a search for anything. For Pandora, just search for any song and ads will be on that page. For Facebook, login with your account before looking for ads. See what type of general advertisements these sites are showing to users with no past browser history. Summarize what you find and if the different ads relate to each other.
- Part 2) Next repeat looking for ads on the 5 websites on your regular browser that is filled with browsing history and cookies. Make sure to not clear history or cookies at least 4 days in advance so that your regular browser has personalized data on you. List out what ads are shown and summarize what you find and the relations between ads. Make sure to login when you are on facebook.com.
- Part 3) Lastly, compare the two different results from ads generated by the clean browser and the personalized browser. How do the ads differ in terms of content? Also an interesting question to answer is what type of data do different websites prefer pulling from your holistic data pool. Are Youtube video advertisements more focused on selling products or providing tailored entertainment like other Youtube videos or specific movies? Does browsing history and data follow your facebook account when you switch browsers? Discuss in Class 23. 5 points.
23. Cookies and You: Clear all cookies before starting this assignment (or download a new browser you haven't used before like Chrome <http://www.google.com/chrome> or Safari <http://www.apple.com/safari/download/>). Make sure your (new) browser is set to accept all

cookies. Then go to one particular website (your favorite website) and browse on it for five minutes. After five minutes, look at all the cookies that your browser has collected and note what type of cookies they are: first-party cookies vs third-party cookies. For example, if you go to www.fun.com, a first-party cookie would be from www.fun.com. A third-party cookie would be from anywhere else. Clear your cookies again, and do a search on “free” on any search engine. Then repeat the above exercise with one of the more interesting websites that came up when you searched on “free.” Present a detailed summary of your results and discuss the functions the cookies loaded by your browser seemed to be serving and what conclusions the exercise suggests regarding privacy online. Discuss in Class 25. 4 points.

24. Private EyeSite: Read <http://lifesacker.com/5138427/five-best-people+search-engines>. Then use what you’ve learned there to search these sites (AND spokeo.com) for as much FREE information as you can find about 4 out of the 7 following options: (a) Your favorite high school teacher; (b) Your favorite UCLA Professor; (c) Your boss; (d) Your great grandfather; (e) Your cousin; (f) Your best friend; (g) You [Note: do NOT pay for any additional information]. Write up a summary of what you find for each person and a paragraph discussing the accuracy of the information you found. Describe your reactions to such information being available online to anyone searching these sites. Also, mention whether there was a person in particular that you were able to find a large amount of information on and why you believe this was the case (ex: their profession, community involvement, etc.). Discuss in Class 25. 5 points.
25. Fraud Finding: Contact 6 other students/friends/family and find out who has been a victim of some sort of online or offline fraud within the last 10 years, and as many details as you can about the fraudulent activities. For those who have been the victim of fraud, ask what steps they’re taking to protect themselves in the future. Summarize your findings regarding the prevalence and patterns of fraudulent activity, and draw some conclusions about what your results tell us about on-line and offline fraud. Discuss in Class 25. 3 points.
26. “Surveil Yourself” Visit the following site: [NSA Files: Decoded](http://www.theguardian.com/world/interactive/2013/nov/01/snowden-nsa-files-surveillance-revelations-decoded)
<http://www.theguardian.com/world/interactive/2013/nov/01/snowden-nsa-files-surveillance-revelations-decoded>
 - Look at the “Three Degrees of Separation” section of the NSA files (found in Part 1). Use the toggle bar to select the number of friends you have on Facebook, and see how that translates to the number of second-degree and third-degree friends that this affects. Repeat with different numbers of first-degree friends.
 - Look at the “Your Digital Trail” section of the NSA files (found in Part 2). Click on the items you frequently use (email, Facebook, Twitter, your camera, etc.) and see what kind of personal information you share to the public.
 - Visit MIT’s “Immersion Project” site: <https://immersion.media.mit.edu>
 - Log in with your Gmail, Yahoo, or MS Exchange account information

- Allow the project to create a map of who you've been in contact with through your email account (may take up to 15 minutes). Examine the connections depicted on the map and explore features such as "My Stats" and "Top Collaborators."
 - Look for the "Take a Snapshot" heading on the lefthand side, and select the "without labels" link. Below it, another link should appear to "open snapshot." Save this snapshot and include it in your write-up.
 - Write a response that describes your reaction after learning how much of your personal information is actually exposed to government surveillance. Did anything surprise you? How will this influence your online behavior in the future? 5 points. Discuss in Class 26.
27. Copyright Quiz. Take the copyright quiz at <http://www.csus.edu/indiv/p/peachj/edte230/copyright/quiz.htm> . Summarize your correct and incorrect guesses, and write a paragraph that analyzes the areas where you best and least understood current copyright law. Discuss in Class 28. 2 points.
28. The Great Firewall of China. First, check your browsing history and find 10 webpages that you've visited in the last week and found to be informative or useful. Then go to news.google.com and find 10 stories related to the following Chinese topics: Ai Weiwei, Chen Guangcheng, Fang Binxing, Google and China, Jon Hunstman, Labor strike and Honda, Li Chengpeng, Lichuan protests over the death of Rao Jianxin, Liu Xiaobo, Mass incidents, Mergen, Princlings faction, Qian Mingqi, Qian Yunhui, Syria, Taiwan weapons, Unrest in Inner Mongolia, Uyghur protest, Wu Bangguo, or Zengcheng protests. Finally, go to <http://www.greatfirewallofchina.org/index.php> to see which of the 20 pages are blocked in China and which are accessible. Compare the accessible sites with the blocked sites and use this article (<http://gking.harvard.edu/files/censored.pdf>) to better understand your results. 5 points. Discuss in Class 29.