Course Code
New Media and Society
Module 1, 2022-2023

Course Information

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Lectures: Tue & Fri 10:30-12:20
Venue: PHBS Building, Room 415

Course Website:
If any.

1. Course Description

1.1 Context

Course overview: Since the 1960s, the information society and digital media have gradually developed and have covered all aspects of human life. From the Internet to the mobile Internet, from robots to smart cities, the future of a networked society is the future of our lives, and the future of human being. The future of digital world is not only guided by the development of science and technology, but it also depends on how human dealing with the information technology. In other words, the real driving force for change is not the electronic chip, but the thinking and behaviour of the people.

The course is designed to help students learn the theory and analysis methods of Information Communication Technology and form a historical perspective on information society. Based on this, the course will further discuss about the history of information society development, as well as research findings on the use of human information and communication tools, and analyse the existing phenomena on social media. Through cases, images and videos, the course will show the current situation of information society in China and the world, reveal the influence of information and communication technology on human society and culture, and inspire students to imagine about the future digital life.

Prerequisites: None.

1.2 Textbooks and Reading Materials

Aiden, E., & Michel, J. (2013). *Uncharted: Big Data as a Lens on Human Culture* (1st ed.). Riverhead Books.

Baase, S. (2012). *A Gift of Fire: Social, Legal, and Ethical Issues for Computing Technology (4th Edition)* (4th ed.). Pearson. (Required: Ch.2, Ch.3, Ch.6 & Ch.7)

Ball, P. (2006). *Critical Mass: How One Thing Leads to Another* (1st ed.). Farrar, Straus and Giroux. (Required: Ch.15)

Bartle, R. A. (1996). *Players Who Suit MUDs.* Journal of Online Environments, Vol. 1, No. 1.

Bearman, P.S., Moody, J. and Stovel, K. (2004). Chains of Affection: The Structure of Adolescent Romantic and Sexual Networks. American Journal of Sociology, 110, 44-91.

Castells, M. (2000). *Toward a Sociology of the Network Society.* Contemporary Sociology, 29(5), 693-699.

Chandler A., & Cortada J. W. (2000). *A Nation Transformed by Information: How Information Has Shaped the United States from Colonial Times to the Present*, New York: Oxford University Press. (Required: Ch.1, Ch.6 & Ch.7)

Easley, D., & Kleinberg, J. (2010). *Networks, Crowds, and Markets: Reasoning about a Highly Connected World* (1st ed.). Cambridge University Press.

Granovetter, M. S. (1973). The strength of weak ties. American journal of sociology, 78(6), 1360-1380.

Jacobs, J. (1992). *The death and life of great American cities*, New York: Vintage Books. (Required: Ch.5)

Jenkins, H. (2012). *Textual Poachers: Television Fans and Participatory Culture* (2nd ed.). Routledge. (Required: Ch.1, Ch.2 & Ch.5)

Hindman, M. S. (2009). *The myth of digital democracy,* Princeton: Princeton University Press. (Required: Ch.3)

Kenney, M., & Zysman, J. (2015, June). Choosing a future in the platform economy: the implications and consequences of digital platforms. In Kauffman Foundation New Entrepreneurial Growth Conference (Vol. 156160, No. 18, pp. 1689-1699).

Kuhn, T. S. (1962). *The structure of scientific revolutions*, Chicago: University of Chicago Press. (Required: Ch.7)

Lin, N. (2005). *Social Capital (Chinese edition),* Shanghai: Shanghai people's publishing house. (Required: Ch.1, Ch.2 & Ch. 5)

Maurer, B. (2012). Mobile money: Communication, consumption and change in the payments space. Journal of Development Studies, 48(5), 589-604.

Maurer B., Steven Rea, Guest blog entries for Credit Slips: A Discussion on Credit, Finance and Bankruptcy. Four guest blogs on "cashlessness": Platform, Infrastructure, Utility?; Cash as Social Infrastructure; Cash: Killing it or Buildiing Bridges to it?; Toward Cashlessness? April, 2012. https://www.creditslips.org/creditslips/MaurerReaAuthor.html

Mcgonigal, J. (2003). *'This Is Not a Game': Immersive Aesthetics and Collective Play.* Melbourne Dac Streamingworlds Conference.

Plantin, J. C., Lagoze, C., Edwards, P. N., & Sandvig, C. (2018). *Infrastructure studies meet platform studies in the age of Google and Facebook.* New Media & Society, 20(1), 293–310.

Rosenblat, A., & Stark, L. (2016). *Algorithmic labor and information asymmetries: A case study of Uber's drivers.* International Journal of Communication, 10, 3758–3784.

Rosling, H., Rosling, O., and Ronnlund, A. (2018). Factfulness. Flexibell AB.

Sassen, S. (2001). *Impacts of Information Technologies on Urban Economies and Politics.* International Journal of Urban and Regional Research, 25(2), 411–418.

Saunders, D. (2012). *Arrival City: How the Largest Migration in History Is Reshaping Our World* (Reprint ed.). Vintage. (Required: Ch.3)

Webster, F. (2014). *Theories of the Information Society*. Routledge. (Required: Ch. 1, Ch.2, & Ch.3)

West, G. (2017). *Scale. The universal laws of growth, innovation, sustainability, and the pace of life in organisms, cities, economies, and companies*, New York: Penguin Press.

Xiang, B. (2006). *Global "Body Shopping": An Indian Labor System in the Information Technology Industry*, New Jersey: Princeton University Press. (Required: Introduction & Ch.1)

Ye, W., Chen, W., & Fortunati, L. (2021). Mobile Payment in China: A Study from a Sociological Perspective. Journal of Communication Inquiry. https://doi.org/10.1177/01968599211052965 (ESCI)

Zhao, L., & Ye, W. (2022). Visualization as infrastructure: China's data visualization politics during COVID-19 and their implications for public health emergencies. Convergence, 28(1), 13–34. https://doi.org/10.1177/13548565211069872

丁未.《流动的家园："攸县的哥村"社区传播与身份共同体研究》.社会科学文献出版社，2014年。(Ch.3)

胡杨涓、叶韦明.《移动社会中的网约车》，《传播与社会学刊》，2019 (47), 135-165.

景军.《泰坦尼克定律：中国艾滋病风险分析》，《社会学研究》，2006 (5), 123-150.

杨伯溆.《全球化：起源、发展和影响》。人民出版社，2002年。 (Ch.4 & Ch.8)

2. Learning Outcomes

2.1 Intended Learning Outcomes

Learning Goals	Objectives	Assessment (YES with details or NO)
1. Our graduates will be effective communicators.	1.1. Our students will produce quality business and research-oriented documents.	YES. Research proposal as final work.
	1.2. Students are able to professionally present their ideas and also logically explain and defend their argument.	YES. Deliberate thinking and argument are required in this course.
2. Our graduates will be skilled in team work and leadership.	2.1. Students will be able to lead and participate in group for projects, discussion, and presentation.	YES. Students are going to discuss and collaborate via group assignment.
	2.2. Students will be able to apply leadership theories and related skills.	
3. Our graduates will be trained in ethics.	3.1. In a case setting, students will use appropriate techniques to analyze business problems and identify the ethical aspects, provide a solution and defend it.	YES. Platform society requires more in social responsibility and care for human.
	3.2. Our students will practice ethics in the duration of the program.	
4. Our graduates will have a global perspective.	4.1. Students will have an international exposure.	YES. Readings materials, cases.
5. Our graduates will be skilled in problem-solving and critical thinking.	5.1. Our students will have a good understanding of fundamental theories in their fields.	YES. Theories on information society.
	5.2. Our students will be prepared to face problems in various business settings and find solutions.	YES. Platform companies.
	5.3. Our students will demonstrate competency in critical thinking.	YES. Curious, Critical, Creative,

		Caring.

2.2 Course specific objectives

In this course, through a series of literature reading, case study and group discussion, students could have a better understanding of the information and communication technology from the perspective of social science. The topics of the course mainly include:

Information Society	Complexity
Infrastructure	Platform
Social Capital	Social Network
Guanxi (Relationships)	Social Structure
Globalization	Glocalization
Privacy	Public Sphere
Networked Individualism	Platform society

2.3 Assessment/Grading Details

2.3.1. Class participation, Pre-lecture reading assignments

Students are required to read assigned materials before the class. During the discussion sessions, students have to summarize their insights on discussion topics. Please submit your insights after each discussion session (within 24 hours). <u>Insights should include literature review on at least two related articles, about 200 words, in English, with APA citation format.</u> Class participation accounts for 15% of the final grade.

Example

Smythe (1977) put forward a landmark "blind spots", applying labor value theory of Marx to the audience analysis. He thought the product form of mass communication industry is not the information, news and video, which just scratched the surface, but is the audience who were watching them. The audience watching TV ads, which stimulated potential consumer demand, become the target of advertisers. This process is that media industry accumulates capital. Therefore, the famous "audience commodity theory" is put forward to explain how the audience become a commodity from the perspective of labor. At this point, he introduced the issue of "labor" into the political economy of communication.

Then, with the development of technological and labor environment, the attention of communication political economy to labor in the digital era has developed from the "blind spot" to the "digital labor". Fox (2014) gave a relatively clear definition of digital labor. They are part of a collective work force that is required for the existence, usage and application of digital media. What defines them is not a common type of occupation, but rather the industry they contribute to and in which capital exploits them. This argument emphasizes the material basis of the digital age, such as computers, mobile phones, wires, supporting facilities, etc. It extends people's understanding of "digital labor" to traditional manufacturing industries that require a large amount of labor. Workers working in electronic manufacturing plants still belong to a contemporary digital labor. The players become complicated.

Reference

Smythe, D. W. (1977). Communications: Blindspot of western Marxism. *Canadian Journal of Political and Social Theory*, *1*(3), 1-27.

Fuchs, C. (2014). *Digital Labour and Karl Marx*. Routledge.

2.3.2. Presentations (Group project)

Students will be divided into several groups (2 people in each group) and give a **5-min** presentation

based on the topic of each session. The content of the presentation should include but is not limited to: (1) introduction of reading materials; (2) other related literature.
The grade depends on the quality of the essay, and it accounts for 15% of the final grade. Strict time control is highly recommended, as it will be considered into the grading.

2.3.3. Final paper
As for final paper, each group should complete the following work:
(1) A literature review of the topic given;
(2) A case study of an information and communication technology with in-depth interviews.
The final paper accounts for 70% of the final grade.

In general, **final grade** = class participation (15%) + presentation (15%) + final paper (70%)

2.4 Academic Honesty and Plagiarism

It is important for a student's effort and credit to be recognized through class assessment. Credits earned for a student work due to efforts done by others are clearly unfair. Deliberate dishonesty is considered academic misconducts, which include plagiarism; 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; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.

All assessments are subject to academic misconduct check. Misconduct check may include reproducing the assessment, providing a copy to another member of faculty, and/or communicate a copy of this assignment to the PHBS Discipline Committee. A suspected plagiarized document/assignment submitted to a plagiarism checking service may be kept in its database for future reference purpose.

Where violation is suspected, penalties will be implemented. The penalties for academic misconduct may include: deduction of honour points, a mark of zero on the assessment, a fail grade for the whole course, and reference of the matter to the Peking University Registrar.

For more information of plagiarism, please refer to *PHBS Student Handbook*.

NO LAPTOP IN THE CLASS.

3. Topics, Teaching and Assessment Schedule

This course consists of 36 teaching hours. Each session takes up 2 hours. Relevant theories, papers, and cases will be introduced and discussed in the class. Students need to read the materials before each lesson and participate in the discussion and group assignments. Here are the 18 sessions of this course.

Session 0: **30 Aug.**	**Introduction to Factfulness** Readings: Rosling (2018)
Session 1: **2 Sept.**	**Information Society** Readings: Castells (2000); Sassen (2001); Webster (2014) Key words: Complexity, information society, network society, networked individualism

Session 2: **6 Sept.**	**Globalization, Information and Communication Technology** Readings: 杨伯溆 *(2002)*, Ch.4 & Ch. 8; *Xiang (2006)*, Introduction & Ch.1 Cases: Indian IT workers, multinational companies Key words: Globalization, information and communication technology, social structure
Seminar 1 **9 Sept.**	**Literature searching methods in social science research (by Yu Hu, librarian of Shenzhen University Town Library)**
Session 3: **13 Sept.**	**A brief history of the Internet** Readings: Chandler & Cortada (2000)*,* Ch.1, Ch.6 & Ch. 7 Cases: IBM, Google Key words: Military - commercial – civil usage, media social history
Session 4: **16 Sept.**	**Cities and Strangers** Readings: *Jacobs (1992),* Ch.5; 丁未（2014）, Ch.3; Saunders (2012)*,* Ch.3 Cases: Urban villages in Shenzhen Key words: Community, strangers, power
Session 5: **20 Sept.**	**Infrastructure and Platform Study** Readings: Plantin, Lagoze, Edwards, & Sandvig (2018); Kenney, & Zysman (2015) Cases: Google, Didi, Meituan Key words: Infrastructure, network platform
Session 6: **23 Sept.**	**Mobile Society, Mobile Work and Algorithmic Labor** Readings: Rosenblat, & Stark (2016); 胡杨涓、叶韦明(2019) Cases: Ride-hailing drivers, fooddeliver people Key words: Actor-Process-Event Scheme of network analysis, information asymmetry
Session 7: **27 Sept.**	**Dematerialization and Mobile Payment** Readings: Mauer (2012); Ye et al. (2021); Credit Slips (2012), https://www.creditslips.org/creditslips/MaurerReaAuthor.html Key words: infrastructure, dematerialization, mobile payment, cashless society
Session 8: **30 Sept.**	**Social capital, relationships, and social structure** Readings: Granovetter (1973); Easley & Kleinberg (2010), Ch.3; Lin (2005), Ch.1, Ch.2 & Ch.3 Cases: Changes of social capital on social media Key words: Different categories of social support, weak relationships, heterogeneous information
Session 9: **11 Oct.**	**The paradigm evolution and basic concepts of social network analysis, I** Readings: Kuhn (1962), Ch.7; Networks, Crowds, and Markets, Ch.2 Case: The spread of infectious diseases Key words: Paradigm revolution, centrality measures

Session 10: 14 Oct.	**The paradigm evolution and basic concepts of social network analysis, II** Readings: 景军（2006）; Bearman, Moody, and Stovel, (2004) Case: The spread of infectious diseases Key words: Paradigm revolution, centrality measures
Session 11: 18 Oct.	**Games and Gamification** Readings: Bartle (1996); Mcgonigal (2003) Cases: World of Warcraft, Glory of Kings Key words: Games, gamification, community members, large-scale collaboration
Session 12: 21 Oct.	**Subculture and Fans** Readings: Jenkins (2012), Ch.1, Ch.2 & Ch.5 Case: Produce 101, The Big Band
Seminar 2: 25 Oct.	**How to motivate netizens?**
Session 13: 28 Oct.	**Artificial intelligence, utopia and dystopia** Readings: Baase (2012), Ch.6 & Ch.7 Cases: AlphaGo, Second Life
1 Nov. 4 Nov.	**Presentation of the final assignment**

4. Miscellaneous

Curious, Critical, Creative, Caring.