

Civic Media

COM 371

Fall 2014

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This syllabus is subject to change as the class progresses.

Course Description

Digital media and the Internet have opened a multitude of new ways for people to engage with issues they care about, everything from repression in the Middle East to homelessness in their neighborhood. They have placed the tools of production in the hands of ordinary people. This course focuses on what people are doing - or not doing - with this newfound power. We will read about, observe and write about how citizens, community groups and governments are using digital tools and platforms to create "civic media," any media - from graffiti to blogs to Twitter - that helps them address a variety of social issues.

This course is also designed to introduce students to conducting systematic research to address complex questions about how digital media is used to bring about social change and augment citizenship. Students will learn how to systematically study civic engagement online and produce and present a significant piece of original research. The research project will require extensive time in the field working on a particular case. To prepare students will spend much of the first part of the course reading a variety of case studies focused on civic media projects and the people involved in them. Our discussion about research methods (how to gather data for a project) and analysis (how you make sense of that data) will focus on these case studies.

Course Objectives

Our goal by the end of the course is that you will:

- Have an in-depth understanding of how digital media is being used to foster civic engagement.

- Be comfortable discussing and debating civic media concepts using a lexicon developed through the semester. (You can talk the talk)
- Understand how to apply appropriate research methods to collect and analyze data to answer complex questions about civic engagement online.
- Be adept at designing, implementing and presenting a significant and original research project. (You walk the walk)

Books, articles, films etc.

- Three required books:

Clay Shirky, *Here Comes Everybody: The Power of Organizing Without Organizations*

Anthony Townsend, *Smart Cities: Big Data, Civic Hackers, and the Quest for a New Utopia*

Matthew Hindman, *The Myth of Digital Democracy*

Available at the SJU bookstore and the other usual places.

- Everything else for the course will be available on the course website either as a link or a download.

The "reading" indicated in the schedule below under each date means that you should have read those pages for that day's class.

Assignments

Blog posts (25 percent)

Beginning week 2 you will use an existing blog or create a new one and write about the topics being addressed in the course that week. You must post a minimum of two posts per week and a minimum of 1000 words per week.

Participation/attendance/assignments (25 percent)

This part of the grade keeps tabs on how you are keeping up with the readings etc. There will be frequent quizzes at the beginning of class on the readings and we will discuss the readings on Twitter at #sjucivicmedia. So if you don't have a Twitter account you will need to create one.

The research project (50 percent)

This project is the main focus of the class and its share of the grade reflects that. A key skill I want you to leave the course with is understanding how to do research online, a task that you will likely perform often in any career that involves digital media. Firms and organizations want to know how people behave online, how and why they use platforms and what they hope to get out of them. They will also want you to explain your research to others. This research project will give you those skills. Much of the semester will be spent working on this and the tasks will be broken down as follows.

**While each of the pieces below has some description, a much more detailed outline of each will be available during the semester.

- **Draft proposal** (written, peer review in class)

A 500-word document that explains your project. You will submit this to others in the class for comments and use it as the basis of your formal presentation (see below).

- **Formal proposal** (written)

This will include your research questions, sources, (handed in and blogged) and annotated bibliography with at least five sources.

- **Note-free presentation** (in class)

This is an oral presentation (with no notes) of what you are investigating, including the research site, research questions and methodological plan.

- **Research conference**

You and I will meet to discuss your project

- **Project update** - (written, peer review)

This a checkpoint along the way where you update others in the class on your progress and they provide feedback or share advice.

- **Written project due**

Hand in the research report.

** Failure to complete any portion of the project will result in F for the project.

Participation and Attendance

Our success as a class requires that everyone attend prepared to talk. That means having done the readings and required blog posts. I take attendance. You get two unexcused absences. After that, each absence will result in the loss of half a letter grade. More than five absences will result in an F for the course. Preparation for class and participation in class discussions will account for 10 percent of your final grade. Twice during the semester I will ask you to submit an essay that details the evidence for your participation grade. In other words, you argue for a grade and tell me, specifically, why you should get it.

Deadlines

The featured blog post must be posted by 9 p.m. on Tuesday and individual blog posts should be posted by 10 a.m. on Wednesday. These blog posts will provide the foundation of our discussion in Wednesday's class so if you miss one you won't be able to make it up or post it later.

Workload

This course requires a substantial time commitment, probably four to five hours a week minimum. Each week will include fairly lengthy required readings and written responses to those readings. It is imperative that you notify me if you fall behind so we can work together to get you on track.

Academic Integrity

No form of academic misconduct will be tolerated in this course. Cheating and plagiarism will result in an immediate fail and you will be reported to the appropriate official in your college. Plagiarism is defined in the Student Code of Conduct as follows:

1. Submitting another's published or unpublished work in whole, in part or in paraphrase, as one's own without fully and properly crediting the author with footnotes, quotation marks, citations, or bibliographical reference.
2. Submitting as one's own original work, material obtained from an individual or agency without reference to the person or agency as the source of the material.
3. Submitting as one's own original work material that has been produced through unacknowledged collaboration with others without release in writing from collaborators.

* Please note that these apply to blog posts as well.

Special Needs

For those who have or think that you may have a disability (learning, physical or psychological), you are encouraged to contact Services for Students with Disabilities, Room G10, Bellarmine, [610-660-1774](tel:610-660-1774) or [610-660-1620](tel:610-660-1620) as early as possible in the semester. Reasonable accommodations can only be offered to students with current (within 3 years) documentation of the disability and to the extent that such accommodation does not interfere with the essential requirements of a particular course or program.

Once it is determined by the Director of Services for Students with Disabilities (“Director”) that a student qualifies for consideration for a reasonable accommodation, the Director will be in touch with the student’s professors in whose courses such accommodation is being requested to discuss the instructional essential requirements of the particular course and the type of accommodation being sought by the student in connection with the course. With this specific information related to the course and the documentation of the student’s disability, the Director will determine what accommodation, if any, can be offered to the student.

In the event that a student does not initiate this process at the start of the semester or at the start of his/her enrollment at Saint Joseph’s, but at some point during the academic year wishes to request extended time to take examinations and/or an examination in a distraction free environment, such requests must be discussed with the Director a minimum of two (2) weeks prior to the scheduled date of the exam. In addition, all students requesting extended time to take examinations in a distraction-free environment must complete the Extended-Time Request Form, present it to the professor a minimum of one (1) week prior to the scheduled date for signature and return the completed Form to the Office of Services for Students with Disabilities three (3) days prior to the date of the examination. Failure to follow these procedures could result in a denial of the request as untimely.

All other mid-semester requests for reasonable accommodation should be discussed with the Director as soon as possible.

Accommodations Grievance Procedures for Students with Disabilities

The Office of Services for Students with Disabilities will seek to provide a reasonable accommodation to qualified students with disabilities. However, there may be times when a disagreement as to what is a reasonable accommodation or as to the nature of the reasonable accommodation being provided will occur between the student and the University. The student has a right to file a grievance for complaints regarding a requested or offered reasonable accommodation on the basis of a disability under Section 504 and the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act

(ADA) and University policies.

If you have any questions contact Jim Scott, Director, Services for Students with Disabilities – Bellarmine – Room G10 – [610-660-1774](tel:610-660-1774) or jscott@sju.edu

Schedule overview

WEEK		TOPIC	STUDENT PRESENTATION	BLOG	CLASS EXERCISE
W1	08/26	Course Introduction			
	08/28	Technologies of control & desire			
W2	09/02	Control by design	Inequalities of design		
	09/04	Cities & Suburbs		Deadline 2 posts & 1000 words	
W3	09/09	Design & Access	Trees & Wealth		Compare income ethnicity
	09/11	Digital Divides		Deadline 2 posts & 1000 words	
W4	09/16	Public/Private Spaces	Internet as Human right		
	09/18	Online Public/private spaces		Deadline 2 posts & 1000 words	
W5	09/23	Activism & Civil Disobedience	Control of public space		
	09/25	Researching and writing in academia		Deadline 2 posts & 1000 words	
W6	09/30	Online regulation and Control	Humorous political stunts		
	10/02	Algorithms & Silos		Deadline 2 posts & 1000 words	State Individual Research Project & chose Discussants
W7	10/07	What is open source?	Present individual research areas for final project		
	10/09	Copyright & Licensing	Present individual research areas for final project	Deadline 2 posts & 1000 words	
W8	10/14	FALL BREAK			
	10/16	Individual Research areas	Present individual research areas for final project	Deadline 2 posts & 1000 words	

WEEK		TOPIC	PRESENTATIONS	BLOG	CLASS EXERCISE
W9	10/21	Web of Introverts or Social Webs			
	10/23	Social Control		Deadline 2 posts & 1000 words	
W10	10/28	Access to knowledge & Culture	NGO web analysis		
	10/30	GLAMS and the open movement		Deadline 2 posts & 1000 words	
W11	11/04	From Flashmobs to Crowdsourcing	Video Presentations		
	11/06	Anonymous: Vigilantism or Democratic Protest?	Video Presentations	Deadline 2 posts & 1000 words	
W12	11/11	Mobility, Media & Content			
	11/13	Social Media		Deadline 2 posts & 1000 words	
W13	11/18	Journalism & Technology	Social media privacy		
	11/20	Citizen Journalism or mob rule?		Deadline 2 posts & 1000 words	
W14	11/25	Privacy Online	Unreported stories		
	11/27	THANKSGIVING BREAK		Deadline 2 posts & 1000 words	
W15	12/02	Hardware Hacking			
	12/04	Open Data	Voiding the warranty	Deadline 2 posts & 1000 words	

Detailed Schedule with readings

Week 1 Introduction to Civic Media

August 26 (9:30-10:45) – Course introduction.

August 28 (9:30-10:45) – Technologies of Control & Desire, Technoptimism/pessimism (Orwell & Huxley)

Assignment: Inequalities of design

Material	<p>Chapters: None</p> <p>Online material:</p> <p>Videos: Benjamin Bratton: What's Wrong with TED Talks? https://www.youtube.com/watch?v=Yo5cKRmJaf0</p> <p>Evgeny Morozov: The Internet in Society: Empowering or Censoring Citizens? https://www.youtube.com/watch?v=Uk8x3V-sUgU</p>
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Week 2: Cities & Suburbs

September 2 (9:30-10:45) – Control by Design

- Presentations of Inequalities by design
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September 4 (9:30-10:45) – Cities & Suburbs

Assignment: Pick a downtown Philadelphia zipcode. Find the media wealth for that zipcode and compare it to the number of trees in the zipcode (<http://www.phillytreemap.org>): What are your results? What do they tell you?

Material	<p>Chapters: Smart Cities 3 and 4</p> <p>Online material: Nicolas Nova: An interview about ‘Unpleasant Design’ http://ethnographymatters.net/blog/2013/10/24/an-interview-about-unpleasant-design/</p> <p>Leigh Gallagher, “The Suburbs Will Die: One Man’s Fight to Fix the American Dream” <i>Time</i> July 28, 2014. http://time.com/3031079/suburbs-will-die-sprawl/</p> <p>James Hamblin, “Do We Look Fat in These Suburbs?” <i>The Atlantic</i> Aug 13, 2014 http://www.theatlantic.com/health/archive/2014/08/blame-the-city/375888/</p> <p>Urban trees reveal income inequality http://persquaremile.com/2012/05/17/urban-trees-reveal-income-inequality/</p> <p>Videos: Eric Liu: Why ordinary people need to understand power http://www.ted.com/talks/eric_liu_why_ordinary_people_need_to_understand_power</p> <p>Edi Rama: Take back your city with paint http://www.ted.com/talks/edi_rama_take_back_your_city_with_paint</p> <p>Geoffrey West: The surprising math of cities and corporations https://www.ted.com/talks/geoffrey_west_the_surprising_math_of_cities_and_corporations</p> <p>Jeff Speck: The walkable city http://www.ted.com/talks/jeff_speck_the_walkable_city</p>
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Week 3: Cities, Divides and Access

September 9 (9:30-10:45) – Design and Access

- Results tree wealth
- In class project compare urban maps of ethnic distribution with wealth distribution.

September 11 (9:30-10:45) – Digital Divides

Assignment: Arguments for /against Internet as human right

Material	<p>Chapters: Digital Democracy Chapters 5, 6, 7 Smart Cities 6</p> <p>Online material DRM Chair http://www.fastcodesign.com/1672050/the-drm-chair-self-destructs-after-8-sittings#6</p> <p>Aaron Smith, <i>African Americans and Technology Use: A Demographic Portrait</i>, Pew Research http://www.pewinternet.org/2014/01/06/african-americans-and-technology-use/</p> <p>Video: Alex Steffen: The shareable future of cities https://www.ted.com/talks/alex_steffen</p> <p>Aleph Molinari: Lets Bridge the digital divide http://www.ted.com/talks/aleph_molinari_let_s_bridge_the_digital_divide</p> <p>The Hole: A Border Between Brooklyn and Queens http://vimeo.com/11829554</p> <p>Jarod Lanier You Are Not a Gadget https://www.youtube.com/watch?v=XdEull9cv-U</p>
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Week 4: Controlling public space

September 16 (9:30-10:45) – Public/Private Spaces

- Results Internet as human right

September 18 (9:30-10:45) – Online Public/Private Spaces

Assignment: Find an example how “public space” is controlled (by economics, technology, law or practice) and describe its consequences.

Material	<p>Chapters: Digital Democracy chapter 1,</p> <p>Online material: Tridib Banerjee, The Future of Public Space. APA Journal, Winter 2001, Vol 67, No 1. http://chisineu.files.wordpress.com/2013/03/the-future-of-public-space.pdf</p> <p>Robert Rosenberger: How Cities Use Design to Drive Homeless People Away http://www.theatlantic.com/business/archive/2014/06/how-cities-use-design-to-drive-homeless-people-away/373067/</p> <p>Videos: Jane Jacobs vs Robert Moses: Urban Fight of the Century https://www.youtube.com/watch?v=AUeuQT6t7kg</p> <p>Enrique Peñalosa: Why buses represent democracy in action https://www.ted.com/talks/enrique_penalosa_why_buses_represent_democracy_in_action</p> <p>Amanda Burden: How public spaces make cities work https://www.ted.com/talks/amanda_burden_how_public_spaces_make_cities_work</p> <p>Don Norman: The three ways that good design makes you happy http://youtu.be/RIQEoJaLQRA</p>
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Week 5: Activism and Disobedience

September 23 (9:30-10:45) – Activism & Civil Disobedience

- Results control of public space
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September 25 (9:30-10:45) – Researching and writing in academia

Assignment: Humorous political stunts

Material	<p>Chapters: Everybody chapter 5, 6</p> <p>Online material:</p> <p>Kate Dailey, Kony2012: The rise of online campaigning http://www.bbc.com/news/magazine-17306118</p> <p>Henrik Serup Christensen, Political activities on the Internet: Slacktivism or political participation by other means? First Monday, Volume 16, Number 2 - 7 February 2011 http://firstmonday.org/ojs/index.php/fm/article/view/3336/2767</p> <p>Jose Marichal. Political Facebook groups: Micro-activism and the digital front stage. First Monday, Volume 18, Number 12 - 2 December 2013 http://firstmonday.org/ojs/index.php/fm/article/view/4653/3800</p> <p>Video:</p> <p>Cory Doctorow: How to break the Internet, destroy democracy and enslave the human race (or not) https://www.youtube.com/watch?v=4ZqodxGufR8</p> <p>Majora Carter: Greening the ghetto http://www.ted.com/talks/majora_carter_s_tale_of_urban_renewal</p>
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Week 6: Online regulation & Algorithms & Information silos

September 30 (9:30-10:45) – Online regulation and Control

- Present humorous political stunts

October 2 (9:30-10:45) – Algorithms & Silos

- State Individual Research Project

Assignment: N/A

Material	<p>Chapters: Digital Democracy Chapters 3, 4</p> <p>Online material: David Auerbach, Deranked: Why has Google forsaken MetaFilter? Slate, May 21, 2014 http://www.slate.com/articles/technology/bitwise/2014/05/metafilter_layoffs_why_h as_google_forsaken_the_legendary_internet_forum.html</p> <p>Kelly Bergstrom. "Don't feed the troll": Shutting down debate about community expectations on Reddit.com. First Monday, Volume 16, Number 8 - 1 August 2011 http://firstmonday.org/ojs/index.php/fm/article/view/3498/3029</p> <p>Matthew Ingram How the e-book landscape is becoming a walled garden, GigaOm. http://gigaom.com/2012/02/29/how-the-e-book-landscape-is-becoming-a-walled-garden/</p> <p>Video: Kevin Slavin: How algorithms shape our world https://www.ted.com/talks/kevin_slavin_how_algorithms_shape_our_world</p> <p>Rebecca MacKinnon: Let's take back the Internet! https://www.ted.com/talks/rebecca_mackinnon_let_s_take_back_the_internet</p> <p>Clay Shirky: How the Internet will (one day) transform government http://www.ted.com/talks/clay_shirky_how_the_internet_will_one_day_transform_government</p> <p>Jennifer Pahlka: Coding a better government http://www.ted.com/talks/jennifer_pahlka_coding_a_better_government</p> <p>Eli Pariser: Beware online "filter bubbles" http://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles</p>
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Week 7: Open Source & Copyright

October 7 (9:30-10:45) – What is open source?

- Present individual research areas for final project

October 9 (9:30-10:45) – Copyright and Licensing

Assignment: Video project (together with next week)

Material	<p>Chapters: Everybody chapter 10, 11</p> <p>Online material: What is Creative Commons http://creativecommons.org.au/content/What_is_CC_edu.pdf</p> <p>Video: Yochai Benkler: The new open-source economics http://www.ted.com/talks/yochai_benkler_on_the_new_open_source_economics</p> <p>What is Open Source explained in LEGO https://www.youtube.com/watch?v=a8fHgx9mE5U</p> <p>Rob Reid: The \$8 billion iPod http://www.ted.com/talks/rob_reid_the_8_billion_ipod</p> <p>Lawrence Lessig: Laws that choke creativity http://www.ted.com/talks/larry_lessig_says_the_law_is_strangling_creativity</p>
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Week 8: MidTerm Presentations

October 14 – Fall Break

October 16 (9:30-10:45) Present individual research areas for final project

Week 9: Web of Introverts or Social Webs (impact on activism)

October 21 (9:30-10:45) – Being social, being asocial

October 23 (9:30-10:45) – Social control

Assignment: Analyze NGO's web presence (design, access, interaction, participation...)

Material	<p>Chapters: Everybody chapter 1, 2</p> <p>Online material: Megan Garber. Saving the Lost Art of Conversation In a fast-paced digital age, an MIT psychologist tries to slow us down. The Atlantic Dec 22 2013, http://www.theatlantic.com/magazine/archive/2014/01/the-eavesdropper/355727/</p> <p>Marwick & Boyd. The Drama! Teen Conflict, Gossip, and Bullying in Networked Publics. A Decade in Internet Time: Symposium on the Dynamics of the Internet and Society, September 2011 http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1926349</p> <p>Video: Sherry Turkle Connected, but alone? http://www.ted.com/talks/sherry_turkle_alone_together</p>
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Week 10: Open Access to knowledge/Archives

October 28 (9:30-10:45) – if we can't access does it exist?

- Results web analysis

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October 30 (9:30-10:45) – GLAMS and the open movement

Assignment: Using clips and camera make short video

Material	<p>Chapters:</p> <p>Online material:</p> <p>Video: Robert Darnton: The Library in the Digital Age https://www.youtube.com/watch?v=ojiVpu7x8zE</p> <p>PhD Comics Open Access Explained! https://www.youtube.com/watch?v=L5rVH1KGBCY</p> <p>Additional: The Internet's Own Boy: The story of programming prodigy and information activist Aaron Swartz. Trailer http://youtu.be/RvsxnOg0bJY</p> <p>Google and the World Brain. Trailer http://youtu.be/1vxlveocxjM</p>
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Week 11: Crowds - From crowdsourcing to anonymous

November 4 (9:30-10:45) – From Flashmobs to Crowdsourcing

- Video presentations

November 6 (9:30-10:45) – Anonymous: Vigilantism or Democratic Protest?

- Video presentations

Assignment: N/A

Material	<p>Chapters: Smart 8, 9</p> <p>Online material: Jakob Svensson. Activist capitals in network societies: Towards a typology for studying networking power within contemporary activist demands. First Monday, Volume 19, Number 8 - 4 August 2014 http://firstmonday.org/ojs/index.php/fm/article/view/5207/4104</p> <p>Daren C. Brabham. The effectiveness of crowdsourcing public participation in a planning context. First Monday, Volume 17, Number 12 - 3 December 2012 http://firstmonday.org/ojs/index.php/fm/article/view/4225/3377</p> <p>Eleanor Goldberg, Viral Potato Salad Kickstarter Campaign Turned Into Something Really Tasteful http://www.huffingtonpost.com/2014/08/04/potato-salad-kickstarter-charity_n_5649104.html</p> <p>Video: Gabriella Coleman, Anonymous in Context: The Politics and Power Behind the Mask, Science Gallery Dublin http://youtu.be/ee51-Z0qFIM</p> <p>Jamie Drummond: Let's crowdsource the world's goals https://www.ted.com/talks/jamie_drummond_how_to_set_goals_for_the_world</p> <p>Orchestra Flashmob https://www.youtube.com/watch?v=GBaHPND2QJg</p> <p>Anonymous- The Story of the Hacktivists http://youtu.be/i7tQ1VtLMyk</p> <p>Maggie Fox, Ice Bucket Challenge: Cash Raised Can't Fill Hole in ALS Research http://www.nbcnews.com/health/health-news/ice-bucket-challenge-cash-raised-cant-fill-hole-als-research-n186356</p>
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Week 12: User Generated Content & Social Media

November 11 (9:30-10:45) – Mobility → Media → Content

- Video presentations

November 13 (9:30-10:45) – Social Media

- Video presentations

Assignment Social Media Privacy Project

Material	<p>Chapters: Everything chapter 7, 8, 9</p> <p>Online material:</p> <p>Video: Jimmy Wales: The birth of Wikipedia https://www.ted.com/talks/jimmy_wales_on_the_birth_of_wikipedia</p> <p>Andrew Keen: The Cult of the Amateur https://www.youtube.com/watch?v=un5vTaUZvi4</p> <p>Clay Shirky How cognitive surplus will change the world https://www.ted.com/talks/clay_shirky_how_cognitive_surplus_will_change_the_world</p> <p>Jennifer Golbeck The curly fry conundrum: Why social media “likes” say more than you might think https://www.ted.com/talks/jennifer_golbeck_the_curly_fry_conundrum_why_social_media_likes_say_more_than_you_might_think</p> <p>Kevin Allocca: Why videos go viral http://www.ted.com/talks/kevin_allocca_why_videos_go_viral</p>
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Week 13: Citizen Media

November 18 (9:30-10:45) – Journalism and technology

- Results social media privacy

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November 20 (9:30-10:45) – Citizen Journalism or mob rule?

Assignment The unreported stories project

Material	<p>Chapters: Everybody chapter 3, 4</p> <p>Online material:</p> <p>Dan Gillmor: The Future of Journalism https://www.youtube.com/watch?v=u7qZSiYcPWw</p> <p>Matthew Ingram, Twitter vs. Facebook as a news source: Ferguson shows the downsides of an algorithmic filter, Gigaom August 18, http://gigaom.com/2014/08/18/twitter-vs-facebook-as-a-news-source-ferguson-shows-the-downsides-of-an-algorithmic-filter/</p> <p>Zeynep Tufekci, What Happens to #Ferguson Affects Ferguson: Net Neutrality, Algorithmic Filtering and Ferguson, Medium, August 14. https://medium.com/message/ferguson-is-also-a-net-neutrality-issue-6d2f3db51eb0</p> <p>Erhardt Graeff, Matt Stempeck, and Ethan Zuckerman. The battle for 'Trayvon Martin': Mapping a media controversy online and off-line. First Monday, Volume 19, Number 2 - 3 February 2014 http://firstmonday.org/ojs/index.php/fm/article/view/4947/3821</p> <p>Video:</p> <p>Paul Lewis: Crowdsourcing the news https://www.ted.com/talks/paul_lewis_crowdsourcing_the_news</p>
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Week 14: Privacy & Integrity

November 25 (9:30-10:45) – Privacy online

- The unreported stories project

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November 27 – Thanksgiving break

Assignment Voiding the warranty

Material	<p>Chapters</p> <p>Online material:</p> <p>Video:</p> <p>Ron Deibert: Surveilling Cyberspace https://www.youtube.com/watch?v=5ctIMfQ6rOI</p> <p>Malte Spitz: Your phone company is watching https://www.ted.com/talks/malte_spitz_your_phone_company_is_watching</p> <p>Alessandro Acquisti: Why privacy matters https://www.ted.com/talks/alessandro_acquisti_why_privacy_matters</p>
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Week 15: Hardware Hackers & Open Data Movements

December 2 (9:30-10:45) – Hardware Hacking

- Results Voiding the warranty

December 4 (9:30-10:45) – Open Data

Assignment: N/A

Material	<p>Chapters: Smart Cities 5, 10</p> <p>Online Material: Rosner & Bean, Learning from IKEA Hacking:“I’m Not One to Decoupage a Tabletop and Call It a Day” CHI 2009, April 4 – 9, 2009, Boston, MA, US http://people.ischool.berkeley.edu/~daniela/research/note1500-rosner.pdf</p> <p>Video:</p> <p>Beth Noveck: Demand a more open-source government http://www.ted.com/talks/beth_noveck_demand_a_more_open_source_government</p> <p>The Future of Hacking: Hardware Hacking, Soldering and Internet-Connected Chicken Eggs by Julia Grace at FutureStack13 http://youtu.be/16cXLUu204I</p> <p>Open Data: How We Got Here and Where We're Going by Rufus Pollock http://youtu.be/6cRtbA_d4RI</p> <p>Sanjay Pradhan: How open data is changing international aid https://www.ted.com/talks/sanjay_pradhan_how_open_data_is_changing_international_aid</p>
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