COURSE DESCRIPTION
The adoption of the Internet has taken place at an astonishing rate. Yet what are the effects of this technology on our personal and political lives? Through the lens of communications studies, this course will examine the history, effects, uses, problems, and hopes for the technology. Also examined is the problem of the digital divide and current trends in Internet research, including research on social media.

COURSE OBJECTIVES AND LEARNING OUTCOMES
By the end of this course, students will be able to:

- Understand and be able to articulate the history and development of the Internet as well as the basic technical components of the technology
- Articulate the major theories in the field of Internet research as it relates to mobilization and understand the theories that support and argue against the technology’s usefulness in terms of political efficacy, advocacy, and other social issues
- Explain the pros and cons of the Internet compared to other forms of media in terms of political learning and mobilization
- Discuss the limitations of the technologies and the criticisms of its impacts on other facets of social life such as the production of social capital or civic life
- Understand Internet use in a global perspective and discuss the differences in its development and use outside of the US
- Understand the evolution in usage and development including social networking sites such as Google, Tumblr, Facebook, Instagram, Twitter, other instant messaging applications, et al

Students should be able to discuss the history, evolution, impact, and future projection of the Internet. In addition, they will become familiar with various sites, platforms, and applications and understand their significance and social impact.

METHODOLOGY
Mixed-method: lecture, discussion, student presentations, and student generated online projects

Assignments and Presentations
In turns, each student will be expected to complete an oral presentation on a week’s assigned readings in class. Students will be expected to create a very brief PowerPoint presentation and a ten-to-fifteen minute review of the readings, or a relevant reading of their choice as it relates to the week’s topic.

Midterm and Final research paper:
The midterm will be an in-class, written exam on the readings and topics covered in the first seven weeks. The final research paper topic will be students’ choice, but must be on a topic related to the course from an international perspective or about a specific policy issue. Guidelines for the final paper will be handed out in class but will be 8-10 pages in length.

My Education: out-of-class activities
- Field Study: Out-of-classroom visit to Google, Facebook, or Twitter
- MyEducation Projects: Students will set up a twitter account, become part of a class Facebook group, and create a blog (directions will be handed out in class). While most students are familiar with these technologies, these activities will encourage students to a) interact with the technology further and with for alternative purposes b)
teach the students how to create social media platforms that are useful and meaningful for academic purposes c) reflect on the role of social media in their lives and how it can aid their educational, not only social, experiences, and d) discuss and comprehend first-hand some of the privacy issues that revolve around social media. Students will also be asked to create an Instagram account (for those with smartphones) with a feed of their experiences in London and abroad.

- NOTE: Students will provided with specific guidelines regarding the sorts of messages they are disseminating via their social media feeds. All students participating in this class must abide by set guidelines, and sign an agreement to assure internet behavior is appropriate and valid to the subject matter discussed via this class.

REQUIRED READING AND RESOURCES
Please see week-by-week breakdown

GRADING

PENALTIES FOR WORK SUBMITTED LATE
Assignments received after the due date will be reduced by five percent (5%) of the possible grade for the piece of work being assessed per day, up to seven (7) days after the due date. Work submitted more than seven (7) days after the due date will not be marked, unless arrangements have been made prior to the due date for an extension.

CLASS PARTICIPATION
Your participation mark is based on your preparation for class and your input into group discussion in all classes (excluding the class of your presentation - for which you will get a separate mark). You will need to demonstrate that you have read and thought about the set material for each week. Participation in class discussion will be marked on the constructiveness of your input to the class discussion and debate.

CRITERIA FOR GRADING AND GRADING STANDARDS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93+</td>
<td>Achievement that is outstanding relative to the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>Achievement that meets the course requirements in every respect.</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
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<tr>
<td>C+</td>
<td>80-82</td>
<td></td>
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<tr>
<td>C</td>
<td>77-79</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>73-76</td>
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<tr>
<td>D+</td>
<td>70-72</td>
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<tr>
<td>D</td>
<td>67-69</td>
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<tr>
<td>F</td>
<td>&lt;59</td>
<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.</td>
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GRADING FOR ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Group discussion/class participation</td>
<td>20%</td>
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<tr>
<td>MyEducation: social media assignment</td>
<td>15%</td>
</tr>
<tr>
<td>Mid-term test</td>
<td>25%</td>
</tr>
<tr>
<td>Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Final research paper</td>
<td>25%</td>
</tr>
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</table>
Students must complete all required components for each course by the established deadlines. Failure to do so will result in a reduction of the course grade and may result in a grade of F for the course in question.

## SCHEDULE AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>Week</th>
<th>Course Topics</th>
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<tbody>
<tr>
<td>1</td>
<td>The History and Development of the Internet</td>
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<tr>
<td>2</td>
<td>Internet and the Individual</td>
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<tr>
<td>3</td>
<td>Internet and Social Networks</td>
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<tr>
<td>4</td>
<td>Internet and Society</td>
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<tr>
<td>5</td>
<td>Internet and Society</td>
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<tr>
<td>6</td>
<td>Internet and Business</td>
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<tr>
<td>7</td>
<td>Internet and Politics</td>
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<tr>
<td>8</td>
<td>Midterm</td>
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<tr>
<td>9</td>
<td>Internet and Policy</td>
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<tr>
<td>10</td>
<td>Internet, Advocacy, and Campaigns</td>
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<tr>
<td>11</td>
<td>Internet and Security</td>
</tr>
<tr>
<td>12</td>
<td>Internet and the Arab Spring</td>
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<tr>
<td>13</td>
<td>The Internet in China</td>
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</tbody>
</table>

### WEEK ONE: The History and Development of the Internet

**Readings:**

**Assignments:**
- Two student presentations

**MyEducation:**
- tweet, facebook post, blog entry with link on historical topic relating to the Internet

### WEEK TWO: Internet and the Individual

**Readings:**

**Assignments:**
- Two student presentations

**MyEducation:**
- tweet, facebook post, blog entry with link on Internet effects

### WEEK THREE: Internet and Social Networks

**Readings:**

**Assignments:**
- Two students presentations
MyEducation: tweet, facebook post, blog entry on social networks

**WEEK FOUR: Internet and Society**


Assignments: Two student presentations

MyEducation: tweet, facebook post, blog entry on internet and social effects

**WEEK FIVE: Internet and Society**


Assignments: Two student presentations

MyEducation: tweet, facebook post, blog entry on social movements

**WEEK SIX: Internet and Business**


Assignments: Two student presentations

MyEducation: tweet, facebook post, blog entry on how the Internet has changed business practices

**WEEK SEVEN: Internet and Politics**


Assignments: Two student presentations

MyEducation: tweet, facebook, blog entry on Internet and its effects on politics

**WEEK EIGHT: MIDTERM**
WEEK NINE: Internet and Policy


Assignments: Two students presentations
MyEducation: tweet, facebook post, blog entry on a policy issue relating to the Internet

WEEK TEN: Internet, Advocacy, and Campaigns


Assignments: Two student presentations
MyEducation: tweet, facebook post, blog entry on campaigns or advocacy on the Internet

WEEK ELEVEN: Internet and Security


Assignments: Two student presentations
MyEducation: tweet, facebook post, blog entry on a security issue on the Internet

WEEK TWELVE: Internet and the Arab Spring


Assignments: Two student presentations
MyEducation: tweet, facebook post, blog entry on the Internet and international policy/social movements

WEEK THIRTEEN: The Internet in China
http://www.wired.com/2010/01/ff_internetaddiction/

Assignments: Two student presentations

MyEducation: Final tweet, facebook post, blog entry on any topic

ATTENDANCE POLICY
Students must attend all classes and gallery visits and be able to certificate genuine absences. Any absence should be justifiable in terms only of illness, religious holiday or an internship interview.

UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES
Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

SCHOLASTIC DISHONESTY
Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

STUDENT CONDUCT
The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.