





## CRD 703 (001) Spring 2016 Communication in Networked Society


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## General

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 [Syllabus](#)

### Contact information:

Dr. Adriana de Souza e Silva

Associate Professor

NCSU Department of Communication

aasilva@ncsu.edu

<http://www.souzaesilva.com>

### Class meetings:

Tuesdays, 10:15 a.m. - 1:00 p.m.

Winston 017


**Credit hours:** 3

**Office:** Winston 104

**Office hours:** By appointment

 [Assignments](#)

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 [Blog and Wiki](#)

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 [Readings](#)


There will be weekly readings. This is a reading-intensive course in which you will be asked to deal with material that is often quite challenging in its language and theoretical positions. You should expect to read about 60-100 pages a week, and write a commentary about the texts every week (blog posts). You are excused from writing your post if you are presenting to the class. You are responsible for not only reading all the material assigned to you, but engaging with it before class in a way that prepares you to participate in class discussion. In order to do this, you will need to take careful reading notes and review your notes before each class. The readings shall be used not only for class discussion, but also to support your arguments in the class discussions, presentations, and the final paper.

All texts are available online at the NCSU library online reserves.

Note: All students must regularly check e-mails, as well as the class website, for messages and updates from this course.

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 Grading Rubrics

 FinalPaper\_GradingForm.doc

 FinalPresentationEvalForm.doc

 PresentationEvalForm.doc

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 [Announcements](#)

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## Week 0: Course overview

Days	Readings Due	Classroom Activities	Assignments
01/12		Course introduction	Choose presentations

### Week 1: Network Society

Days	Readings Due	Classroom Activities	Assignments
01/19	<p>Gane, N., &amp; Beer, G. (2008). "Network" (pp. 15-34).</p> <p>Castells, M. (2000). "Conclusion: The Network Society" (pp. 500-509).</p> <p>Castells, M. (2000). "Materials for an exploratory theory of the network society" (pp. 5-24).</p> <p>Couclelis, H. (2007). "Misses, near-misses and surprises in forecasting the informational city" (pp. 71-83)</p>	<b>Presentation 1:</b> Charlie Ecenbarger	Blog 1 / Wiki 1

 [Presentation Slides](#)

### Week 2: Actor-Network Theory (ANT) / Rhizome


Days	Readings Due	Classroom Activities	Assignments
01/26	<p>Deleuze, G. &amp; Guattari, F. "Introduction: Rhizome" (pp. 3-25)</p> <p>Latour, B. (2005). "Introduction: How to resume the task of tracing associations" (pp. 1-17)</p> <p>Latour, B. (2005). "On Actor Network Theory: A few clarifications" (pp. 369-381).</p> <p>Law, J. (1992). "Notes on the theory of the actor-network: ordering, strategy, and heterogeneity", 379–393.</p>	<b>Presentation 2:</b> Justin Grandinetti	Blog 2 / Wiki 2

 [Justin's presentation slides](#)

### Week 3: Social Network Analysis (SNA)


Days	Readings Due	Classroom Activities	Assignments
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02/02	<p>Monge, P., &amp; Contractor, N. (2003). "Network concepts, measures, and the multitheoretical, multilevel analytical framework" (pp. 29-44).</p> <p>Marin, A. &amp; Wellman, B. (2011), "Social Network Analysis, An Introduction" (pp. 11-25).</p> <p>Hanneman, R., &amp; Riddle, M. (2011). A brief introduction to analyzing social network data" (pp. 331-339).</p> <p>Rainie, L., &amp; Wellman, B. (2012). "The new social operating system of networked individualism" (pp. 3-20).</p>	<p><b>Presentation 3:</b> Jeonghyun Lee</p> <p>TED Talk Nikolas Christakis</p> <p>Guest speaker: Sean Lynch (LAS)</p>	Blog 3 / Wiki 3
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 [Lee's Presentation](#)

#### Week 4: Mobilities / Network Locality

Days	Readings Due	Classroom Activities	Assignments
02/09	<p>Sheller, M. &amp; Urry, J. (2006). "The new mobilities paradigm" (pp. 207-226)</p> <p>Cresswell, "Towards a politics of mobility" (pp. 17-31).</p> <p>De Souza e Silva, A., &amp; Gordon, E. (2013). "Net Locality" (pp. 134-142).</p> <p>Gordon &amp; de Souza e Silva, "Introduction" (pp. 1-18).</p>	<p><b>Presentation 4:</b> Kee Eun Joo</p>	Blog 4 / Wiki 4

 [Kee Eun's presentation](#)

#### Week 5: ARPANET / Internet

Days	Readings Due	Classroom Activities	Assignments
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02/16

Hafner & Lyon (1996). "Hacking away and hollering" (pp. 160-186).

Abbatte, J. (1999). "Building the ARPANET" (pp. 43-81).

Abbatte, J. (1999). "From ARPANET to Internet" (pp. 113-145).

Leiner et. Al (2009). " A brief history of the internet" (pp. 22-31).

**Presentation 5:** Kendra Andrews


Blog 5 / Wiki 5

**One paragraph proposal for final paper due.**

Memex's demo

History of the Internet timeline

Engelbart's demo (mouse)

 [Kendra's presentation](#)

## Week 6: WWW / Web 2.0

Days	Readings Due	Classroom Activities	Assignments
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**WWW**

\*Abbate, J. (1999). "Popularizing the Internet" (pp. 181-220).

\*Berners-Lee, et. al. (1994). "The World Wide Web" (pp. 791-798).

Baehr & Lang (2012). "Hypertext Theory" (pp. 39-56).

Hameri, A., & Nordberg, M. (1998). "From experience: Linking available resources and technologies to create a solution for document sharing" (pp. 322-334).

**Web 2.0**

\*Allen, M. (2012). "What was Web 2.0? Versions as the dominant mode of internet history (pp. 260-275).

\*Postigo, (2011). "Questioning the Web 2.0 discourse: Social roles, production, values, and the case of the human rights portal" (pp. 181-193).

Barassi, V., & Treré, E. (2012). "Does Web 3.0 come after Web 2.0? Deconstructing theoretical assumptions through practice" (p. 1269-1285).

Blank, G., & Reisdorf, B. (2012). "The participatory web: A user perspective on Web 2.0" (pp. 537-554).

**Presentation 6:**


Mark Bentley (WWW) / Krystin Gollihue (Web 2.0)


Wikipedia: [Heavy Metal Umlaut](#)

TED Talks Tim Berners-Lee:  
[2014](#)  
[2010](#)  
[2009](#)

TED Talk jimmy Wales [Wikipedia](#)

[TED Talk Kevin Kelly](#)

 [Mark's presentation](#)

 [Krystin's presentation](#)

**Week 7: Social Networking Sites / Location-based social networks**

Days	Readings Due	Classroom Activities	Assignments
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03/01

**SNS:**

\* Steinfield, C., Ellison, N., & Vitak, J. (2013). "Online social network sites and the concept of social capital" (pp. 115-131).

\* Himelboim, I., McCreery, S., & Smith, M. (2013). "Birds of a feather tweet together" (pp. 154-174).

Baym, N., & boyd, d. (2012). "Socially mediated publicns: An introduction" (pp. 320-329).

boyd, d., & Ellison, N. (2010). "Social network sites" (pp. 261-281).

**LBSN:**

\* de Souza e Silva, A., & Frith, J. (2010). "Locative mobile social networks: Mapping communication and location in urban spaces" (pp. 485-505).

\* Humphreys, L. (2010). "Mobile social networks and urban public space" (pp. 763-778).

Licoppe, C. (2013). "Merging mobile communication studies and urban research" (pp. 122-128).


Schwartz, R. (2014). "Online place attachment" (pp. 85-100).


**Presentation 7:**

Katreena Alder (SNS)  
Desiree Dighton (LBSN)

Mobile Social Networks:  
Lee Humphreys

Blog 7 / Wiki 7

 [Desiree's presentation](#)

 [Katreena's presentation](#)


**Week 8: Spring Break**

Days	Readings Due	Classroom Activities	Assignments
03/08		NO CLASS	

**Week 9: Internet of Things / Ubiquitous Computing / Big Data**


Days	Readings Due	Classroom Activities	Assignments
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03/15	<p>Dourish, P. &amp; Bell, G. (2011). "Contextualizing ubiquitous computing" (p. 9-43).</p> <p>Dourish, P. &amp; Bell, G. (2011). "Mobility and Urbanism" (pp. 117-136).</p> <p>Mayer-Schongerger, V., &amp; Cukier, K. N. (2013). "Big Data" (pp. 1-31).</p> <p><u>TED Talk Kenneth Cukier</u></p> <p>Duarte, F. (2015). "Chapter 1: <u>Internet of Things: Building a landscape of technological folds</u>" (pp. 31-66)</p>	<p><b>Presentation 8:</b> Abigail Browning</p> <p>Lecture: Paul Dourish</p>	<p>Blog 8 / Wiki 8</p> <p><b>Paper outline due.</b></p>
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 [Abigail's presentation](#)

### Week 10: Surveillance / Power networks

Days	Readings Due	Classroom Activities	Assignments
03/22	<p>Andrejevic, M. (2007). "Surveillance in the digital enclosure" (pp. 295-317).</p> <p>Andrejevic, M. (2015). "Theorizing drones and droning theory."</p> <p>de Souza e Silva, A., &amp; Frith, J. (2012). "Power in location-awareness" (pp. 136-161).</p> <p>Castells, M. (2011). "A network theory of power" (pp. 773-787).</p>	<p><b>Presentation 9:</b> Hal Meeks</p> <p>Skype lecture: Andrejevic?</p>	<p>Blog 9 / Wiki 9</p>


 [Hal's presentation](#)

### Week 11: Security / Military networks

Days	Readings Due	Classroom Activities	Assignments
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03/29	<p>van der Hulst, R. (2011). "Terrorist networks: The threat of connectivity" (pp. 256-270).</p> <p>Krebs, V. E. (2002). "Mapping networks of terrorist cells" (pp. 43-52).</p> <p>Dennis, M. (2013). "Tacit Knowledge as a Factor in the Proliferation of WMD" (pp. 1-9)</p> <p>Montgomery, A. (2005). "Ring in Proliferation" (pp. 153-187).</p>	<p><b>Presentation 10:</b> Alex Hammond</p> <p>Guest: <a href="#">Dr. Kathleen Vogel</a></p> <p>Resource: <a href="#">Mapping Military Organizations</a></p>	Blog 10 / Wiki 10
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 [Alex's presentation](#)


## Week 12: Civic Engagement


Days	Readings Due	Classroom Activities	Assignments
04/05	<p>Gordon, E., &amp; de Souza e Silva, A. (2011). "Community" (pp. 105-132).</p> <p>Bimber, B., Flanagan, A., &amp; Stohl, C. (2005). "Reconceptualizing collective action in the contemporary media environment" (pp. 365-388).</p> <p>Diani, M. (2011). "Social movements and collective action" (pp. 223-235).</p> <p>Monge, P. &amp; Contractor, N. (2003). "Theories of Self-interest and Collective Action" (pp. 141-172).</p>	<p><b>Presentation 11:</b> Lori Mackowski</p> <p>Q&amp;A with <a href="#">Eric Gordon</a></p>	Blog 11 / Wiki 11


 [Lori's presentation](#)


## Week 13: Final Presentations


Days	Readings Due	Classroom Activities	Assignments
04/12		Final Presentations	<p>10:20-10:40: <a href="#">Charles Ecenbarger</a></p> <p>10:40-11:00: <a href="#">Justin Grandinetti</a></p> <p>11:00-11:20: <a href="#">Jeonghyun Lee</a></p> <p>Moderator: Mark Bentley</p> <p>BREAK (11:20-11:35)</p> <p>11:35-11:55: <a href="#">Abigail Browning</a></p> <p>11:55-12:15: <a href="#">Kee Eun Joo</a></p> <p>12:15-12:35: <a href="#">Alex Hammond</a></p> <p>Moderator: Charles Ecenbarger</p>

 [Lee's final presentation](#)

 [Abigail's presentation](#)


 [Justin's presentation](#)


 [Kee Eun's presentation](#)


 [Abigail's presentation](#)

## Week 14: Final Presentations

Days	Readings Due	Classroom Activities	Assignments
04/19		Final presentations	10:15-10:35: <a href="#">Lori Mackowski</a> 10:35-10:55: <a href="#">Krystin Gollihue</a> 10:55-11:15: <a href="#">Katreena</a> 11:15-11:35: <a href="#">Desiree Dighton</a> Moderator: Abigail Browning  BREAK (11:35-11:55)  11:55-12:15: <a href="#">Mark Bentley</a> 12:15-12:35: <a href="#">Hal Meeks</a> 12:35-12:55: <a href="#">Kendra Andrews</a> Moderator: Katreena Alder


 [Krystin's presentation](#)

 [Katreena's presentation](#)

 [Kendra's presentation](#)

 [Lori Mackowski](#)

 [Hal Meeks' presentation](#)

 [Mark's presentation](#)

## Week 15: Final paper due

Days	Readings Due	Classroom Activities	Assignments
04/26		NO CLASS	Final paper due @ 1:00 p.m via email. (please send me a word doc).

## Week 16: Finals

Days	Readings Due	Classroom Activities	Assignments
12/10		no class	Final paper due @ 1:00 p.m via email. (please send me a word doc).

May 10 - May 16


May 17 - May 23

May 24 - May 30

May 31 - June 6


June 7 - June 13

## People

 [Participants](#)

## Activities

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## Calendar

March 2017						
Sun (Sunday)	Mon (Monday)	Tue (Tuesday)	Wed (Wednesday)	Thu (Thursday)	Fri (Friday)	Sat (Saturday)
			1	2	3	4
5	6	7	8	9	10	11
12	13	<b>14</b>	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

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## Library Course Tools



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Course administration

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## Syllabus

### Catalog Description:

Survey of network theory and methods for studying networks, networked communication practices, empirical approaches to communication networks, and their effects on issues such as identity, labor, organization, power, etc. Student's research and application interests, developed in consultation with the instructor, will drive more focused study in particular network theories and methods.

### Course Description:

The rapid development and proliferation of information and communication technologies has contributed to the growth and importance of networks. We can now speak of not only communication networks but also of financial, military, social, cultural, and political networks, to name a few. These networks, and the technologies that support them have a profound effect on institutions, culture, identity formation, social organization, and communication practices generally. The rate at which new information and communication technologies are developed and the degree to which these technologies are integrated into the practices of modern society ensures the need for a constantly evolving set of theories to articulate and understand these effects and an equally strong need for the development of new research methods to study these technologically mediated network practices.

This course investigates the role of communication technology and practices in shaping our current networked society. We will explore and compare a variety of theoretical and methodological approaches for studying networks, from the traditional ideas of “network society” and rhizome, to more contemporary conceptual analysis that include net locality, mobilities, and the internet of things.

The course will be split in two parts. In the first half, we will focus broadly on theories and methods for studying networks. We will consider primarily four conceptual views of networks: Network Society, Social Network Analysis, Actor-Network Theory, and Network Locality. Then, in the second half of the class, we will look at applications of these theories and

methods, by analyzing different kinds of networks, such as: the internet, the world wide web, social networking sites, and location-based social networks. We will also explore how civic engagement, security networks, and surveillance/power unfold in a world increasingly connected by big data and the internet of things.

**Course objectives:**

Upon successful completion of this course students will be able to:

- Critically reflect upon the state of digital networks in today's society;
- Describe the role communication technologies and practices play in developing and maintaining various types of communication networks;
- Demonstrate a broad interdisciplinary understanding of theories describing the social and cultural impact of different networks;
- Articulate some of the political, social, cultural and economic forces and concerns surrounding networks;
- Identify gaps in our theoretical understanding of networks and address those gaps through careful study of the ways networks are created, used, and transformed to exercise power, reinforce or challenge existing social relations, and develop new social and cultural practices;
- Implement a research project related to communication networks in consultation with the instructor.

**Course Components and Grading:**

Wiki: 15 points

Blog: 20 points

Class presentation: 20 points

Final paper presentation: 15 points

Final paper: 30 points

I will be grading on the University's A+/F scale, as follows:

- 97-100 = A+
- 93-96 = A
- 90-92 = A-
- 87-89 = B+
- 83-86 = B
- 80-82 = B-
- 77-79 = C+
- 73-76 = C
- 70-72 = C-
- 67-69 = D+
- 63-66 = D
- 60-62 = D-
- below 60 = F

**Course policies:**

Attendance

As this is a graduate level course, I won't be taking attendance every class. However, I expect that you come to every meeting and act as an active participant in the class discussions. The success of a seminar class depends on the level of

participation and involvement of the students. Participation entails not only attending the class but coming prepared having done all the readings, having made an honest attempt at understanding the author's argument, and bringing reading notes and questions you'd like to ask. Should you miss a class, it is your responsibility to get notes and explanations from a classmate.

One of the premises that make a good researcher is the level of curiosity and independence that you achieve in your research work. As a graduate student, I expect you to be interested in and curious about the topic, and not expecting me to tell you step by step what to do. Part of your grade depends on your level of independence, and ability to look for outside sources and information by yourself. I am here to guide you, not to give you all the answers.

#### Requirements for Auditors

For details refer to: <http://policies.ncsu.edu/regulation/reg-02-20-04>

#### Incomplete and late assignments

Late assignments will ONLY be accepted in the case of verified/documentated emergencies in accordance with the excused absence policy referenced above. See the University Attendance Policy <http://policies.ncsu.edu/regulation/reg-02-20-03>.

If, in the case of an emergency you cannot present during your scheduled time, or cannot finish your final paper, you should let me know as soon as possible. If you have reasons for an excused absence, you can still turn in the paper or re-schedule your presentation after the due date upon presentation of appropriate documentation according to the University policies.

#### Incomplete grade policy

Students will not be given a temporary grade of IN (incomplete) unless they have attended classes regularly for most of the semester, have completed at least 60% of required work, have missed required work as a result of factors beyond their control, and have submitted satisfactory documentary evidence. An IN grade not removed by the end of the next semester in which the student is enrolled or by the end of twelve months, whichever is earlier, will automatically become an F (unless the student can present a compelling, well-documented case for the extension). For the NC State policy on grading and IN grades, see <http://policies.ncsu.edu/regulation/reg-02-50-03>

#### Credit only policy

In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Credit-Only courses can only be included under the Free Elective category of the student's curriculum. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to <http://policies.ncsu.edu/regulation/reg-02-20-15>

#### Class Evaluation

Online class evaluations will be available for students to complete during the last two weeks of class. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will never know how any one student responded to any question, and students will never know the ratings for any particular instructors.

Evaluation website: <https://classeval.ncsu.edu>

Student help desk: [classeval@ncsu.edu](mailto:classeval@ncsu.edu)

More information about ClassEval: <http://www2.acs.ncsu.edu/UPA/classeval/index.htm>

## **Policy Statements**

### Academic integrity

Strict standards of academic honesty will be enforced according to the University policy on academic integrity found in the code of student conduct. NC State Students are bound to an honor code, which states:

"I have neither given nor received unauthorized aid on this test or assignment." It is my understanding and expectation that a student's signature on any test or assignment means that you have neither given nor received unauthorized aid on this test or assignment."

It is my understanding and expectation that a student's signature on any test or assignment means that you have neither given nor received unauthorized aid on the test or assignment. Please consult the following website for further details on student conduct: <http://studentconduct.ncsu.edu/>

A student shall be guilty of a violation of academic integrity if he or she:

- Represents the work of others as your own;
- Obtains assistance in any academic work from another individual in a situation in which you are expected to perform independently;
- Gives assistance to another individual in a situation in which that individual is expected to perform independently;
- Offers false data in support of laboratory or field work.

### Plagiarism:

Plagiarism is an act of deceit that is taken very seriously by the Department of Communication and by the University. Plagiarism is writing using someone's works -- be it word or ideas -- without giving her or him credit. If you are found plagiarizing you risk failing the assignment, failing the course, and even more stringent disciplinary actions. This is particularly important with web-based materials. If you use someone else's image/words/audio, you must give appropriate credit. For an extended explanation of plagiarism, please go to <http://www.lib.ncsu.edu/scc/tutorial/plagiarism/what.html>

If you are in doubt regarding any matter relating to the standards of academic integrity in this course or on an assignment, consult with me before presenting the work. By submitting an assignment to be evaluated, you are certifying that you have not received unauthorized help on assignment, or have not plagiarized.

### Adverse Weather

Read the complete adverse weather policy for more info: <http://www.fis.ncsu.edu/hr/hrim/adverseweather.asp>. Check email, news, the NCSU home page, or call 513-8888 for the latest information.

### Students with disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653 <http://www.ncsu.edu/dso/>. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.1) at [http://www.ncsu.edu/policies/academic\\_affairs/courses\\_undergrad/REG02.20.1.php](http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php).



### Electronic Hosted Course Components

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

### Anti-Discrimination Statement

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is also a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at [http://www.ncsu.edu/policies/campus\\_environ](http://www.ncsu.edu/policies/campus_environ) or [http://www.ncsu.edu/equal\\_op](http://www.ncsu.edu/equal_op). Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

### Code of conduct

All students at North Carolina State University (NC State) are responsible for conducting themselves in a manner that helps enhance an environment of learning in which the rights, dignity, worth, and freedom of each member of the academic community are respected. Violations of campus or University policies, rules or regulations, or federal, state, or local law may result in a violation of the Code of Student Conduct and imposition of sanctions. For more information please view <http://policies.ncsu.edu/policy/pol-11-35-01>.

### H&SS career services

CHASS Career Services are available through the Career Development Center. Your career contacts are: Jane Matthews and Woody Catoe. Make appointments through ePACK - [ncsu.edu/epack](http://ncsu.edu/epack).

Last modified: Saturday, April 16, 2016, 11:22 AM

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STANDARD