

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/documented 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

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.

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 or 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.

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

 Moodle Docs for this page

You are logged in as Adriana de Souza e Silva (Log out)
CRD 703 (001) SPRG 2018

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General

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

Blog and Wiki

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](#).

Textbook:

Mayer-Schönberger, V., & Cukier, K. (2013). [Big Data: A revolution the will transform how we live, work, and think](#). New York: First Mariner Books.

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

Grading Rubrics

 [FinalPaper_GradingForm.doc](#)

 [FinalPresentationEvalForm.doc](#)



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Announcements

Hidden from students

Week 0: Course overview

Days	Readings Due	Classroom Activities	Assignments
01/11		Course introduction	Choose presentations

Week 1: Network Society

Days	Readings Due	Classroom Activities	Assignments
01/18	<p>Gane, N., & Beer, G. (2008). "Network" (pp. 15-34).</p> <p>Castells, M. (2000). "The Space of Flows" (pp. 407-459).</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> <p>Galloway, A., & Tacker, E. (2007). "Prolegomenon: 'We're Tired of Trees'" (pp. 1-22).</p>	Presentation 1: Nupoor	Blog 1 / Wiki 1



Nupoor's Presentation Slides

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

Days	Readings Due	Classroom Activities	Assignments
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01/25	<p>Deleuze, G. & 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> <p>Latour, B. (1999) "On recalling ANT" (pp. 15-25) in Actor Network Theory and after.</p>	Presentation 2: Katja	Blog 2 / Wiki 2
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 Ekaterina's Presentation Slides

Week 3: Social Network Analysis (SNA)

Days	Readings Due	Classroom Activities	Assignments
02/01	<p>Monge, P., & Contractor, N. (2003). "Network concepts, measures, and the multitheoretical, multilevel analytical framework" (pp. 29-44).</p> <p>Marin, A. & Wellman, B. (2011), "Social Network Analysis, An Introduction" (pp. 11-25).</p> <p>Hanneman, R., & Riddle, M. (2011). A brief introduction to analyzing social network data" (pp. 331-339).</p> <p>Rainie, L., & Wellman, B. (2012). "The new social operating system of networked individualism" (pp. 3-20).</p> <p>Rainie, L., & Wellman, B. (2012). "The social network revolution" (pp. 21-58).</p>	<p>Presentation 3: Missy</p> <p>TED Talk Nikolas Christakis</p> <p>Guest speaker: Robin Dodsworth</p>	Blog 3 / Wiki 3

 Missy's Presentation Slides

Week 4: Mobilities / Network Locality

Days	Readings Due	Classroom Activities	Assignments
02/08	<p>Sheller, M. & Urry, J. (2006). "The new mobilities paradigm" (pp. 207-226)</p> <p>Sheller, M. & Urry, J. (2016). Mobilizing the new mobilities paradigm. In: <i>Applied Mobilities</i>(pp. 10-25).</p> <p>Cresswell, "Towards a politics of mobility" (pp. 17-31).</p> <p>De Souza e Silva, A., & Gordon, E. (2013). "Net Locality" (pp. 134-142).</p> <p>Gordon & de Souza e Silva, "Introduction" (pp. 1-18).</p> <p>de Souza e Silva, A. (2006). "From Cyber to Hybrid" (pp. 261-278).</p>	Presentation 4: Ragan	log 4 / Wiki 4



Ragan's Presentation Slides

Week 5: Paper Proposal

Days	Readings Due	Classroom Activities	Assignments
02/15		Paper proposal presentation / discussion	One paragraph proposal for final paper due.

Week 6: Digital Networks

Days	Readings Due	Classroom Activities	Assignments
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02/22	<p>Abbatte, J. (1999). "Building the ARPANET" (pp. 43-81).</p> <p>Abbatte, J. (1999). "From ARPANET to Internet" (pp. 113-145).</p> <p>Abbatte, J. (1999). "Popularizing the Internet" (pp. 181-220).</p> <p>Berners-Lee, et. al. (1994). "The World Wide Web" (pp. 791-798).</p> <p>Allen, M. (2012). "What was Web 2.0? Versions as the dominant mode of internet history (pp. 260-275).</p> <p>Blank, G., & Reisdorf, B. (2012). "The participatory web: A user perspective on Web 2.0" (pp. 537-554).</p>	<p>Presentation 5: Melissa</p> <p>Guest Speaker: Kendra Andrews</p> <p>Memex's demo</p> <p>History of the Internet timeline</p> <p>Engelbart's demo (mouse)</p> <p>TED Talks Tim Berners-Lee: 2014 2010 2009</p> <p>TED Talk Kevin Kelly</p>	Blog 5 / Wiki 5
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Melissa's Presentation Slides

Week 7: Internet of Things / Ubiquitous Networks

Days	Readings Due	Classroom Activities	Assignments
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03/01	<p>Weiser, M. (1991). The computer for the 21st century. In: <i>Scientific American</i> (pp. 94-104).</p> <p>Dourish, P. & Bell, G. (2011). "Contextualizing ubiquitous computing" (p. 9-43).</p> <p>Dourish, P. & Bell, G. (2011). "Mobility and Urbanism" (pp. 117-136).</p> <p>Mayer-Schongerger, V., & Cukier, K. N. (2013). Big Data (pp. 1-72).</p> <p>Duarte, F. (2015). "Chapter 1: Internet of Things: Building a landscape of technological folds" (pp. 31-66)</p>	<p>Presentation 6: Brandon</p> <p>TED Talk Kenneth Cukier</p>	Blog 6 / Wiki 6
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Brandon's Presentation Slides



Brandon's Questions

Week 8: Spring Break

Days	Readings Due	Classroom Activities	Assignments
03/08		NO CLASS	

Week 9: Paper Outline

Days	Readings Due	Classroom Activities	Assignments
03/15		Paper outline presentation / discussion	Paper outline due.

Week 10: Social Networks

Days	Readings Due	Classroom Activities	Assignments
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03/22	<p>Marat:</p> <p>Smith, M. (1999). "Invisible crowds in cyberspace: Mapping the social structure of the Usenet" (pp. 195-218).</p> <p>Barlow, A. (2007). "The growth of the discussion boards and the birth of the blogs" (pp. 143-152).</p> <p>Reid, E. (1999). "Hierarchy and power: Social control in cyberspace" (pp. 107-134).</p> <p>Curtis, P. "Mudding: Social Phenomena in Text-Based Virtual Realities" (pp. 1-17).</p> <p>Evan:</p> <p>Steinfeld, C., Ellison, N., & Vitak, J. (2013). "Online social network sites and the concept of social capital" (pp. 115-131).</p> <p>Himmelboim, I., McCreery, S., & Smith, M. (2013). "Birds of a feather tweet together" (pp. 154-174).</p> <p>Baym, N., & boyd, d. (2012). "Socially mediated publicness: An introduction" (pp. 320-329).</p> <p>boyd, d., & Ellison, N. (2010). "Social network sites" (pp. 261-281).</p>	<p>Presentation 7: Evan</p> <p>Presentation 8: Marat</p> <p>TED Talk Jimmy Wales Wikipedia</p> <p>Wikipedia: Heavy Metal Umlaut</p>	Blog 7 / Wiki 7
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Week 11: Micro-coordination / Mobile Networks

Days	Readings Due	Classroom Activities	Assignments
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03/29	<p>de Souza e Silva, A., & Frith, J. (2010). "Locative mobile social networks: Mapping communication and location in urban spaces" (pp. 485-505).</p> <p>Humphreys, L. (2010). "Mobile social networks and urban public space" (pp. 763-778).</p> <p>Licoppe, C. (2013). "Merging mobile communication studies and urban research" (pp. 122-128).</p> <p>Schwartz, R. (2014). "Online place attachment" (pp. 85-100).</p>	Presentation 8: James	Blog 8 / Wiki 8
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Week 12: Macro-coordination / Political Networks

Days	Readings Due	Classroom Activities	Assignments
04/05	<p>Gordon, E., & de Souza e Silva, A. (2011). "Community" (pp. 105-132).</p> <p>Bimber, B., Flanagan, A., & Stohl, C. (2005). "Reconceptualizing collective action in the contemporary media environment" (pp. 365-388).</p> <p>Monge, P. & Contractor, N. (2003). "Theories of Self-interest and Collective Action" (pp. 141-172).</p> <p>Castells, M. et. al. (2007). The mobile civil society. In: <i>Mobile Communication and Society</i> (pp. 185-214).</p> <p>Rheingold, H. (2003). Smart Mobs: The Power of the Mobile Many" (pp. 157-182).</p>	Presentation 9: Meghan	Blog 9 / Wiki 9

Week 13: Surveillance / Power Networks

Days	Readings Due	Classroom Activities	Assignments
04/12	<p>Andrejevic, M. (2007). "Surveillance in the digital enclosure" (pp. 295-317).</p> <p>Andrejevic, M. (2014). "Defining the sensor society" (pp. 19-36).</p> <p>de Souza e Silva, A., & 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>Castells, M. (2009). "Power in the Network Society" (pp. 10-53).</p>	Presentation 10: Tyler	Blog 10 / Wiki 10

Week 14: Final Presentations

Days	Readings Due	Classroom Activities	Assignments
04/19		Final presentations	

Week 15: Final Presentations

Days	Readings Due	Classroom Activities	Assignments
04/26		Final Presentations	

Week 16: Finals

Days	Readings Due	Classroom Activities	Assignments
05.03		NO CLASS	Final paper due @ 10:15 a.m via email. (please send me a word doc).

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