Computer-Mediated Communication

Communication 151 • Fall 2019
MWF 6-6:50 in Physics & Astronomy 1434A

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 (https://www.it.ucla.edu/bol/services/virtual-private-network-vpn-clients) 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. If you exceed your maximum number of free articles per month on news sites like nytimes.com, you might need to search for the article title in Google on a different browser.

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.teaching.ucla.edu site.]

Course Website
https://moodle2.sscnet.ucla.edu/course/view/19F-COMM151-1
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 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 Announcements section of the website.

II. Podcasts of course lectures. This class will be recorded for a Bruincast audio-only podcast. Note that occasionally there will be problems with the podcast recordings, so make sure you take good notes in class.

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 25 quizzes, each of which will count as approximately a quarter point, 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

Electronic Devices: LAPTOPS, PHONES, and ALL ELECTRONIC DEVICES other than clickers are banned from use in class unless otherwise noted. Students will be expected to take notes by hand on
printed PDFs of the lecture material, which will be provided online before each class (or will be able to take notes electronically outside of class based on the podcast recordings).

Grading: 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 (Tor Negrete: hectoriouss@gmail.com) will regrade your entire exam and make a recommendation to me that could result in an increase or a decrease of your original score. Because they are based on relative performance, grades for individual projects will not be eligible for appeal.

Student Work: 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.

Accommodations: If you wish to request an accommodation due to a suspected or documented disability, please inform me immediately and contact the Center for Accessible Education as soon as possible at cae.ucla.edu.

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1 If you have an applicable disability registered with the Center for Accessible Education, please see me to discuss appropriate accommodation strategies.
Class Schedule

27 Sept.
Class 1: Overview (no reading)

30 Sept.
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?


Syllabus revision questionnaire due Tuesday Oct. 1 at noon.

2 Oct
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?


4 Oct

**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?*


[In-class Video Excerpts] Cringely, Robert. 1998. *Nerds 2.0.1: Networking the Nerds*

Start of quarter survey DUE at noon.

7 Oct

**Class 5: History, Part 4: Computing Gets Personal**


Discuss Class Survey

9 Oct

**Class 6: CMC Modes of Communication**


Discuss Web Archaeology and The Plot Thickens projects.

11 Oct

**Class 7: 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?*


14 Oct

**Class 8: (tentative) Tour of Kleinrock Internet Heritage Site and Archive**

Class will meet at 3420 Boelter Hall for a tour of the Kleinrock Internet Heritage Site and Archive. Because the room is small, we will have to split into two groups. Students whose last names are in the first half of the alphabet (A-L) will arrive at 6 p.m. and tour for 24 minutes; Students with last names starting with letters M-Z will arrive at 6:25 and tour for the remainder of the class. Don't forget to bring your clickers.

****Syllabus revisions DUE by 11:59 p.m. Weds, Oct. 16 ****

16 Oct

**Class 9: Social Psychology of CMC: The Case of Online Gaming**
Key Q: How is social behavior affected by online gaming? How has online gaming altered patterns of human social interaction in game and in real life? Is online gaming responsible for altering people’s views of the world and of themselves?


Discuss Cold Turkey and Text Different projects.

18 Oct

Class 10: Exam #1, In-class

21 Oct

Class 11: Collective Action Online

Key Q: “What is collective action and how has technology systematically changed the ability of humans to work together to achieve their common goals?”


23 Oct

**Class 12: Collective Action Online: Managing Discussion**

*Key Qs:* “How can people maximize the benefits of online deliberation? What problems do they face? How is online deliberation moderated and what can be improved?”


Discuss Going Clubbing, You’re Invited, Change My View and Be the Mod projects

25 Oct

**Class 13: Collective Action Online: Wikipedia Case Study**
Key Qs: Is Wikipedia a trustworthy source of information and will it be able to sustain itself over time? How is the dominance of smartphones in modern society impacting Wikipedia in the present and future? Especially in academic settings, such as college campuses, is Wikipedia a credible source of information?


Discuss Wikipedia Challenge and Wiki World Traveler projects.

28 Oct

Class 14: Social Networking Online

Key Q: “How are online social networks like Facebook affecting our lives?”


Dunbar, Robin. 2016. "Do online social media cut through the constraints that limit the size of offline social networks?" Royal Society of Open Science. 20 January 2016. [http://rsos.royalsocietypublishing.org/content/3/1/150292.full.pdf](http://rsos.royalsocietypublishing.org/content/3/1/150292.full.pdf)


30 Oct

**Class 15: Social Networking: Other Sites**

*Key Q:* "Why do people segment their social media identity onto multiple platforms? Is there a driving reason why people gravitate or abandon different social networking sites? How and why do people manage their social presence across multiple platforms?"


1 Nov

**Class 16: Project discussion**
Discuss Times Are Changin', #FAM vs Family, and #Famous projects.

4 Nov

**Class 17: Online Journalism**

*Key Q: What are the shifts that have taken place in journalism and how will they continue to change? How have new technologies as well as greater audience participation and control affected people's creation and consumption of the news?*


Discuss Bot or Not, Fake or Not and projects.

6 Nov

Class 18: Exam #2.

8 Nov

Class 19: Guest Speaker: TBD

11 Nov

Class 20: Veteran’s Day Holiday: No Class

13 Nov

Class 21: Economics of the New Economy

Key Q: How have computers and the Internet changed the economy? How can new production systems transform the current economic system?


15 Nov

**Class 22: New Economy: Startups**

*Key Q: “What is the role of startups in today’s economy? What are the challenges that startups face and what factors help them become successful?”*


Discuss E-Commerce Journal, Old vs. New, That's the Idea projects.

18 Nov

**Class 23: Advertising Online**

*Q: How has advertising online developed with the Internet? How do targeted advertising and ad blocking work?*


Discuss Add a Facebook Ad, and Native Instagram assignments.

20 Nov

**Class 24: Privacy Online**

*Q: What is privacy, and what happens when CMC threatens it?*


22 Nov

**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?


https://www.wired.com/story/netflix-phishing-scam/

Discuss Tracked and Personalized, Unzipped User, and Have I Been Pwned? projects

25 Nov

**Class 26: Hacking, National Security-Style**

*Key Q's: What monitoring capabilities and technologies has the U.S. government used over time? What kinds of information does it collect? What are the implications of this monitoring for the United States, its citizens, and the tension between privacy and national security?*


27 Nov

**Class 27: U.S. Law and the Internet**

*Q: How do the unique features of the Internet affect its regulation? How was the current model of Internet regulation in the U.S. established?*


Discuss TOS;DR project.

29 Nov

**Class 28: Thanksgiving Holiday: No Class.**

2 Dec

**Class 29: Copyright, Patents**

*Q: What are the fundamental issues regarding digital “intellectual property?” What are some of the current controversies and legal decisions in this area?*


Discuss The Etsy Copyright Infringement Project.

4 Dec

**Class 30: Government Repression and CMC**

Q: Should the Internet be viewed as a tool for repressive regimes, or as a tool for the people, their interests, and their freedom? What factors affect the control and responsibility citizens, governments and online service providers have over the use of the Internet?


Groeling, Tim. 2019. "If you see this message in the syllabus, email me with the subject line 'Free Clicker 151'" *First to respond gets a free iclicker for the quarter.*


Discuss Drawing the Line project.

6 Dec

Class 31: Government Repression and CMC, continued. Case study.

What are the purposes and consequences of government censorship on social media in China? How does online censorship affect the country's citizen power and economic outcomes?


Discuss Great Firewall of China project.

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Note: The final exam for this class is scheduled for 3 p.m. Thursday, December 12, 2018. I will also try to schedule an early make-up final (subject to room availability) on Monday Dec. 9.

General Project Options and Procedures

Each project below is worth between 1-20 points. Exemplary completion of a project (which includes attendance on any discussion of the project) conveys the full point total listed, while satisfactory com-
pletion 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 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 Start of Quarter Class Survey (link on the course website). Due by Noon on October 3. 2 points.

2. **Syllabus revisions [REQUIRED]:** The class will be broken up into small groups headed by a team leader (preferences and leader nominations will be done via online survey DUE at noon on Tuesday 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 on the syllabus that were killed (and why)
         3. Were added to the syllabus (and why)
         4. Were ALMOST added to the syllabus, but didn’t make the cut (and why)
         5. Were considered for addition, but rejected because they were bad (and why)
      10 points for members; 20 points for Group Leader. Due by 11:59 p.m. on October 14.

3. **The Plot Thickens:** Go to IMDB’s advanced search ([http://www.imdb.com/search/title](http://www.imdb.com/search/title)) and search for the keyword "Computer." Sort your results chronologically (click on "year" twice to sort from oldest to newest). Read the plot summaries of at least five randomly-selected movies found prior to 1970, and at least five randomly-selected movies each for 1970-1985, 1986-2000, and 2001-present to see how computers are featured in the movie. Write up a post in which you include links to each IMDB movie entry, summarize the role of computers in the movie, then summarize your conclusions about how the portrayal of computers in popular culture has changed over time. 3 points. Discuss in Class 6 (so it’s due at noon the day before, Oct. 8).
4. **Web Archaeology.** Use the Internet Archive’s Wayback Machine ([http://www.archive.org/web/web.php](http://www.archive.org/web/web.php)) to find the following info: Pick your favorite or most-visited website: Compare the content, style, and characteristics of the site over time (about once per year). Repeat the above with teslamotors.com, nbc.com, and [www.drudgereport.com](http://www.drudgereport.com), Discuss in Class 6 (so it’s due at noon the day before). 4 points.

5. **Cold Turkey:** Go 12 hours with no electronic social interaction (No phone use for 12 hours and you can continue to use your computer for business or school ONLY). Make sure you have several face-to-face interactions with friends (eating a meal, hanging out, etc.). When interacting with your friends, keep track of how long you talk, how many times they check their phone, computer, etc. (Do not tell your friends about the project). Also note how often you started to initiate electronic social interactions before remembering you could not do so. Evaluate the quality of your social interactions before and after your time without social technology. Discuss in Class 9. 4 points.

6. **Text Different:** Find at least three people whom you talk with casually and whom have different relationships with you (ex. a close friend, a classmate, a parent/guardian). Interact with each person via instant messaging, but consciously change your texting style from a casual one (where emojis, chat language, shorthand may be used) to a formal one (full sentences, proper grammar and punctuation, no emoji) for a whole conversation. Discuss how a change in tone/style changed the dynamics of a particular conversation and the relationship with that person (if at all). Discuss in Class 9. 3 points.

7. **Going Clubbing:** Using a social media account or meeting up in-person, reach out to two students in a leadership role in different clubs or organizations on campus and interview them about their organization’s membership and pursuit of their goals: What are the goals of the organization, how many members do they have, and how many of the members do they consider to be active? Does their organization use social media as their primary tool for communication and mobilization? Do they also use any other methods of mobilizing and communicating with their members? Do members of the group always help when asked by the organization or do members need some other incentives to help out? In a brief write up with the above answers, discuss how well Olson’s *Logic of Collective Action* seems to apply to how the groups work to achieve their goals. Discuss in Class 12. 3 points.

8. **You’re Invited.** Go to Facebook and find an event page for two groups pursuing social change (e.g. Women’s March, political campaigns, etc.). Analyze the discussion forum and reflect on how the ability for any user to contribute helps or harms perceptions of the movement. Which types of people seem to be posting to the discussion more often? If there are critical posts, how do others respond to them? Does reading the discussion make you more or less likely to support the cause? Then search for any media coverage of the event and compare its portrayal there with its discussion on the event page. Based on what you find, discuss whether you think Facebook events are an effective tool for mobilization. Discuss in Class 12. 3 points.

9. **Change My View:** Go to [https://www.reddit.com/r/changemyview/](https://www.reddit.com/r/changemyview/). Make or login to a Reddit account. Find three posts that have at least 100 comments each. For each of the three issues, read
the initial post and determine your view on the topic before reading the comments and replies. Then scroll down and read what others have to say. Next, search for discussion of these same issues elsewhere on Reddit (i.e. outside the changemyview subreddit). Next, search for a “thread” or series of replies between Twitter users regarding these same three topics. Provide links to the nine discussions you encountered and briefly describe the character (tone, quality of information provided, mutual engagement, civility, etc.) of the discussion in each. Record your stance, whether or not you actually were persuaded by any of the arguments you encountered, and what the experience has taught you about the conduct of online deliberation in different settings online. Discuss in Class 12. 5 points.

10. Be the Mod: Go to http://www.nytimes.com/interactive/2016/09/20/insider/approve-or-reject-moderation-quiz.html?_r=0 and https://www.theguardian.com/technology/2016/apr/12/the-dark-side-of-guardian-comments. Take the “Approve or Reject” quiz on the New York Times article and “Which comment would you block?” on the Guardian article (found toward the bottom of the page). Document your results and compare them to the decisions of each site’s moderators. Record your decisions approving/blocking each comment, and the logic behind your decision. Then compare your answers to the site’s decision and logic for each comment. Finally, discuss what the overarching philosophy of each website seems to be in its moderation choices, and which one aligns more closely to your own views. [Make sure your answer fully considers your own personal characteristics and biases] Discuss in Class 12. 3 points.

11. Wikipedia Challenge: (*Note you will need to start this project at least 3 days before it is due): For this assignment, edit THREE existing Wikipedia entries which you will select by going to https://en.wikipedia.org/wiki/Main_Page and clicking on the “random article” link on the left side of the home page. Your edits should add or substantially modify at least two sentences of information to the existing page, and at least one of your edits should have some minor typos or errors (Note: these should be minor, do not vandalize Wikipedia with false information). One of the edits should be made on a smartphone. To receive credit, copy-and-paste the original text, indicating your changes in bold text for the three entries. Then return 48 hours later and verify whether or not your edits are still in place. View the page’s statistics, by going to the “View History” tab on a page and then click on “Page Statistics” about three lines down in the external links section. Write up a report that includes the copied text, a discussion of what your results tell you about how Wikipedia works, your thoughts on editing on a smartphone, any screenshots of interesting statistics and/or your edits, and live links to the Wikipedia page in question. To edit a page click the edit tab in the upper right corner. You do not need to register in order to edit a page. Using Visual Editor rather than Wikitex is recommended. If you need help, visit https://en.wikipedia.org/wiki/Help:Getting_started. Discuss in Class 13. 4 points.

12. Wiki World Traveler: Students who are bilingual or multilingual will compare content and accuracy of Wikipedia articles in English vs. another language. (If you are not bilingual you may receive translation assistance from a person outside of this class) First, students should pick ONE article (in English) and read it. Note that you should select an article that is well-known in different countries, such as international news, historical events, or celebrity stories (for example: Pearl Harbor,
Steve Jobs, Star Wars). Then, view the equivalent article in 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 BOTH the English version AND the non-English version, as well as the summary of your findings and explorations. 3 points. Discuss in Class 13.

13. Times Are Changin': Think of 6 people you know use Facebook... 2 from each of the following 3 age groups: 12-17, 18-23, 24–30, and 40+. Ask each person the following questions: What is the main reason you use Facebook? How many hours a week do you use Facebook? Since joining Facebook has your opinion of it and usage of it changed at all? Then, ask the participants to visit their own Facebook profiles and tell them to click on the “View Activity Log” button in the settings tab. For each year they’ve been using Facebook, have they noticed any changes? For example, who do they talk with? What do they talk about? Why do they talk about those particular topics? Write a brief analysis of the findings. Write a paragraph or two that analyze overarching trends and offer possible explanations for such themes. How does age affect people’s relationship with Facebook? Are they becoming more dependent on it? Does it solely serve as a social tool, or could it be used for other purposes like professional networking? Discuss in Class 16. 4 points.

14. #FAM vs Family: Analyze (1) a friend at UCLA and (2) an older (30 y/o +) relative’s Facebook AND Instagram profile. The key to this analysis is understanding the different nuances between the two platforms, in addition to the different nuances due to generation/age. Make sure to record details such as (a) type of content posted by both individuals on their two accounts, (b) whether post information overlaps on both platforms, (c) how often content is directly shared from one platform to the other, (d) which platform receives the most engagement, who that engagement is coming from, and (if) there is a difference, why you believe that difference exists. Make sure to come up with 2-3 concrete examples, describing the posts/captions/comments associated with your examples. What are the differences in engagement? Are there differences in likes, and if so how many depending on platform? What can we infer this means about user engagement on the content being shared? Comment on why these difference may exist. Include all this information in an overall analysis, in addition to including screenshots of all platforms (4 screenshots total: 1 of your UCLA friend’s IG, 1 of your UCLA friend’s FB, 1 of your older relative’s IG, 1 of your older relative’s FB). **Note: If you wish for security purposes, you may blur out username/other private information. Screenshots will not be shared publicly, but only used for grading purposes. Discuss in class 16. 4 points.

15. #Famous: Analyze a popular user (100k+ followers) on either Twitter or Instagram. In your submission, (1) Record the amount of followers and average amount of likes the user gets, (2) explain the general gist of the content available on their account, and (3) explain why you believe the user chooses to publish the type of content they do on that particular platform. Then, interview your most highly-followed friend on the same platform. (1) Ask your friend if they use any techniques or practices to gain followers, (2) have your friend explain why they chose to use the respective platform, and if they tailor their content to fit the needs of the platform, and (3) ask them what features they like, dislike, and why. Include this information in your overall analysis of your respec-
tive choice of platform, analyzing what you believe are the key points of the platform, why you believe people choose to use it over other social networking sites, and what could be done in the future to improve the platform as a whole. Discuss in class 16. 4 points.

16. Bot or Not: Take this quiz and attach a screenshot of your results to your report: https://www.nytimes.com/interactive/2015/03/08/opinion/sunday/algorihm-human-quiz.html Think about what you were looking for when you were answering to distinguish between writing styles. What were some of your preconceptions on an algorithm's writing? Were you surprised by your results on the quiz? Why or why not? Do you think that all journalists can be replaced by algorithms? Why or why not? What would be some pros and cons of such a change? Discuss in Class 17. 3 points

17. Fake or Not: Review Snopes’ "Field Guide to Fake News Sites" (https://www.snopes.com/news/2016/01/14/fake-news-sites/) and identify the three sources of fake news you think would have been most likely to fool you, and why. Next, read the NPR article https://www.npr.org/sections/ed/2017/07/03/533676536/test-your-fake-news-judgement-play-this-game then go to the Factitious website (http://factitiousgame.com/) [Make sure to click the “quick start” option and not full start] and https://www.nytimes.com/interactive/2018/09/04/technology/facebook-influence-campaigns-quiz.html and take the news quizzes. Report on your scores with screenshot and note your thoughts about the quizzes. Next, search your Facebook news feed for political stories that you suspect might be fake news. Finally, analyze how fake news can pass as real, and which aspects of CMC made detecting fake news easier vs. harder. Discuss in Class 17. 3 points.

18. E-commerce journal: Create a list of any product research, buying, or selling you do for five days (make sure you start this project more than five days before the due date!). Under each product: (1) Provide reasoning of why you purchased the item using the method you used (online or in-store). (2) How would you go about purchasing these products if you bought each item in the opposite way? If needed, note commercial activity you did not feel comfortable doing online and why. Discuss in Class 22. 4 points.

19. Old vs. New: Analyze how 5 of these 6 different methods of accomplishing the same task listed below have influenced either your personal finances or the overall economy. This may involve doing research outside of your own experiences (e.g. for email vs. mail, since there might not be a change in personal finances, you can research the way a transition from mailing letters to email has impacted institutions like the Post Office). Analysis of each task you choose should be at least a small paragraph (3-4 sentences or more).

1. List of tasks to compare and contrast:
2. Sending an Email vs. mailing a letter
3. Paying with Venmo vs. cash
4. Walking to a nearby location (within 2 miles) vs. Uber/Bird to that same location
5. Ordering food delivery through an app vs. cooking at home
6. Online shopping/delivery vs. going to an actual store
7. Traditional supermarket checkout lines vs. self-checkout Discuss in Class 22. 4 points.
20. That’s the Idea: Go to Business Insider’s list of 50 startups to boom in 2018 (https://www.businessinsider.com/50-startups-to-boom-in-2018-according-to-vcs-2017-11). Randomly choose four of these startups and review their descriptions and look for more information about them online. Write a paragraph on whether you think each will be successful. Also, state if you would invest in any of these startups if you were an investor and why using some concepts from the readings in your explanation. Compare each to a similar existing company and whether you believe they are likely to succeed in challenging their competitors or disrupting their intended market. Discuss in Class 22. 4 points.

21. Native Instagram Ad: Read https://hbr.org/2016/04/targeted-ads-dont-just-make-you-more-likely-to-buy-they-can-change-how-you-think-about-yourself to understand how behavioral and demographic targeted online advertising affects consumer psychology. Then read https://www.digitalinformationworld.com/2018/02/facebook-instagram-advertising-targeting-options.html describing all of the ways Instagram advertisements can target its audiences. Log in to your personal Instagram account (If you do not have an existing account, create one, followed by 20-25 minutes of content interaction - following, liking, and searching - various accounts that interest you). Document at least five advertisements that appear in-between the viewing of Instagram Stories and at least five Instagram Sponsored posts that pop up while scrolling through your home feed. Write a post for each advertisement: including a detailed description of the advertisement and any advertising strategies employed. In your opinion, did the advertisement target you based on your behavior, demographics, location, interest, and or lifestyle? Did the companies methods of targeted advertising affect your interest in the advertisement? Summarize your thoughts on how you think targeted online advertisements affected your online experience, and then summarize your conclusion on Instagram’s implementation of native advertisements. Discuss in Class 23. 3 points.

22. Add a Facebook Ad: First, review this step-by-step process of how to create a Facebook ad https://blog.hootsuite.com/how-to-advertise-on-facebook/#howto. (If you want a visual guide, watch this video tutorial on creating Facebook advertisements: https://www.youtube.com/watch?v=sxgDwSto3mM (Start at 4:30)). Think of a hypothetical company and create an advertisement (using the article or video above as a guide) for this company in the Facebook Ads Manager by playing around with the targeting feature (do not actually run this ad!). When you have settled on a target audience, take a screenshot of your audience and include it in your assignment. Explain your company and your reasoning behind choosing this specific audience, i.e. how did you decide what type of consumers to target and why will your ad will be effective with this target audience? Provide a summary of your experience in making this ad and discuss how you would have been able to target the same consumers without advertising online. Conclude with one other advertising method, either online or offline, that would target the same consumers and compare that to your Facebook ad. Discuss in Class 22. 2 points.

23. Tracked and personalized. Read https://www.washingtonpost.com/news/the-intersect/wp/2016/08/19/98-personal-data-points-that-facebook-uses-to-target-ads-to-you/ to see the types of personal information Facebook uses to allow advertisers to target their ads at you. Then read https://www.propublica.org/article/google-has-quietly-dropped-ban-on-personally-identifiable-
web-tracking. Go to www.facebook.com/ads/preferences and look through the information that Facebook has collected on you. Then go to https://myactivity.google.com/myactivity and review the information that Google has collected on you, and https://adssettings.google.com to see the settings Google has for the ads they target at you. Summarize what your activity on Google and Facebook revealed, and how their ad personalization compared. Finally, write a paragraph of the degree to which you believe your Google history and personalized Facebook ad preferences accurately reveal information about who you are as a person. Based on the information that you have shared on Facebook, the ads/videos you click on, and your Google search history, do they know categories of information that might allow an outside observer to learn things about you that you'd rather not reveal? Indicate whether you think tracking your online behavior for the purposes of advertising and creating a better user experience are reasonable tradeoffs for the services they offer.

Discuss in Class 24. 5 points.

24. Unzipped User: Go to your Facebook page and follow the instructions at https://www.facebook.com/help/13112897028467 to download your Facebook archive. Facebook will then send you an email saying they are compiling your archive, and they will send a second one when it is ready. Open the zip file archive and start looking at the information that Facebook has on you and your friends. The zip file will contain Internet links (index.html) that will tell you about your profile, contact info, the ads you have clicked on, your messenger history, posts you’ve liked and saved, and much more. Prior to opening and clicking these links and learning more about your Facebook data, complete two steps. First, talk about your usage of Facebook and what your typical social media habits are. Give an estimate of how much time you spend on Facebook and what you mostly use Facebook for. Could you survive without Facebook/other social media sites or do you view them as a necessity of modern life? How long have you had your facebook account? Second, write down what you expect to see contained within your Facebook archives. Then, open your archives and write up a summary about the kinds of things you found. Talk about what you expected to see and some things that may have surprised you. Describe your reactions to seeing this information compiled. Do you feel as though your privacy has been breached or do you think it is okay for Facebook to have access to this information? What’s one reason why Facebook would keep this information? Discuss in Class 24. 4 points.

25. Have I Been Pwned? Go to https://www.haveibeenpwned.com and submit your various email or specific site usernames (such as a LinkedIn username). The site will reveal whether or not that certain email or username has been “pwned”, or in other words, has had its security and privacy breached by some form of malware or hack and the details of that hack. What, if any, breaches were your accounts linked with? Research any breach that was listed. How did each breach occur and what information was leaked? Reflect on the various reasons malware is distributed. If you have been hacked, why do you think the website you’re registered on was vulnerable to the attack? Look at the “largest breaches” list at the bottom of the page and analyze what kind of websites may be more vulnerable to hacks than others. Then, ask three people you know if they’ve been a victim of a hack. After they answer, ask them to check their various accounts on the website to see if they
have been hacked. Were they surprised by their findings? Did they already know about the breach? Discuss in Class 24. 3 points.

26. TOS;DR: Go to the Terms of Service; Didn’t Read website (https://tosdr.org) and compare the terms of service of 6 different websites you’ve heard of or visited. What are the most common restrictions across the sites? Which websites seem to have the least restrictive terms and which have the most? For the more restrictive sites, how important do the terms seem to be for the operation or business of the site? In other words, could the site potentially operate and make money with less restrictive terms, or do they seem to be central to how the site makes its revenues? Do all of the policies seem legitimate, or do you think some should be made illegal, and why? Discuss in Class 26. 4 points.

27. Drawing the Line: Take this survey and tell us—where would you draw the line in each hypothetical case? Refer to the following sources for more context surrounding the quotes under the survey questions. https://freedomhouse.org/report/freedom-net/freedom-net-2018/rise-digital-authoritarianism and http://www.latimes.com/business/technology/la-fi-trump-protests-dreamhost-20170815-story.html. For each hypothetical case, tell what assumptions or changes to the hypothetical you would need to make to the hypothetical in order for you to change your answer. What do your answers tell you about your attitudes toward restrictions online? Discuss in Class 27. 3 points.

28. The Etsy Copyright Infringement Project: Read “The Etsy Copyright Infringement Problem” by Steve Schlackman, then go to etsy.com and search your favorite mainstream band, artist or sports team. Select five items that use said sports team or artists’ logo or artwork in the design. Do your best to decipher if the seller of each item is committing copyright infringement. A hint could be if the item says “made to order” in the description, implying that the seller is making the item themselves. On the other hand, if there is only one available of the item, then the seller might be re-selling a legitimate, licensed item. For each item write a few sentences detailing whether or not you think the item commits copyright infringement or not, and explain your choice. Then write a paragraph discussing why it might be difficult to pinpoint copyright infringement and determine who you think should be responsible for copyright infringement on etsy.com and similar sites. Discuss in Class 29. 4 Points.

29. Great Firewall of China.
   2. Pick 5 websites that play an important role in your Internet activities, whether it’s Facebook, or the New York Times website, etc.
   3. Using the “Test URL” Tab, check which one of your websites would be censored in China
   4. Go to the GreatFire.org analyzer (https://en.greatfire.org/analyzer) and explore the “Latest Stats” list on the homepage. Note which kinds of websites are censored or available in China. Some websites are listed by GreatFire as “100% not blocked”, because the Chinese firewall can now block with precision certain pages on these websites while allowing access to the overall site. Also, pick ten censored websites and discuss why you think each was restricted.
   5. Test three keywords for censorship using the “Test Keyword” tab. When you enter the keywords, try to enter both the English version and the Chinese version with the help of Google
Translate.

6. Finally, using the search tool, search three terms that are blacklisted on the Chinese Internet, as found on this list: https://ipfs.io/ipfs/QmXoypizjW3WknFiJnKLwHCnL72vedxjQkDDP1m-XWo6uco/wiki/List_of_blacklisted_keywords_in_China.html. How are these terms censored on Baidu, the Chinese search company, Sina Weibo and Google? Summarize your findings, and then draw conclusions regarding censorship pattern in China and how different your Internet use, communication, and exposure to information would be if you lived in a country with similar censorship methods. Discuss in Class 31. 5 points.