

Communication and Social Change
04-192-446
Fall 2004

Professor: Dr. Ulla Bunz
Class meetings: TTh 4:30-5:50 pm in SCILS 101
Office: 203 De Witt
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Office Hours: Tues 3 – 4:15 pm; Thurs 10:30 – 12 noon; & by appointment
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Course Description & Policies

This course focuses on the interplay between society, technology, and communication. Specifically, the course is broken into three sections. First we look at the diffusion of innovations approach to look at technological societal change, the role communication plays in this process, and the effects this change has on interaction in today's society. Then we continue along this road in section two when we look at social and political activism, which nowadays is often connected to technology. During that time there will be the presidential elections, so we'll be talking about that as well. Finally, our third section deals with spatial perspectives. Though this topic is not often discussed in communication, maps are really just geographic communication tools. So, we will think about space and place online and offline, and investigate the geographic concepts of technologies.

You are also responsible for the originality of all work submitted. **Plagiarism** includes presenting someone else's work or ideas as if your own, without proper citation, and submitting your own work to multiple instructors without previous approval. All plagiarists receive grades of zero and are reported to administrative officials.

Anyone who requires special **assistance** due to a mental disability, a physical disability, or any other reason, please notify me as soon as possible in private, so that we can find ways to accommodate your needs. If you must miss class due to any **religious holiday**, please contact me at least one day in advance to let me know.

Required Readings

Online readings – All course readings are online at <http://www.scils.rutgers.edu/~bunz/446>
Almost all of our readings are chapters from various books. I recommend printing these readings in the main computer lab (not the SCILS computer lab). On occasion I will handout a short hand-out, mostly to read in class.

List of readings:

1	Diebold (1969). The profound impact of science and technology
2	Muller, H. (1969). Human values and modern technology.
3	Kawamoto, K. (2003). <i>Media and society in the digital age</i> . Allyn & Bacon: Boston. Chapters 1 (“An overview of digital media”) and 2 (“Networks and infrastructures”)
4	Rogers, E. (2003). <i>Diffusion of innovations</i> (5 th ed.). Free Press. Chapter 1, “Elements of Diffusion”
5	Rogers, E. (2003). <i>Diffusion of innovations</i> (5 th ed.). Free Press. Chapter 7, “Innovativeness and Adopter Categories”
6	Bertrand, J. T. (2004). Diffusion of innovations and HIV/AIDS. <i>Journal of Health Communication</i> , 9, 113-121.
7	Rogers, E. (2003). <i>Diffusion of innovations</i> (5 th ed.). Free Press. Selected excerpts of Chapters 8 (“Diffusion of Networks”) and 9 (“The Change Agent”)
8	Rogers, E. (2003). <i>Diffusion of innovations</i> (5 th ed.). Free Press. Chapter 11, “The Consequences of Innovations”
9	Schuler, D. Cultivating society’s civic intelligence.
10	Howard, P. N., & Milstein, T. J. (2004). Spiders, spam, and spyware: New media and the market for political information. In M. Consalvo et al. (Eds), <i>Internet Research Annual</i> , Vol. 1. Selected Papers from the Association of Internet Researchers Conferences, (pp. 185-192). New York: Peter Lang.
11	Lim, M. (2002). Cyber-civic space in Indonesia. <i>IDPR</i> , 24(4), 383-400.
12	Elin, L. (2003). The radicalization of Zeke Spier. How the Internet contributes to civic engagement and new forms of social capital. In M. McCaughey & M. Ayers (Eds.), <i>Cyberactivism: Online activism in theory and practice</i> (pp. 97-114). New York: Routledge.
13	Lebert, J. (2003). Wiring human rights activism. In M. McCaughey & M. Ayers (Eds.), <i>Cyberactivism: Online activism in theory and practice</i> (pp. 209-231). New York: Routledge.
14	Stromer-Galley, J. (2004). Will Internet voting increase turnout? An analysis of voter preference. In P. Howard and S. Jones (Eds.), <i>Society online. The Internet in context</i> , (pp. 87-102). Thousand Oaks, CA: Sage.
15	Kellerman, A. (2002). <i>The Internet on earth. A geography of information</i> . Hoboken, NJ: Wiley. Chapter 2, “Basics. The scope of information geography”
16	Current, J., & O’Kelly, M. (1992). Locating emergency warning sirens. <i>Decision Sciences</i> , 23, 221-234.
17	Dodge, M., & Kitchin, R. (2002). <i>Mapping cyberspace</i> . London: Routledge. Chapter 4, “Introducing the cartographies of cyberspace”
18	Haggett, P. (1983). <i>Geography. A modern synthesis</i> . New York: Harper & Row. Chapter 1, “On the beach”
19	Holcomb, Adobe GoLive “Walk of New Brunswick,” map and history; Rutgers-internal link on website

Graded Contributions

Exam 1	20%
Exam 2	20%
“When old technologies were new” Project (Group)	20%
Political Campaigns Project	20%
Wireless Computing Project	20%
Participation	Totally subjective assessment that may lead to addition or subtraction of points. Not completing a pass/fail assignment on time will lead to point deduction.

Attendance

Attendance will be recorded every day. It is recommended not to miss more than three (3) class periods throughout the semester. Student who miss more than five (6+) class periods for **any** reasons will receive point deductions. Students who miss more than eight (9+) class periods for **any** reason will suffer severe point deductions of at least one final letter grade.

Grade distribution:

A	90-100%
B+	87-89%
B	80-86%
C+	77-79%
C	70-76%
F	69% and below

Exams

A study guide will be provided for each exam. The exams will be multiple choice and short answer, unless otherwise announced in advance. The second exam will not be comprehensive. (20% each of final course grade)

“When Old Technologies Were New” Project

Group project

Component 1: The interviews

Each group member should interview a person who is at least 45 years old. Ask this person about his/her experiences growing up and ask for “innovations” that were new earlier in that person’s life. Share your notes with each other and determine what “innovation” (now no longer in use) you will use for your project. Submit your notes to me so I know you did it, and bring copies for your team members. **Due on Sep 21 in class.** This is a **pass/fail** assignment. If you don’t have it in class that day you fail, and you will lose participation points.

Component 2: Research

Do research on your group’s “innovation.” Find articles, advertisements, websites, etc. You may do additional interviews if you want, but it is not required. Find out about society in the time period in question. Using your knowledge from the study of diffusion, figure out why that innovation was adopted then, and why it is extinct now.

Component 3: Write-up

The write-up is **due** on **Sep 30** for all groups. This is 5-7 page (double spaced) formal paper. Its title is, “When *fill in name of your chosen topic* was new: A *smart secondary heading of your choice*. Analyze your topic from a diffusion perspective and be detailed. For example, provide definitions of terminology, quote your sources, explain the interplay between societal forces and the innovation, etc. Copies of all articles or websites (first screen is enough) used must be submitted with the paper. (20% of final course grade)

Political Campaigns Project

Though this project is related to politics and the political candidates running for president, the point of the project is **not** to take any particular side, defend or derogate any particular candidate. **Instead**, choose one presidential candidate (and I understand that this choice does not necessarily reflect your political beliefs). Find information online, in newspapers, and in magazines on a) How was technology used in this candidate’s campaign? And b) Do the media think that the way technology was used by this candidate helped or hurt the campaign, and why? You will receive some information on how to create a poster board. Your assignment is to answer the two questions above on one poster board. You will be graded on both depth of content and visual appeal/effective communication. The poster is **due** on **Nov 9**. (20% of course grade)

Wireless Computing Project

Wireless computing is cool, that is, if you have a laptop, and you have a wireless card, and wireless access is available, and it’s free.

You have just graduated with a degree in Communication, and your resume lists “technologies” as one of your special interests. You get a great job as a consultant. Your first client is Rutgers University.

Rutgers wants

- to make its College Avenue campus wireless as much as possible
- to spend as little money as possible

Component 1: Data log

If you want to provide access to something, it’s usually a good idea to figure out where your target audience spends most of its time. Each class member will be provided with a log sheet and instructions. Log your own movement over campus. Prof. Bunz will enter the data and perform some magic so that all consultants will end up with the same dataset to work with. The logs are **due on Nov 16**. Please note that this is a **pass/fail** assignment. If you don’t complete it, you hurt everyone in the class (because more data is always better), and you will lose participation points.

Component 2: Communicating with a map

Just like we did on the first day of class, you will have to categorize your data. During the **lab session on Nov 30**, Prof. Bunz will teach you how to “color in” a campus map electronically. Depending on your classification, each of you will complete your own map either during that class, or on your own afterwards.

Component 3: Client report

You will write a paper (3-4 pages double spaced) that accompanies your map. Both components are **due** any time between **Dec 9** (last day of class) **and Dec 17** (our final exam day). The paper explains why you have chosen to distribute the chosen number of wireless hotspots in the chosen locations around campus. Make sure to detail the people considerations, technology considerations, and money considerations that have informed your decision. You will be graded mostly on quality and thoughtfulness of argument, but also on the map itself (including the placement of hotspots). You'll get more info on this project later in the semester. (20% of final grade).

There will be no "Final Exam" in this course.

Tentative Timetable (version 9/08/04)

Week	Date	Topic	Readings
1	Th 9/2	Introduction, syllabus, etc.	
DIFFUSION AS CHANGE			
2	T 9/7	Society, Change & Technology, Part I	1 – Diebold 2 – Muller
	Th 9/9	Society, Change & Technology, Part II	3 – Kawamoto
3	T 9/14	Diffusion of Innovations: Introduction	4 – Rogers
	Th 9/16	DoI: People & Relationships	5 – Rogers
4	T 9/21	<i>Satellite Computer Lab</i>	Interviews due
	Th 9/23	DoI: Process & Attributes	6 – Bertrand
5	T 9/28	DoI: Networks, Agents vs. Leaders	7 – Rogers
	Th 9/30	Consequences of diffusion & Exam Review	Group Project due 8 – Rogers
6	T 10/5	Exam 1	
SOCIAL & POLITICAL ACTIVISM			
	Th 10/7	Large Scale Societal Implications	9 – Schuler
7	T 10/12	Politics, Policy, and the Public Sphere	10 – Howard & Milstein
	Th 10/14	International Perspective	11 – Lim
8	T 10/19	Online Activism, Part I	12 – Elin
	Th 10/21	Online Activism, Part II	13 – Lebert
9	T 10/26	Call to the Polls: Civic Duty, Right, or	14 – Stromer-Galley

		Privilege?	
	Th 10/28	Change in the US of A	15 – <i>coming soon</i>
10	T 11/2	Topic TBA but we <u>will</u> meet	Have you voted yet?
SPATIAL PERSPECTIVES ON SOCIAL CHANGE			
	Th 11/4	Foundational Concepts	16 – Kellerman
11	T 11/9	Spatial Optimization	Project due, Log assigned 17 – Current & O’Kelly
	Th 11/11	Class Canceled; Recommended: Online search for example of spatial social change	
12	T 11/16	Spatial Perspective on Cyberspace & Exam Review	19 – Dodge & Kitchin Log due
	Th 11/18	Exam 2	
13	T 11/23	The final project	
	Th 11/25	No Class – Turkey Day	
14	T 11/30	<i>Computer Satellite Lab</i>	
	Th 12/2	Spatial Patterns of Technology	20 – Haggett
15	T 12/7	<i>Field Trip; meet at Grease Trucks</i>	18 – Holcomb
	Th 12/9	Connecting the Dots on Social Change	Project due

<p>Deliverables due on:</p> <ul style="list-style-type: none"> • 9/18: Interview • 9/30: Group Project • 11/9: Project • 11/16: Log • 12/9: Project 	<p>Lab days:</p> <ul style="list-style-type: none"> • 9/21 • 11/30 <p>Exam days:</p> <ul style="list-style-type: none"> • 10/5: Exam 1 • 11/18: Exam 2
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