

CCMS
School of Communications
Howard University
CCMS Inequalities in the Information Society

Fall Semester 2018

Class Meetings: T 6:40-9:00

Instructor:
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Office Hours: Office Hours: T/W, 1:40 PM-6:40 PM & by appointment

Course Description

The seminar provides an overview of “inequalities” in contemporary global societies. The rise of inequalities comes about at the same time as changing technologies, notions of race, gender, sexuality, class, and multiculturalism. We will look at the history, theories, and practices related to various facets of inequalities, with critical eyes on the roles of media and technologies. The seminar will finish with a punch line --- an examination of how “Trump” world may exacerbate or remediate inequalities.

This course will explore key issues at every facet of disparities---social problems, racism, gender discrimination, and so on. In the first part of the course, students will be introduced to some fundamental philosophical debates. Specific topics to be covered will include: economic origins of inequality, capitalism, a fantasy about self-regulating market force, income distribution, power, and so on.

The second part of the course will explore the impact of new informational technologies on the creation, maintenance, or exacerbation of inequalities, and this will include discussions of more contemporary issues: such as digital divide, information skills, class and gender gaps in access, urban infrastructure, health disparity, and surveillance and privacy.

The final section of the course will consider societal solutions to inequalities and how the political forces can ease causes, symptoms, and impacts of the problems.

Doctoral Requirements:

Doctoral students enrolled in the class will be expected to complete all regularly assigned readings and participate actively in all weekly seminar meetings. Additional readings in the student’s particular area of research activity will be determined in consultation with the instructor. Doctoral

students will also submit approximately 2 single-spaced pages of reading notes each week, summarizing key arguments, contributions, and questions raised by the weekly reading set (the precise form and style of these may vary, and will be negotiated on an individual basis between student and instructor). Finally, doctoral students will be required to submit a major research paper (20-30 pages double-spaced) in the topic area to be chosen and developed in consultation with the instructor.

- Participation/Discussion Leader 15 %
- Weekly Reading Notes/Journal 25 %
- Research Presentation & Project 60 %

We might add other specific assignments as any specific instructional needs arise.

*****Journal and Reading notes --- Each student is expected to come up with a research idea related to readings.

Research Presentation and Project will be graded according to the highest level of professionalism, scholarly rigor, theoretical understandings, methodological sophistication, and writing quality. Simply put, the final project (and its quality) should be ready to be turned into a conference (ICA, AEJMC, NCA, IAMCR, etc.) paper.

Further specifics will be guided throughout the semester, these are some of the basic expectations for an A paper.

- Writing Clarity, Clear Thesis, Professional Tones, and Logical Organization, APA Style, No Technical Error, etc.
- Theoretical Application and Understanding: this means that you must demonstrate, not only understandings of basic concepts and theories, but also an ability to apply into a research project.
- Basic Methodological Rigor (you're assumed to have learned basic research skills)
- Independent Thinking and Creativity: Please do not say "please tell me what you want"
- Thoroughness of Literature Review: Please do not say "I do not find any useful study" It is not about the number of studies you covered.
- Capacity to generate an interesting and significant research question and hypothesis

IMPORTANT NOTE ABOUT GRADING

Your default grade is B. That is, I start with an assumption that you are an above-average or average Ph D student (which is B). You must convince me and demonstrate your **excellence well above average** Ph D student to get an A in this course. Let's say you are doing all works, submit papers, participate in discussion, and present, but need a significant improvement in each area and show lack of efforts. Then, you will get C in this course.

Readings

Note: Readings will be distributed weekly via email directory. Additional media and online sources will be circulated periodically via email.

Readings are geared toward three things: First, the classics (old reading). Second, instant classics (contemporary studies but with enormous attention from academia and press). Third, applications (empirical pieces that teach students about the notion of empirical data/evidence).

Therefore, the RECENCY of readings is NOT the goal of this course –

The following list is under progress, will be adjusted, modified, added, or excluded on a weekly basis as our class discussion is to progress. Please treat this class as an open lab – we progress as we discuss, debate, and write.

Course Schedule Overview

First Week - Introduction:

** there are no required readings for this class **

Sign up for reading discussion

Part I

Second Week – Inequalities: Economics, Income Distribution

Smith, Adam. 1776. “Of the Division of Labour,” “Of the Principle which gives Occasion to the Division of Labour,” and “That the Division of Labour is limited by the Extent of the Market” (Chapters 1-3). In *The Wealth of Nations*, 9-33. Bantam.

Marx, Karl and Frederick Engels. 1848. *The Communist Manifesto*, 14-21. Moscow : Progress Publishers.

Piketty, T., & Ganser, L. J. (2014). *Capital in the twenty-first century*.

Marx, Karl and Frederick Engels. “Wage, Labour and Capital.” In *The Marx-Engels Reader* edited by Robert C. Tucker, 203-218. Norton.

Third Week - Inequalities: History, Principles, Institutions

Gramsci, Antonio. 1971 [1935]. Selections from the Prison Notebooks, 229-233, 333-334, 407-409. International Publishers.

Polanyi, Karl. 2001 [1944]. "Introduction" by Fred Block, "The Self Regulating Market and the Fictitious Commodities," and "Man, Nature and Productive Organization." In *The Great Transformation. The Political and Economic Origins of Our Time*, xviii-xxxviii, 71-80, 136-140. Beacon.

Levitt, Kari Polanyi. 2012. "The Power of Ideas: Keynes, Hayek and Polanyi." *Introduction to International Journal of Political Economy* volume 41, no. 4.

J. Femia. 1987. *Gramsci's Political Thought*, 1-7. Oxford: Clarendon Press

Fourth Week – Inequalities: Power, Poverty, Consumption

Michel Foucault *Discipline & punish: The birth of the prison*

George, H. (1884). *Progress and poverty: An inquiry into the cause of industrial depressions, and of increase of want with increase of wealth, the remedy*. W. Reeves.

Veblen, T. *The theory of the leisure class*.

Chomsky, N. (1986). *Knowledge of language: Its nature, origin, and use*. Greenwood Publishing Group.

Bourdieu, P. (2011). *The forms of capital*. (1986). *Cultural theory: An anthology*, 1, 81-93.

Part II

Fifth Week – Digital Basics

DiMaggio, Paul and Coral Celeste. 2004. "Technological Careers: Adoption, Deepening and Dropping Out in a Panel of Internet Users." Paper presented at the Eastern Sociological Society Annual Meetings, New York City [courseware]

Ball-Rokeach, S. J., Kim, Y. C., & Matei, S. (2001). *Storytelling neighborhood: Paths to belonging in diverse urban environments*. *Communication Research*, 28(4), 392-428.

Norris, Pippa. 2000. *Digital Divide*. Cambridge: Cambridge University Press. Chapter 3: *Wired World*. [online, courseware]

Warschauer, Mark. 2003. *Technology and Social Inclusion: Rethinking the Digital Divide*. Cambridge, MA: MIT Press. Introduction & Chapter 1, pp. 1-9, pp. 11-30.

Toyama, Kentaro. 2015. "The Law of Amplification. A simple but powerful theory of technology's social impact." In *Geek Heresy: Rescuing Social Change from the Cult of Technology*. Public Affairs.

Sixth Week – No class Reading

Individual Meetings

Seventh Week – Digital Applications

Mossberger, K., Tolbert, C. J., & Hamilton, A. (2012). Broadband adoption| measuring digital citizenship: Mobile access and broadband. *International Journal of Communication*, 6, 37.

Park, Y. J. (2013). Offline status, online status: Reproduction of social categories in personal information skill and knowledge. *Social Science Computer Review*, 31(6), 680-702.

Zillien, N., & Hargittai, E. (2009). Digital distinction: Status-specific types of internet usage. *Social Science Quarterly*, 90(2), 274-291.

Foucault, M. (2012). *Discipline & punish: The birth of the prison*. Vintage.

Daniels, J. (2013). Race and racism in Internet studies: A review and critique. *New Media & Society*, 15(5), 695-719.

Eighth Week – Digital Applications

Park, Y. J. (2015). My whole world's in my palm! The second-level divide of teenagers' mobile use and skill. *new media & society*, 17(6), 977-995.

Bourdieu, P. (2011). The forms of capital.(1986). *Cultural theory: An anthology*, 81-93.

Castells, M. (1978). City, class and power. In *City, class and power* (pp. 167-173). Macmillan Education UK.

Ninth Week – Digital Applications

Park, Y. J. (2015). Explicating net diversity in trend assessment. *Communication Research*, 0093650215601883.

Warschauer, Mark and Morgan Ames. 2010. "Can One Laptop Per Child Save the World's Poor?" *Journal of International Affairs* 64(1) : 33-51.

Ratan, Aishwarya Lakshmi, Kentaro Toyama, Sunandan Chakraborty, Keng Siang Ooi, Mike Koenig, Pushkar V. Chitnis, and Matthew Phiong.2010. "Managing microfinance with paper, pen and digital slate." In *Proceedings of the 4th ACM/IEEE International Conference on Information and Communication Technologies and Development*, ACM: 67-83..

Blumenstock et al. 2015. "Promises and Pitfalls of Mobile Money in Afghanistan: Evidence from a Randomized Control Trial." IEEE proceedings of ICTD.

Tenth Week – No readings

Individual Meeting

Eleventh Week - Information Inequality and Development

The Role of Information and Communication Technologies in Global Development: Analyses and Policy Recommendations (Report of the UN ICT Task Force) (United Nations, 2005)

Dravis, "Open Source Software: Perspectives for Development," InfoDev
Plus ONE of the following:

Etta, and Parvyn-Wamahiu, eds. Information and Communication Technologies for Development in Africa (Vol 2: The Experience With Community Telecentres). Available online at:
<http://www.idrc.ca/openebooks/006-3/>; or

Twelfth Week – Economics, Money, Income ----- Again and Again

Rostow, W. W. 1960. The Stages of Economic Growth: A Non-Communist Manifesto. Cambridge: Cambridge University Press.

Hirschman, Albert. 1981. "The Rise and Decline of Development Economics." In Essays in Trespassing: Economics to Politics and Beyond, 1-24. Cambridge University Press.

Frank, Andre Gunder, 1966. "The Development of Underdevelopment." Monthly Review (18): 17-31.

Baer, W. 1983. "Import Substitution and Industrialization in Latin America: Experiences and Interpretations." In The Struggle for Economic Development edited by M. Todaro, 301-315. New York: Longman.

Final Week - Student Presentations and Course Wrap-up

** there are no assigned readings for this class **

School of Communication 16 Core Competencies

1. Understand and apply the First Amendment principles and the law appropriate to professional practice;
2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
3. Demonstrate an understanding of diversity of groups in a global society in relation to communications;
4. Understand concepts and apply theories in the use of presentations of images and information;
5. Work ethically in pursuit of truth, accuracy, fairness and diversity;
6. Think critically, creatively and independently;
7. Conduct research and evaluate information by method appropriate to the communications profession in which they will work;
8. Write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve;
9. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate styles and grammatical correctness;
10. Apply basic numerical and statistical concepts;
11. Apply tools and technologies appropriate for the communications professions in which they work;
12. Understand and demonstrate the ethical use of digital communication;
13. Demonstrate an understanding of the principles of entrepreneurship and intrapreneurship;
14. Demonstrate an awareness of hearing, language and speech disorders, and other physical abilities and disabilities & their accommodations;

15. Apply the principles of effective oral /interpersonal communications in a variety of professional contexts;
16. Demonstrate media literacy with a critical understanding of messages in mediated communication.

This class is designed to achieve #4, #6, and #9. These objectives will be achieved (and evaluated) through reading scholarly works; familiarizing a body of literature; conducting and presenting independent research ideas.

HU STATEMENT ON ADA PROCEDURES

Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students in need of accommodations due to a disability should contact the Office of the Dean for Student Services for verification and determination of reasonable accommodations as soon as possible after admission to the University or at the beginning of each semester. Additional information regarding student services is available online at: [http://www.howard.edu/specialstudentservices/Disabled Students.htm](http://www.howard.edu/specialstudentservices/DisabledStudents.htm)

For assistance contact, Dr. Elaine Bourne Heath, Dean, Student Services at (202) 238-2420.

STATEMENT ON INTERPERSONAL VIOLENCE

Howard University takes sexual assault, dating violence, domestic violence, stalking and sexual harassment seriously. If a student reveals that he or she needs assistance with any of these issues, all responsible employees, which includes faculty, are required to share this information with the University Title IX Office (202 806-2550) or a student can be referred for confidential services to the Interpersonal Violence Prevention Program (IVPP) (202 238-2382) or University Counseling Services (202 806-6870). For more information about these services, please go to: www.CampusSafetyFirst.Howard.Edu.

CETLA WRITING MATTERS CAMPAIGN

Writing is an essential tool for thinking and communicating in virtually every discipline and profession. Therefore, in this course I expect you to produce writing that is not only thoughtful and accurate, but also organized, clear, grammatical, and consistent with the conventions of the field. If your writing does not meet these standards, I may deduct points or ask you to revise. For assistance with your writing, go to the student section of the Writing across the Curriculum (WAC) website:

<http://www.cetla.howard.edu/wac/students.aspx>.

ACADEMIC CODE OF STUDENT CONDUCT

(Revised January 4, 2017)

Approved by the Board of Trustees, June 29, 2010

Retrieved on December 13, 2016 from: <https://www.howard.edu/students/hbook/H-Book.pdf>

Howard University is a community of scholars composed of faculty and students both of whom must hold the pursuit of learning and search for truth in the highest regard. Such regard requires adherence to the goal of unquestionable integrity and honesty in the discharge of teaching and learning responsibilities. Such regard allows no place for academic dishonesty. To better assure the realization of this goal any student enrolled for study at the University may be disciplined for the academic infractions defined below.

Definitions of Academic Infractions

1. **Academic Cheating**—any intentional act(s) of dishonesty in the fulfillment of academic course or program requirements. This offense shall include (but is not limited to) utilization of the assistance of any additional individual(s), organization, document, or other aid not specifically and expressly authorized by the instructor or department involved. (Note: This infraction assumes that with the exception of authorized group assignment or group take-home assignments, all course or program assignments shall be completed by an individual student only without any consultation or collaboration with any other individual, organization, or aid.)
2. **Plagiarism** is a reprehensible offense. It is an act of dishonesty and undermines the credibility that is essential to all professional communicators. The Howard University H-Book for Academic Offenses (Section II.1.b) defines plagiarism as: “to take and pass off as one's own the ideas, and writings of another, without attribution (without acknowledging the author).” *Note: Also, included in the CHSOC policy is **self-plagiarism** - the reuse of one's own writing taken from another written document (published or unpublished) without acknowledgement. Self-plagiarism has also been identified in cases of 'duplicate publication,' and consists of a person re-purposing their own written material or creative media (i.e., video, audio, presentations, etc...) without citing the source of the original content (Approved by CHSOC Faculty 12/13/16).*

The copying does not have to be exact to be plagiarism. Shuffling the order of ideas, moving paragraphs around, or changing a word here and there does not mean you have made the work your own.

Students are expected to do original analysis, reporting and writing. Students are expected to explicitly cite the sources of any information that is not derived from their own analysis, reporting and writing.

Here's a rule to live by: If you have any doubt about the need to cite a source, cite the source. Err on the side of over-attribution.

3. **Copy Infringement**—Copy infringement occurs when a copyrighted work is reproduced, distributed, performed, publicly displayed, or made into a derivative work without the permission of the copyright owner.

Administration of the Code

This Academic Code of Student Conduct applies in all schools and colleges. In professional schools and colleges that have adopted honor codes, the honor code may supersede this Code. The authority and responsibility for the administration of this Academic Code of Conduct and imposition of any discipline upon any particular student shall vest in the Dean and faculty of the School or College in which the student is enrolled but may be delegated by the faculty to the Dean of the School or College in which the student is enrolled. The Dean shall be assisted in this responsibility by any faculty members and administrative officers in the School or College the Dean shall consider appropriate. Any student accused of an infraction of this Code shall have a right to a limited hearing, as described herein, of the charges against him before a committee of faculty members, at least three in number, none of whom shall be the accuser or witness to the alleged infraction. The committee may be either a standing of the School or College, whose responsibilities are considered appropriate by the Dean to conduct a hearing under this code, or a committee appointed by the Dean for the special purpose of conducting only a particular hearing or all such hearings that may arise during an annual period. The hearing committee shall be chaired by a member designated by the Dean and the chairperson shall have the right to vote in cases of a tie vote.

Procedure

Informal Process

Any faculty member who has knowledge of an infraction of this Code shall assemble all supporting evidence and identify any additional witnesses to the infraction and make this information known [first to the Department Chair per CHSOC policy within] ten (10) business days of the infraction. [Then the student meets with the chair and the faculty member for the resolution. The results are reported to the Dean or the Dean's designee].

Formal Appeal Process

1. Any faculty member who has knowledge of an infraction of this Code shall assemble all supporting evidence and identify any additional witnesses to the infraction and make this information known [first to the Department Chair per CHSOC policy within] ten (10) business days of the infraction. [Then the student meets with the chair and the faculty member for the resolution. The results are reported to the Dean or the Dean's designee]. If the resolution is appealed, then the formal process would proceed.]
2. The Department Chair shall notify the alleged offender of the charge(s) against him/her together with a designation of a hearing time and place where the accused may respond to the charge(s). The hearing date shall be no later than ten (10) business days after notification to the accused of the charge(s) against him/her. The [Chair] shall similarly notify the hearing committee members of the time and place of the hearing together with identification of the accuser and accused.
3. The "limited hearing" authorized by this Code is not an adversarial proceeding. Constitutional principles of "due process" are not applicable to these proceeding. [The faculty member and the student] shall be allowed to present witnesses and evidence in support of their positions concerning the charge(s). However, no legal counsel for either side shall be allowed. The members of the hearing committee may question the accused and the accuser and examine all evidence presented. The standard of proof for the proceeding under this Code shall be the standard of "substantial evidence." The proceedings may be tape recorded but will not be transcribed.
4. After the hearing of the charge(s) against the accused, the hearing committee shall, in closed session, vote by secret ballot to sustain or reject the charge(s). If the charges are sustained, the committee shall transmit the results and recommendation of the hearing committee to the Dean five (5) business days after the hearing.
5. Upon receipt of the results and recommendations of the hearing committee, the Dean may sustain the recommendation of the Committee concerning the penalty or may reduce or increase the severity of the penalty, and shall, within five (5) business days, notify the student of the Dean's determination. The student may appeal directly to the Provost and Chief Academic Officer or Senior Vice President for Health Sciences (Health Science students) for reconsideration of any disciplinary penalty. The student shall have five (5) business days to make such appeal from date of receipt of notification.
6. After hearing any appeal from a student, the Provost and Chief Academic Officer or Senior Vice President for Health Sciences shall make a decision that shall be communicated to the student within ten (10) business days. This decision shall be final.
7. A copy of all relevant paperwork shall be kept in the CHSOC. One by the chair of the department and another in the Dean's office.

Penalties

The disciplinary penalty imposed upon a student for the first infraction will be a score of "0" on the course assignment or examination. In the event of a second occurrence of academic

dishonesty and/or plagiarism, the student will receive a final course grade of “F” (FAIL). All infractions of academic policies shall be reported to the department chair in writing who will then send a memo of inform the Dean of the CHSOC (Approved by CHSOC Faculty 12/13/16).

However, a more severe penalty, such as suspension from the University, may be imposed depending upon the nature and extent of the infraction(s). (Approved by the Board of Trustees on June 29, 2010). See the guidelines set forth in the 2016-17 H-Book Academic Policies pp. 13.

FORGERY, FRAUD, DISHONESTY POLICY

“Forgery, Fraud, Dishonesty Forging the name of a University employee, another student or any other person or entity, altering or misusing any official Faculty, Staff or University forms, documents, records, stored data, electronic data bases, websites, webpages, University enterprise systems, or knowingly furnishing false information to University Officers, Officials, Faculty and/or employees or providing such information involving or referring to the University in off campus organizations, institutions, or individuals is strictly prohibited. Making false statements in public or private, including knowingly filing false charges under the Code is also a violation. Aiding and abetting another individual in any of the conduct referenced above also constitutes a violation of this provision. Unauthorized and unsanctioned use of the University name, logo and/or seal are also strictly prohibited under this Code.

The University has registered its name, logo and seal as trademarks; therefore, they are property of the University and protected under applicable federal and local laws. Students may not use the seal, logo(s), motto, trademarks, or other intellectual property of the University without express written permission from the University’s Office of General Counsel. Authorized student organizations must be pre-approved by the office of Licensing and Vending to reproduce these marks and/or to have a manufacturer reproduce the University trademarks on merchandise for sale or distribution. The use of the University seal is restricted and can only be used to authenticate the highest level of official University documents and be displayed during major ceremonies. On very rare occasions, exceptions to this general rule regarding the University seal are made. All requests to use the seal are considered on a case-by-case basis, only after a formal written request and justification for use are submitted to the Office of the President or the Office of the Secretary, and a written response granting use is supplied to the requesting party.” (pp. 121)

Penalty

Cases of forgery, fraud, and dishonesty are adjudicated by the Office of Student Services.

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