LIS 201 – The Information Society

Fall 2012 • UW-Madison School of Library & Information Studies • Professor Greg Downey

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About

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Today, in an environment of web-enhanced workplaces, schools, and shopping malls, we routinely speak of living in an "information society". But what does this term mean and where did it come from?

How has information -- in oral, print, broadcast, and now digital/networked forms -- been tied to notions of democracy, capitalism, social justice, and "progress" in American history?

And if we really are living in a "information economy," "postindustrial economy," or "networked economy" today, what does such a world mean for our understandings of our fragmented selves, our cultural affiliations, and our social responsibilities to each other?

Through both lecture and discussion, both readings and films, and both offline and online experiences, this course will guide students in interrogating the information society.

As a Comm-B course open to all majors, students will both experiment with new personal publishing tools like weblogs and wikis, and hone more traditional skills of academic argument and presentation.

Key goals

Besides introducing you to some key concepts for thinking critically about information in modern global, technological society, LIS 201 serves two particular functions:

- **Communication-B requirement.** No matter what your major or eventual career, each of you will need to communicate clearly and effectively through the spoken and written word. This course fulfills the campusCommunications-B requirement for these skills. You will spend time outside class, as well as in weekly discussion sections, refining your critical communication skills through oral presentations, written assignments, peer review, and revision. Please note, however, that our TAs arenot expected to teach you the basics of spelling, grammar, usage, and proper sentence construction. (That's what high school is for.)
- **Digital Studies Certificate.** An interdisciplinary group of faculty has put together a new Digital Studies Undergraduate Certificate

TWEET YOUR LECTURE

Feel free to use hash tag #uwlis201 in your tweets about our course!

LATEST TWEETS

DISCUSSION SECTION BLOGS

Section 301 blog - Downey, R 11:00AM
Section 302 blog - Townsend, W 9:30AM
Section 303 blog - Townsend, R 9:30AM
Section 304 blog - Bond, F 11:00AM
Section 305 blog - Bond, W 1:00PM
Section 306 blog - Mays, R 1:00PM
Section 307 blog - Mays, R 2:30PM
Section 308 blog - Gerber, W 4:00PM
Section 309 blog - Gerber, W 2:30PM

DISCUSSION SECTION WIKIS

Section 301 wiki - Downey, R 11:AM
Section 302 wiki - Townsend, W 9:30AM
Section 303 wiki - Townsend, R 9:30AM
Section 304 wiki - Bond, F 11:00AM
Section 305 wiki - Bond, W 1:00PM
Section 306 wiki - Mays, R 1:00PM
Section 307 wiki - Mays, R 2:30PM
Section 308 wiki - Gerber, W 4:00PM
Section 309 wiki - Gerber, W 2:30PM

LINKS OF INTEREST

Handouts
Readings
Videos

involving a range of courses offered by various L&S departments: Art, Communication Arts, English, Journalism & Mass Communication, and Library & Information Studies, just to name a few. LIS 201 is designed to count for this new certificate program (in fact, it makes a good introduction to the field!)

Hybrid organization

LIS 201 is a new and somewhat experimental "hybrid" course — even though it is meant for on-campus, full-time students, it contains some elements of online education usually used for "distance" or "asynchronous" learning. What this means in practice is that our four-credit course is divided into three bite-sized portions each week:

- **A weekly 75-minute lecture by the professor** every Tuesday. We don't normally take attendance in this lecture but anything said here is fair game for quizzes and tests, so you really should show up. Take notes, and if you miss a day, get the notes from a friend. The professor will post copies of lecture slides to the web site on the day after each lecture, but these slides only summarize and do not capture all of the content of a live lecture. And if you bring your laptop to lecture, follow Twitter topic #uwlis201 to participate in a realtime conversation about lecture.
- **A weekly 75-minute discussion section with your TA** during the time you registered for. These sections are capped at 18 students each, so you will get to know your peers as you practice your public speaking and academic writing skills. You will also discuss each week's lectures and readings in discussion section. See the course timetable for section times and locations.
- **An independent online activity** to be completed each weekend. Usually this will be a sort of online scavenger hunt with detailed instructions to read, view, and explore various web resources. You will write up the results of your online activities on your discussion section weblog, and comment on the experiences of your fellow students.

Electronic resources

As a hybrid course, LIS 201 utilizes many new media technologies. We do this both to deliver the class in a way that alters the traditional space-time relations of education (allowing you to participate at a distance, or at odd hours, or asynchronously, or through written text) and to expose students to some of the many collaborative online tools in use today.

We choose "outside" tools on purpose -- we want you to become familiar with systems "at large" in the world, not just at UW-Madison. Sometimes these tools may not work as well as we would like; we should consider these moments of reflection, not frustration.

Please note that most of these tools are publicly visible, so students (and instructors) should practice a civil and respectful tone. Always be aware when you might be revealing personally identifiable information.

- **This class-wide web page and news feed**, listing the assignments and schedule for the whole semester. Bookmark this web page in your browser, and use it as a regular reference!

- **A class-wide file repository** storing electronic versions of the required and optional readings, as well as downloadable slides and video associated with each week's online lectures.
- **A discussion section blog** for students to collaboratively ponder the readings and write about online assignments. Blogs are publicly visible; even the authors of your assigned readings might stumble across them.
- **A discussion section wiki** for students to post written drafts of papers and view their digitally-recorded speeches. The wikis are **not** publicly visible; only your classmates and instructors will see your work.

To participate in a class with all of these electronic tools, you will need to have regular access to a computer. All of the UW dorms have their own computer labs, and you may also use the College Library computer lab.

There are plenty of other software tools available on campus for producing and consuming online content. Check out the DoIT software training for students web site for ideas.

Discussion sections

LIS 201 relies on five instructors: the professor plus four paid graduate teaching assistants (TAs). Each TA manages two discussion sections of up to 18 students a piece (the professor only manages one). Both the professor and the TAs hold regular in-person office hours.

Each section has its own blog, where students can discuss weekly readings and respond to weekly online assignments.

Each section also has its own wiki, where students can assemble and present the materials relating to their readings, papers, peer reviews, slideshow, and final book review.

We encourage students to communicate with us through email; however, please compose your email as if you were writing a short letter or office memo, and not as if you were text-messaging a friend. You should plan on at least a 24-hour turn-around on emails (longer over weekends).

See this page for a listing of this semester's TAs, times, and rooms as well as links to your discussion section blog and wiki.

Texts to purchase

There is no textbook for this course. Instead, we will read key articles on the information society selected by the instructor. We have produced a xeroxed, non-profit, bound "reader" for you to purchase from ASM Student Print containing these articles. The reader should cost about $35, which is half to one-third the cost of a standard textbook. You can expect anywhere from 25-75 pages of reading (two articles) each week.

UW-Madison students may also download any of the required or optional readings as PDF files (you will need your standard UW NetID login and password) by clicking on these icons: However, all students are expected to bring a paper copy of each week's readings to discussion section.

You will use these articles as the basis for your speaking assignments, as resources for your writing assignments, and as study material for exams. **Read them.**

Book to purchase

Besides two articles each week from your course reader, each student will choose and read a full-length book dealing with the information society. Your book may be either fiction or non-fiction, but it needs to be a substantial and serious work. You will choose your book as part of your online assignment during the middle of the semester.

Because several students may decide to choose the same book and local libraries may not have enough copies, you should plan on purchasing this book (which will likely cost about $15). You may wish to order this book through a local independent bookstore (like the University Bookstore or Rainbow Books) or through an online bookseller (likeAmazon).

Special needs

Persons with disabilities are to be fully included in thiscourse. Please let me know if you need any special accommodations to enable you to fully participate. I will try to maintain confidentiality of the information you share with me. To request academic accomodations, please register with the McBurney Disability Resource Center.

Academic honesty

Academic honesty requires that the course work a student presents to an instructor honestly and accurately indicates the student's own academic efforts. If you are unsure about what qualifies as academic dishonesty, consult the Academic Misconduct Guide for Students.

Two points in particular to keep in mind:

- copying or paraphrasing material from books, articles, or web pages without proper quotation and citation is plagiarism
- copying or paraphrasing material from fellow students, even material posted online, is plagiarism

While we encourage students to use both their course wikis and in-person meetings to study for the exam together, remember that the essays you write in class and that you turn in for paper assignments should be your own. If, for example, a student were to turn in an assignment or write an exam essay that was drawn verbatim or near-verbatim from the social networking web siteStudy Blue, that would be a clear case of academic misconduct.

Any plagiarism may be sufficient grounds for failing a student in the entire course.

Classroom respect

The UW-Madison is committed to creating a dynamic, diverse and welcoming learning environment for all students and has a non-discrimination policy that reflects this philosophy. To be disrespectful in behavior or comments

addressed towards any group or individual, regardless of race/ethnicity, sexuality, gender, religion, ability, or any other difference is unacceptable in this class, and will be addressed publicly by the professor.

Laptop policy

I believe that in the modern university, and especially in a class on the information society, laptops, PDAs, and other digital devices can be acceptable student tools for notetaking and realtime online research in the lecture hall.

However, with ubiquitous, broadband, wireless Internet connections, laptops also pose a unique temptation to inattention and disrespect, providing the ability to check Facebook, shop for vintage Star Wars minifigures, or play Kingdom of Loathing while someone else is spending time and money to provide you with a quality educational experience. And you need to realize that what seems like private web-browsing to you appears like an effective 32" television screen of distraction to the students sitting close beside and behind you.

Because of this, I have several rules for laptops in lecture:

- The front few rows of the lecture hall will be laptop-free zones. Students who wish to listen and take notes by hand should not have to stare at your glossy LED widescreen.
- If you wish to spend the whole lecture surfing the web, please skip class instead. You wouldn't come to lecture and sit hidden behind a printed newspaper for 75 minutes, would you? Show us the same respect with your laptop.
- If you have your laptop online during lecture, make use of that wifi connection for course purposes. Fact-check what I'm saying and raise your hand if you find an alternative explanation or point of view. Offer up additional information or questions. Or follow the topic #uwlis201 on Twitter to engage in a realtime side-conversation on the lecture.
- Donate your extra laptop processor power to a useful research cause. Download the free BOINC research software and mobilize your computer's in-between processor cycles to help scientists fold proteins, decode DNA sequences, or search the universe for ET.

Military call-ups

We recognize that those students serving in the armed forces may be called to active duty at any time. The university has posted guidelines for students who are called to duty detailing options for withdrawing from, dropping, or completing courses. In general, students called to military service may receive credit for this class if leaving after the midway point of the course, at the discretion of the instructor, based on the student's earned grade up to the time of departure.

Sustainability

In an effort to reduce our waste production, we will not be handing out paper syllabi in LIS 201 and students will submit rough drafts of papers to their

discussion section wiki for online peer review.

In addition, our course reader is printed on recycled paper, which costs students one cent more per page than non-recycled paper.

About the professor

Greg Downey is a professor with a 50 percent appointment in the School of Journalism and Mass Communication and a 50 percent appointment in the School of Library and Information Studies. His teaching and research both center on the history and geography of information and communication technology and the often hidden human labor behind it.

Downey joined the UW faculty in 2001. He holds a B.S. and M.S. in computer science from the University of Illinois, Champaign-Urbana, an M.A. In liberal studies from Northwestern University, and a joint Ph.D. in history of technology and human geography from the Johns Hopkins University. Before coming to Madison, Downey spent a year as a postdoctoral fellow in the Department of Geography and the Humanities Institute at the University of Minnesota, Twin Cities.

His industry experience as a computer analyst includes three years at the Leo Burnett advertising agency in Chicago, and three years at Roger Schank's Institute for Learning Sciences at Northwestern University. He has held short-term volunteer positions with both the Center for Neighborhood Technology in Chicago and the Community Information Exchange in Washington D.C. And he used to draw a daily comic strip when he was an undergraduate, believe it or not.

Downey is currently the Director of the UW-Madison School of Journalism and Mass Communication, and the Director of the UW-Madison Center for the History of Print and Digital Culture.

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Assignments
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READING ASSIGNMENTS
SPEAKING ASSIGNMENTS
WRITING ASSIGNMENTS
ONLINE ASSIGNMENTS
MULTIMEDIA ASSIGNMENTS

Reading assignments

Each week you will be asked to read two articles from your printed course reader. (This articles can also be found online if you forget to bring your reader home for the weekend.) Articles range in length from 10 pages to 50 pages.

You will use these articles as the basis for your speech assignments and as resources for your writing assignments. Information from the articles will also appear on exams. It is a good idea to "read actively": underline key arguments and terms as you go, make notes in the margins about things you agree with or disagree with or don't understand, and write down a sentence or two about the main thesis of each article after you read it.

These articles were not chosen to be "unbiased" texts or to be the final word on the information society. Rather, they were picked with three goals in mind: they are readable and interesting while still scholarly; they are relevant to current events; and, often, they are polemical in that they argue for a particular interpretation of the world which you may choose to agree with or to disagree with.

Article blogging

Once during the semester, you will write a 500-word research report on one of the articles from your reader, posting it to your discussion section weblog before you meet in section to discuss the article that week. Check your section wiki to figure out which week you will be writing your article research report.

An article report should briefly summarize the main argument of the article, and then pose a question or comment in response. You will need to do a bit of extra investigation to write your blogged research report. Your report might include, but is not limited to:

- a brief description of the main topic of the article (what's it about?) and the main thesis of the article (what does it claim?)

- background information on when and where the article was published, and for what intended audience (professionals or general readers?)
- background information on the author of the article, and this person's authority or expertise (do they work at a university? a private firm? do they hold a government position?)
- an assessment of how the article was received by its audience (eg. any book reviews if the article was taken from a book, any audience discussion if the article appeared online)
- a brief list of other articles or books on the same topic by different authors who may have reached different conclusions

Remember that anything you post on your discussion section weblog is visible to the whole wide world, through the magic of the Web. We've even had situations where the original author of an article will reply to a student's report on that article. Write in a way that is serious and civil.

Speaking assignments

Practicing oral communication skills is an important part of a Comm-B course. In LIS 201 you will perform two in-class presentations: one prepared four-minute speech, and one extemporaneous (unrehearsed) two-minute response to another student's speech. Each of these will be based on your readings for that week.

Prepared speech

The prepared speech is a four-minute summary and critique of one of the articles your class is discussing from the course reader that week. Your TA will assign you a week and a particular reading for your prepared speech.

You should devote the first part of your presentation (2 minutes) to identifying the main arguments of the reading, outlining the author's claims, reasons, and evidence. You do not have to go into great detail (since all students will have read the article) but you do have to provide an accurate summary.

The rest of your presentation (2 minutes) should deal with your reaction to the reading. You need to make your own claim and your reason for that claim, providing evidence to support it. Like a good paper, your talk needs a short introduction and a satisfying conclusion.

Do not read your presentation! You may speak from simple notes that keep you on track, but allow the words to emerge spontaneously and conversationally. A good strategy is to practice your presentation in front of a mirror, a voice recorder, or a friend.

While you are making your presentation, your TA will designate a fellow student to record you on a little digital video camera. Later, your TA will post this video on the discussion section wiki page for the reading you reviewed. You are required to view your performance and perform a self-critique: email your TA with one way that you could improve your delivery next time.

Extemporaneous speech

The extemporaneous speech is a two-minute reaction to another student's prepared speech. Your TA will assign you a week and a particular reading for

ABOUT THE INSTRUCTOR

Click the photo to visit Professor Downey

BLOG ARCHIVE

TOTAL PAGEVIEWS

6 0 4 2 6

your extemporaneous speech; however, you will not be told when your extemporaneous speech is scheduled. If you have an unexcused absence on the day that your prepared or extemporaneous speech is due, you forfeit the points for that assignment.

Your two-minute reaction should both acknowledge what your fellow student said about the article (1 minute) and then critique what that student said, offering your own ideas (1 minute).

Remember, though, that "critique" doesn't necessarily mean "criticize." Explain whether you agree or disagree with the student's assessment of the article, and why. Or you may suggest a different way of understanding or interpreting the article, contrasting it with what the first student said.

This is not an easy assignment — you only have two minutes. Try to be constructive, civil, and, above all, concise.

Evaluation criteria for speeches

All TAs use the same oral presentation grading sheet and grade your speeches according to both content and delivery.

Content

- Do you accurately capture what the author (or previous speaker) was saying?
- Is your own claim clear?
- Is your evidence for your claim convincing?

Delivery

- Have you kept to the time specified?
- Are you loud enough to be heard?
- Does your inflection and emphasis help convey your meaning (as in normal conversation)?
- Are you, like, avoiding the use of slang and, basically, all those crutch phrases like "like" and "basically"?
- Do you seem to be enjoying yourself (even if you aren't)?

Writing assignments

You will write two 1000-word (roughly four-page) papers for this class. For each one, you will first write a polished draft and post it to your personal discussion section wiki page. Then you will receive TA and peer feedback (while providing peer feedback yourself on other student papers). After this feedback, you will write a final draft and hand it in to your TA in printed form. Your grade depends on your performance through this whole writing process, not just on the final paper that is produced.

Even though these papers are short, they should still each have the three basic components of an academic essay:

- An introduction which clearly states a thesis (and please underline that thesis).
- A body which develops the thesis, with one argument per paragraph.
- A conclusion which not only restates the thesis, but leaves the

reader with something more.

For each paper assignment, you will be able to draw on the scholarly articles in your printed course reader (although you may have to "read ahead" in the reader a bit, depending on the paper topic you choose).

Paper #1: Critiquing the information society

During the first part of this course, we explore the promise and peril of a society tied to information and communication infrastructures in broad terms. Students learn about four different "frameworks" for looking at the information society: a culture of print, a control revolution, a postindustrial economy, or a global network. In this paper, you pick one of those frameworks and evaluate it in terms of a specific example.

First, choose one specific information technology as your example -- comic books, digital television, a weekly physical newspaper, the Nintendo DSi, billboards on buses, messages on T-shirts, anything at all as long as it is **not a web site** (we will explore the web in our next paper). Be creative in your choice of example. Think about when this technology emerged, and why. Think about who uses this technology now, and for what purposes.

Second, decide which of our four information society frameworks -- the "print," "control," "postindustrial," or "network" society -- is best suited to analyze that technology. Consult the articles from your reader and your lecture notes to match a framework to your technology. This will not necessarily be an obvious choice; for example, an information technology might be printed on paper, but you might argue that it is best understood through the "global network" framework for some reason.

Finally, come up with an argument for your paper. For example, you might argue something about your chosen information technology example, using insights drawn from your chosen information society framework. Or, for a greater challenge, you might argue something about your chosen information society framework, using insights drawn from your chosen information technology example. Either way, make sure your paper has one clear argument (or thesis), supported by two or three clear reasons and bits of evidence. Obviously, somewhere in your paper you clearly describe both the technology you are exploring and the information society framework you are using. And make sure to imagine and address at least one counter-claim, together with its reasons and evidence, which might undermine your thesis.

Please note that this paper cannot rest simply on your opinions. Your paper must use at least two scholarly articles to support your argument. These scholarly articles may come from your reader, or from the "optional readings" listed on the syllabus, or you may search for them using library resources. Don't simply rely on Google or Wikipedia the night before the assignment is due; you will probably not find quality, scholarly articles this way.

Paper #2: Connecting technology to social goals

In the second part of this course, we discuss the way online culture connects to various social processes: recreation and work, searching and reading, sustainability and warfare. For this paper, pick any web site you like and use at least two scholarly articles to analyze that web site, including its owner, its purpose, its audience, and its relation to social goals -- be they democratic, economic, educational, environmental, military, or cultural.

We are intentionally giving you more freedom and less guidance on this paper. You must come up with an interesting argument (or thesis) about your chosen web site yourself. However, you may want to consider: What formerly offline social processes does your chosen web site attempt to adapt or encompass? What are the greatest benefits and the greatest risks to society as such social activity moves online?

Guidelines for all rough drafts

A rough draft is a complete draft; fragments or outlines will not be accepted. Failure to turn in your rough draft on time will affect your final paper grade. Here are some guidelines for preparing your rough drafts:

- Underline your thesis statement.
- Clearly separate your paragraphs through indentation (but not by leaving an extra line between paragraphs).
- Include a short bullet-point outline with your draft. (You may want to reverse-outline your paper -- outline it after you have written it to make sure it makes sense.)
- Properly cite your sources within the text of the paper, using these guidelines.
- Include a properly formatted list of references at the end, using these guidelines.
- Proofread your draft! Read it aloud to yourself to see if it makes sense.
- Post your rough draft to the discussion section wiki on your personal wiki page. You may want to create a separate sub-page for each draft, so that your peer reviewers can easily comment on it. Just copy the text from your word processor directly into this wiki page.

Guidelines for final drafts

No rough draft is perfect. Final drafts should always show significant revision, change, and improvement from rough drafts. TAs will not point out every single thing on a rough draft that needs to be fixed for a final draft -- that is your responsibility! Final drafts are not posted to the wiki, but are handed in in printed form. A 1,000 word paper should be no less than three-and-a-half pages long, and no more than four-and-a-half pages long. Here are some guidelines for your final drafts:

- Underline your thesis statement.
- Use one-inch margins on all sides.
- Double-space all text.
- Indent all paragraphs; do not use extra blank lines between paragraphs.
- Use 12-point Times, Times Roman, or Times New Roman font.
- Number your pages.
- Put your name and your TA's name on the first page.
- Turn in a one-page outline with each draft.
- Turn in a one-page list of references with each draft (we suggest APA style).
- Staple all pages (no paperclips or corner folds).
- Proofread your final paper!

Instantly boost your writing grade!

- Proofread.
- "Simplify, simplify, simplify!" Use clear, direct, and concise wording.
- Do not be redundant. Do not say things twice in a different way just to add words.
- Present your arguments in the paper in the same order that you lay them out in the thesis. (Your outline can help you here.)
- Check out these "nine rules for good writing" and test yourself on these writing exercises.
- Did we mention proofreading?

Never, never, never do!

- When referring to a work of nonfiction, never use the word "novel" – this implies a work of fiction and will cause your TA to wince uncontrollably.
- Never begin your conclusion with "In conclusion" or "To conclude" or "By way of concluding, ready or not, here I go" ...
- Never use slang in your writing, daddy-o; that is meg bad.
- Never try to entertain your reader with asides, puns, and witty comments (unless you are writing a course web site).

Citing outside sources

In each paper you are expected to use scholarly articles (from your reader, from the optional readings on this web site, or from your own literature search) to support your arguments. You need to cite these outside articles whenever you use an idea, quote, or fact from these sources. We recommend APA style when citing sources in LIS 201 papers:

- In the text of the paper, use the author's last name, the year of publication, and the page number, like this: (Gitlin, 2002, p. 10)
- In the list of references at the end, organize alphabetically by author last name, like this: Gitlin, T. (2002). Media unlimited: How the torrent of images and sounds overwhelms our lives. New York: Henry Holt and Co.

If it is not your idea, cite it. Failure to properly cite outside sources is plagiarism and academic dishonesty and may be grounds for failing both the assignment and the course.

And please remember, wikipedia entries and random blog posts do not count as "scholarly articles" (though they may point you to more authoritative and useful resources).

Evaluation criteria for all papers

All TAs use the same written grading sheet covering the following criteria:

1. Following instructions. Does your paper follow the instructions of the assignment? Was it turned in on time? Does it conform to our formatting guidelines? Did you turn in an adequate rough draft? Does your final draft represent significant progress?
2. Grammar and style. Do you avoid grammatical, spelling, and usage errors? Do you have any run-on sentences or non-sentences? Are your

sentences clear and concise? Are references in correct APA style? Is your tone appropriate for an academic paper?

3. Thesis and structure. Does your introduction contain a clear thesis (underlined)? Does your conclusion end with a compelling idea? Do arguments and examples build logically in between, following your outline?

4. Use of sources. Does your paper demonstrate that you understand the examples and arguments from the articles you use? Does your thesis deal with the central arguments rather than peripheral issues? Do your sources add conceptual depth to your paper?

5. Arguments and evidence. Do you support your thesis with compelling evidence and arguments? Do you counter at least one possible argument against your answer?

6. Creativity and difficulty. Finally, remember that we appreciate papers which find exemplary outside sources, represent an unusual challenge, take on a unique case, or come up with a creative point of view.

Finding scholarly articles

In order to find an authoritative outside source, you should use the resources available at our campus libraries. For example, you can search for academic journal research articles in the ProQuest Research Library or in UW-Madison QuickSearch for Articles. Your TA may suggest other research techniques in class. And the library hosts a series of online tutorials called "CLUE" which can introduce you to ways of finding books and journal articles here on campus.

Getting help from the Writing Center

Our campus is lucky to have a top-notch and easily-accessible Writing Center which is free for all students to use. The Writing Center is located on the 6th floor of Helen C. White Hall (the same building as the College Library). You should all feel free to get assistance from the Writing Center staff on any of your three papers. Visit them online too.

Peer reviews

Your TA will divide each section into groups of three to six students for peer reviews. You will review the rough drafts of the other students in your peer review group, and they will each review your rough drafts.

Peer reviews are to be posted on the discussion section wiki on the same page the rough draft of each student you are reviewing. Each review should include both things the author did well and things the author still needs to work on. Which does the student need to work on more, writing style and grammar or argument and evidence?

Each peer review should be at least 250 words.

These peer reviews will not be anonymous, so you should take care to offer constructive criticism (the same kind of criticism you would like to see someone offer on your paper).

Online Assignments

Nearly every weekend you will have an independent online homework and

writing assignment. Usually these will involve visiting several web sites that you've probably never encountered before, doing some directed browsing, searching, reading, viewing, and exploring, and then writing up what you have learned as a brief blog post on your discussion section weblog. You will also be expected to comment on at least one other student's blog post each week. Your TA will read these posts each week -- and probably comment on some of them as well -- to make sure that you are keeping up with this work. At times you will also discuss these online assignments in section.

Your first two online assignments are special tutorials to help you learn both the blogging system and the wiki system that we will work with in the course.

Each weekend online assignment needs to be finished before the following week's lecture. You are not permitted to put off your online assignments and finish them all at once as the end of the semester approaches; any assignment which is not completed on time will be counted as a "zero."

Multimedia Assignments

Midway through the course, you will choose an outside book to read on your own -- some fiction or non-fiction book related to the information society. By the end of the semester, you will produce a multimedia review of that book, consisting of a web-based report (really a custom-created blog including text, images, video, and/or links) and a five-minute multimedia slideshow or video presentation of one of the book's key arguments (using the popular "Ignite" format).

Choosing your book

The weekend after your first midterm, your online assignment is to scour several web-based databases to choose a good book to read for this assignment. (See the syllabus for more detail.) Each student in your discussion section must choose a *different* book to read, so if you fear someone else will pick the same book as you, finish this assignment early!

Reviewing your book

You will write a 1000-word, analytical, multimedia book review of the information society book that you chose to read, incorporating ideas, evidence and arguments from at least two articles from your course reader or the optional readings on this web site. You will enhance this review with images, links, and typography, and create your own Blogger weblog to showcase your review.

An analytical book review is not simply a description of the author's writing style and whether or not you found the book interesting. Instead, you must succinctly and accurately describe the main thesis of the book, and tell us whether the author has effectively used evidence and argument to convince you of that thesis.

Your assessment of the author's evidence and argument cannot rest simply on your own opinions. You must incorporate outside ideas, evidence and arguments from at least two articles from your course reader or the optional readings on this web site — much like you did in your two formal writing assignments.

Your review should be supplemented by the following multimedia elements:

- Photos of the book cover and the author.
- A link to the author's web site (if any) and wikipedia page (if any).
- Links to all the online reviews of the book that you can find, with one-or-two-sentence quoted excerpts that indicate whether the review was positive or negative.
- A link to at least one place where we may find the book (an online bookstore or a library catalog).

Unlike a plain 1000-word essay, your multimedia book review should exhibit a bit of care in terms of design. See if you can use the font, color, size, and other elements available through the Blogger editor to add some visual interest to your review. Divide up your review blog into "pages" if that makes sense. Choose a template that fits the tone of the book. Imagine that it is a page in your online "portfoloio" that you might like to show to a future prospective employer. However, don't make the blog overly gaudy or busy; you want your review to be attractive and readable, not distracting. And remember, the best design can't compensate for thin analysis or poor writing. Get your prose in shape first, and then worry about the presentation.

Your 1000-word analytical multimedia book review must be posted online as a separate blog by 5pm on the last Friday of finals week. Make sure to save a nice copy of your book review for your own records.

Presenting your book

After your first midterm exam, you will receive software training so that you can produce a brief narrated slideshow presenting one key argument from your book to the rest of your class. Your TA will screen all of these slide shows in discussion section, and one presentation from each section will be chosen to be shown to the whole class in lecture.

There are many ways to use slideshow programs like Microsoft PowerPoint or Apple Keynote effectively. There are even more ways to use them ineffectively. You will use a very scripted and effective format for that slideshow, called "Ignite."

In an Ignite presentation, you have a pre-set amount of time to work through a pre-set number of slides, each of which advances automatically. So if you get five minutes for your presentation, you get 20 slides, which cross the screen at a rate of one every 15 seconds.

Usually in an Ignite presentation, people try to choose slides with interesting images or charts on them, and talk their way through explaining each one in turn. This avoids the common slideshow pitfall of simply creating slides full of words and then reading the words out loud.

Most modern slide programs have a feature allowing you to record an audio narration to a slideshow. Such programs can often be set to auto-advance the slides after a predetermined number of seconds. (Or you may use a friend's help to click the "next slide" button at the appropriate time.) Don't worry if at the end you're a little under or over five minutes.

After you have recorded your slideshow, upload it to your discussion section wiki and place a link to it on your personal wiki page. Then spend some time watching the shows of your classmates to decide which one you like the best!

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Grading

✏️

100 points available

There are 100 points available in this course, which should make it easy for you to keep track of your progress.

READING ASSIGNMENTS – 5 POINTS

- A 500-word written report on an article from your reader, posted to your discussion section blog. 5 points

SPEAKING ASSIGNMENTS – 10 POINTS

- A four-minute prepared oral presentation summarizing an article from your reader, in discussion section. 5 points
- A two-minute extemporaneous oral response to another student's prepared oral presentation, in discussion section. 5 points

WRITING ASSIGNMENTS – 20 POINTS

- Two 1000-word written papers, posted to your discussion section wiki, including outlines and rough drafts turned in on time, proper peer reviews, and all sources properly documented. 20 points (10 each)

ONLINE ASSIGNMENTS – 10 POINTS

- Weekly online activities with your reactions and summaries posted to your discussion section weblog, as well as regular comments on other students blog postings. 10 points

MULTIMEDIA ASSIGNMENTS – 20 POINTS

- A five-minute narrated slideshow presentation in the "Ignite" format, presenting a key argument from an outside book that you read, posted to your discussion section wiki. 10 points
- A 1000-word analytic multimedia book review of the outside book you chose to read, related to appropriate articles from the course, and posted as a separate blog to Blogger (or another online service of your choice). 10 points

QUIZZES AND EXAMS – 25 POINTS

- Five short pop quizzes on readings or lecture, in discussion section. 5 points (1 each)
- Two in-class midterm exams based on readings and lecture, involving both short answer and essay questions. 20 points (10 points each)

TWEET YOUR LECTURE

Feel free to use hash tag #uwlis201 in your tweets about our course!

LATEST TWEETS

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LINKS OF INTEREST

Handouts

Readings

Videos

- **There is no final exam for this course.**

CLASS PARTICIPATION – 10 POINTS

- Participation in both lecture and discussion section, including weekly attendance, preparedness, level of respect and civility exhibited in interactions with fellow students and TA, and overall effort put into the course. 10 points

Grading Scale

LIS 201 is graded on a fixed scale, not on a curve:

- A 92 - 100
- AB 88 - 91
- B 80 - 87
- BC 76 - 79
- C 68 - 75
- D 60 - 67
- F 0 - 59

Extra credit

LIS 201 sometimes offers extra credit for participation in research studies run by faculty and graduate students. You can participate either as a research subject or as an attendee at presentations about the methodology of the studies being conducted this semester. (You will only earn credit for the same experiment once.) You may receive one-half point for each study you participate in, up to a total of two points.

To claim any extra credit, at the end of the semester you need to email your TA with a list of each study you participated in, including the date of participation and one sentence describing the study. (We will compare your list against our master list of experiment participants.)

Home

Slides

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▼ 2012 (54)
  ► December (5)
  ► November (17)
  ► October (16)
  ► September (14)
  ▼ August (2)
    Reader has been submitted
    Getting ready for Fall 2012

TOTAL PAGEVIEWS

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Learning

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At UW-Madison, we support the Wisconsin Experience through a series of Essential Learning Outcomes. Not every course addresses every learning outcome, but we strive to frame our course assignments and assessments in terms of these learning outcomes when possible. This table lists the general assessment criteria for the five assignments for this course and demonstrates how they relate to the Essential Learning Outcomes.

Essential Learning Outcomes for UW-Madison Students	Assignments with Assessment Criteria		
	Reading, Speaking, and Writing Assignments	Online and Multimedia Assignments	Exams and Quizzes
Knowledge of Human Cultures and the Physical and Natural World • Study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts	How well does performance on written and oral assignments demonstrate understanding of these concepts from readings and lecture?	How well does performance on online and multimedia assignments demonstrate understanding of these concepts from readings and lecture?	How well does performance on exams and quizzzes demonstrate understanding of these concepts from readings and lecture?
Intellectual and Practical Skills • Inquiry and analysis • Critical and creative thinking • Written and oral communication • Quantitative literacy • Information,	How well does performance on written and oral assignments demonstrate written and oral communiation	How well does performance on online and multimedia assignments demonstrate information, media, and technology	How well does performance on exams and quizzzes demonstrate critical and creative thinking?

TWEET YOUR LECTURE

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LINKS OF INTEREST

Handouts

Readings

Videos

	communication skills?	technology literacy?	thinking?
media, and technology literacy • Teamwork and problem solving			
Personal and Social Responsibility • Civic knowledge and engagement—local and global • Intercultural knowledge and competence • Ethical reasoning and action • Foundations and skills for lifelong learning		How well does performance on online assignments demonstrate civic knowledge and engagement?	
Integrative Learning • Synthesis and advanced accomplishment across general and specialized studies		How well does performance on multimedia assignment demonstrate synthesis of ideas?	How well does performance on exams demonstrate synthesis of ideas?

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Syllabus

🖉

BEFORE CLASS BEGINS
WEEK 1 – TUESDAY, SEPTEMBER 04 – INTRODUCTION
WEEK 2 – TUESDAY, SEPTEMBER 11 – PRINT CULTURE
WEEK 3 – TUESDAY, SEPTEMBER 18 – CONTROL REVOLUTION
WEEK 4 – TUESDAY, SEPTEMBER 25 – POSTINDUSTRIAL ECONOMY
WEEK 5 – TUESDAY, OCTOBER 02 – NETWORK SOCIETY
WEEK 6 – TUESDAY, OCTOBER 09 – FIRST MIDTERM
WEEK 7 – TUESDAY, OCTOBER 16 – CYBERSPACE
WEEK 8 – TUESDAY, OCTOBER 23 – BIG DATA
WEEK 9 – TUESDAY, OCTOBER 30 – SOCIAL NETWORKING
WEEK 10 – TUESDAY, NOVEMBER 06 – INFORMATION LABOR
WEEK 11 – TUESDAY, NOVEMBER 13 – GAMES
WEEK 12 – TUESDAY, NOVEMBER 20 – SECOND MIDTERM
WEEK 13 – TUESDAY, NOVEMBER 27 – FUTURE OF PRINT
WEEK 14 – TUESDAY, DECEMBER 04 – SUSTAINABILITY
WEEK 15 – TUESDAY, DECEMBER 11 – PRESENTATIONS
FINALS WEEK

The week before classes begin

PREPARE YOURSELF FOR THE COURSE

- Read through this whole LIS 201 course web site at lis201.blogspot.com (bookmark it in your web browser) so you know what to expect from this very unusual and very labor-intensive course!
- You may want to learn more about the professor at his personal web site. (Or you may not care.)
- Make sure to purchase your bound reader at Student Print.

READINGS TO COMPLETE BEFORE THE FIRST LECTURE

- Doug Lederman, "Study examines contradictions that define today's young people," *Inside Higher Ed* (August 21, 2012).
- Brandon Royal, *The Little Red Writing Book* [brief selection] (2004).
- Laurie Rozakis, *The Complete Idiot's Guide to Public Speaking*, second edition [brief selection] (1999).

FOR MORE INFORMATION

These articles are not in your printed reader, but are available online in order to encourage you to explore our digital reading repository. They cover tools to

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LINKS OF INTEREST
Handouts
Readings
Videos

improve your writing and speaking skills.

- Anonymous, "I'm very interested in hearing some half-baked theories," *The Onion* (November 9, 2005).
- Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams,*The craft of research*, 2nd ed. (2003), selections.
- Dan Gillmor, "Principles for a new media literacy" (Berkman Center for Internet & Society, 2008).
- Peter A. Facione, "Critical thinking: What it is and why it counts" (1998).
- Anne Lamott, "Shitty first drafts" (1994).
- Stephen E. Lucas, *The art of public speaking*, 6th ed. (1998), selections.
- William Strunk jr. and E.B. White, *The elements of style*, 3rd ed. (1979), selections.
- Ben Yagoda, "The seven deadly sins of student writers," *Chronicle of Higher Education* (08 September 2006); 5 pages.

Week 1: Introduction to four information societies

LECTURE ON TUESDAY, SEPTEMBER 04

Lecture meets this week at **11am** in **Chemistry 1361** for 75 minutes. Students are expected to attend all lectures and to take notes. Within 24 hours of each in-person lecture, I'll link a PDF version of any slides I showed in lecture to the lecture title. We may also experiment with lecture-capture technology to record the live lecture experience; if this works, I will provide links to those videos as well. **Any student seen Facebooking, shopping, chatting, gaming, or otherwise multitasking with a distracting non-class activity in lecture will be asked to close their laptop** — even if you are typing notes at the same time.

- Introduction to the course

READINGS TO COMPLETE BEFORE DISCUSSION

Buy your course reader from Student Print and read the articles below. Each week, you need to have your readings completed by the time you get to discussion section, in order to be able to discuss them with your TA and fellow students. We may quiz you on the readings as well. (Unsure how closely you should be reading these? The professor has posted two annotated examples of readings, to show what he highlights when he reads through them.)

- Frank Webster, "What information society?" *The Information Society* (1994).
- David Auerbach, "The stupidity of computers," *n+1* (2012).

HOMEWORK TO COMPLETE BEFORE DISCUSSION

Just make sure to read through this web syllabus.

DISCUSSION SECTION MEETING

All discussion sections meet this week; consult your schedule. Students are

ABOUT THE INSTRUCTOR

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BLOG ARCHIVE

TOTAL PAGEVIEWS

6 0 4 3 0

expected to attend all in-person discussion sections. If you are absent from section, you must email your TA within 24 hours of the missed section. **If you are absent from two discussion sections in a row, you will receive a concerned email from the professor. After that we will refer your absence to the Office of the Dean of Students!**

- Meet your TA and your fellow students in person! (Your TA may have you create a "table tent" to help everybody learn names.)
- Discuss the syllabus and grading.
- Your TA will assign you to specific weeks and readings for your prepared oral presentation and your written article critique. (You won't know when you'll be called upon to do your extemporaneous oral presentation.) These will all be listed on your section wiki (which you'll join next week).
- Discuss techniques for effective oral presentations.
- Discuss the oral presentation grading metric.
- Discuss this week's lecture and required readings.

ONLINE OVER THE WEEKEND

Nearly every weekend you will have online homework and writing. This weekend, after your first section meeting, you'll learn how to use your discussion section weblog.

- Please click here for a detailed weblog tutorial.
- You must finish this online activity by Monday morning, before next week's lecture.

FOR MORE INFORMATION

- Andrew Chadwick, "Some conceptual tools," in *Internet politics: States, citizens, and new communication technologies* (2006).
- Alfred D. Chandler jr., "The information age in historical perspective," in Alfred D. Chandler jr. and James W. Cortada, eds., *A nation transformed by information: How information has shaped the United States from colonial times to the present* (2000).
- Susan J. Douglas, "The turn within: The irony of technology in a globalized world," *American Quarterly* (2006).
- Paul Edwards, "Infrastructure and modernity: Force, time, and social organization in the history of sociotechnical systems," in Thomas J. Misa et al. eds., *Modernity and technology* (2003).
- Paul Edwards, "Thinking globally," *A vast machine: Computer models, climate data, and the politics of global warming* (2010), 1-25.
- James Gleick, "After the flood," in *The Information: A history, a theory, a flood* (2011).
- Adam Gopnik, "The Information: How the Internet gets inside us," *The New Yorker* (2011-02-14).
- Stephen Lubar, "Introduction," in *Infoculture: The Smithsonian book of information age inventions* (1993).
- Donald MacKenzie and Judy Wajcman, "Introductory essay," in *The social shaping of technology*, 2nd ed. (1999).
- David E. Nye, "Critics of technology," in Carroll Pursell, ed., *A companion to American technology* (2005).
- Merritt Roe Smith, "Technological determinism in American

culture," in Merritt Roe Smith and Leo Marx, eds., *Does technology drive history? The dilemma of technological determinism* (1994).

- Langdon Winner, "Do artifacts have politics?" (1986) in Donald MacKenzie and Judy Wajcman, eds., *The social shaping of technology*, 2nd ed. (1999).

Week 2: Print culture and literacy

LECTURE ON TUESDAY, SEPTEMBER 11

- Print culture and literacy

READINGS TO COMPLETE BEFORE DISCUSSION

- Deborah Brandt, "Literacy and stratification at the twenty-first century," in *Literacy in American lives* (2001).
- Kenneth Cmiel, "Libraries, books, and the information age," in David Paul Nord et al., eds., *A history of the book in America*, vol. 5 (2009).

HOMEWORK TO COMPLETE BEFORE DISCUSSION

- If it's your week to write a 500-word article report, you must post this to your section blog before your section meets. An article report should briefly summarize the main argument of the article, and then pose a question or comment in response. You will also want to say a little something about the author of the article and the way people responded to it. What can you find online about the person who wrote the article? Can you find any online reaction to the article? (It probably came from a book, and you can probably find book reviews.)
- If it's your week to give a speech, prepare and practice! Otherwise, prepare for a possible extemporaneous speech response.

DISCUSSION MEETING

- First five minutes: Pop quiz? Maybe!
- Two four-minute student speeches (#1 and #2), one on each of the readings (and two two-minute student extemporaneous responses). Your TA will designate a classmate to record your presentations on digital video. The recording will be either emailed to you or uploaded to your discussion section wiki (which you'll be joining this weekend). After watching the recording, you must email your TA with one substantive way in which you could improve your delivery.
- Discuss this week's lecture and required readings.
- Discuss tasks and strategies for writing assignment #1. (Rough draft due on wiki by start of next week's discussion.)
- Discuss the written presentation grading metric.

ONLINE OVER THE WEEKEND

This week you'll learn how to use your discussion section wiki:

- Please click here for a wiki tutorial
- You must finish this online activity by Monday morning, before next week's lecture.

FOR MORE INFORMATION

- Deborah Brandt, "Accumulating literacy: How four generations of one American family learned to write," in *Literacy in American*

lives (2001).

- Richard D. Brown, "Early American origins of the information age" (2000).
- Susan Jacoby, "The culture of distraction," in *The age of American unreason* (2008).
- David Levy, "A bit of digital history," in *Scrolling forward: Making sense of documents in the digital age* (2001).
- Walter Ong, "Orality, literacy, and modern media" (1982).
- John B. Thompson, "The digital revolution and the publishing world," in *Books in the digital age: The transformation of academic and higher education publishing in Britain and the United States* (2005).
- JoAnne Yates, "Communication technology and the growth of internal communication," in *Control through communication: The rise of system in American management* (1989).

SPECIAL NOTE

Please note that Wednesday during the third week of classes is generally the last day to drop without a "DR" on your transcript. (You can still drop through the ninth week of class but there will be a notation on the transcript.)

Week 3: The electromechanical control revolution

LECTURE ON TUESDAY, SEPTEMBER 18

- The control revolution and modernity

READINGS TO COMPLETE BEFORE DISCUSSION

- James Beniger, "Introduction," in *The Control Revolution: Technological and Economic Origins of the Information Society* (1986).
- Margo Anderson, "The Census and industrial America in the Gilded Age," in *The American Census: A Social History* (1988).

HOMEWORK TO COMPLETE BEFORE DISCUSSION

- If it's your week to write a 500-word article critique, you must post this to your section blog before your section meets.
- If it's your week to give a speech, prepare and practice! Otherwise, prepare for a possible extemporaneous speech response.
- Post your rough draft of paper #1 to your personal wiki pages (create a separate subpage so that your peer reviewers can just "comment" at the bottom).

DISCUSSION MEETING

- First five minutes: Pop quiz? Maybe!
- Two student presentations (#3 and #4) on the readings (and two student extemporaneous responses).
- Discuss this week's lecture and required readings.
- Your TA will set up peer review groups (6 students in each) and post these on your discussion section wiki in case you forget.

ONLINE OVER THE WEEKEND

This week you'll explore the Prelinger Archives, which contains thousands

fantastic vintage educational and corporate promotional films, some of which deal with information and communication technology. Many of these films are in color with sound, and most are short (15 or 20 minutes).

- Search the Prelinger Archives for telecommunications-related films (telephone, telegraph, etc.) and find the most interesting vintage film for a 21st century class on the "information society" that you can.
- Please note: Within each discussion section, every student needs to find a different film to post! This means you need to see what's already been posted in your section to avoid duplication! (Students who do this assignment earlier might have an easier time of it.)
- Post a link to your film on your discussion section blog and make an argument about why this film is useful to students of our modern information and communication infrastructure — what can we learn from the film you found?
- Watch at least one of your fellow students' suggested films and post a comment with your reaction.
- You must finish this online activity by Monday, before next week's lecture.

FOR MORE INFORMATION

- Ruth Schwartz Cowan, "Communications technologies and social control," in *A social history of American technology* (1997).
- Ruth Schwartz Cowan, "Industrial society and technological systems," in *A Social History of American Technology* (1997).
- Greg Downey, "Telegraph messenger boys: Crossing the borders between history of technology and human geography," *The professional geographer* 55:2 (2003).
- Richard R. John, "Recasting the information infrastructure for the industrial age," in Alfred Chandler jr. and James Cortada, eds., *A nation transformed by information* (2000).
- Steven Lubar, "Telegraph" and "Telephone" in *Infoculture* (1993).
- David Nye, "Shaping communication networks: Telegraph, telephone, computer," *Social Research* (1997).
- Kevin Robins and Frank Webster, "The long history of the information revolution," in *Times of the technoculture: From the information society to the virtual life* (1999).
- Oliver Zunz, "Inside the skyscraper," in *Making America Corporate 1870-1920* (1990).

Week 4: The postindustrial service economy

LECTURE ON TUESDAY, SEPTEMBER 25

- Depression to deindustrialization

READINGS TO COMPLETE BEFORE DISCUSSION

- Daniel Bell, "Post-industrial society," in *The coming of post-industrial society* (1973).
- Jefferson Cowie, "Introduction" and "The distances in between" in *Capital Moves: RCA's 70-year Quest for Cheap Labor* (1999).

HOMEWORK TO COMPLETE BEFORE DISCUSSION

- If it's your week to write a 500-word article critique, you must post this to your section blog before your section meets.
- If it's your week to give a speech, prepare and practice! Otherwise, prepare for a possible extemporaneous speech response.
- Complete your peer reviews of your fellow students' paper #1 drafts, posted as comments on their pages of the discussion section wiki.

DISCUSSION MEETING

- First five minutes: Pop quiz? Maybe!
- Two student presentations (#5 and #6) on the readings (and two student extemporaneous responses).
- Discuss this week's lecture and required readings.

ONLINE OVER THE WEEKEND

This week, you will discover how much information you can find out about yourself online.

- First, do a geodemographic marketing analysis on yourself, by searching online for data about the place where you live which someone might ascribe to you. Here are some sites to start with:
- http://www.whitepages.com/reverse_phone (enter your phone)
- http://factfinder.census.gov/ (enter your zip code)
- http://accessdane.co.dane.wi.us/ (enter your address)
- Next, do a social networking analysis on yourself, by searching for online data specifically about you on various social networking services that you might use — Facebook, Flickr, MySpace, LinkedIn, etc. Make sure you are not logged in to those services in order to see what an outisde visitor would see (you might want to try searching your Facebook identity from a public computer, for example).
- Now do a general Google search, first using your name in different combinations ("Greg Downey," "Downey, Greg," "G Downey," etc.), then using your email address, and finally usingyour telephone number.
- Can you think of any other sites to search for which might provide either individual or aggregate data to help flesh out your "digital puppet"?
- When you are finished searching these sites, create a new post on your discusion section blog describing the person that a geodemographic firm would see when they look for "you". What do you think about this representation of your existence?
- Comment on at least one other student's posting for this assignment.
- You must finish this online activity by Monday, before next week's lecture.

FOR MORE INFORMATION

- Benjamin Barber, "From soft goods to service," in *Jihad vs. McWorld* (2001).
- Nick Dyer-Witheford, "Revolutions," in *Cyber-Marx: Cycles and circuits of struggle in high-technology capitalism* (1999).

- Esther Dyson, George Gilder, George Keyworth, and Alvin Toffler, "Cyberspace and the American dream: A Magna Carta for the Knowledge Age," *The Information Society* 12 (1996).
- Ronald R. Kline, "Cybernetics, management science, and technology policy: The emergence of 'information technology' as a keyword, 1948-1985," *Technology and Culture* (2006).
- Robert Reich, "The three jobs of the future," in *The work of nations: Preparing ourselves for 21st century capitalism* (1992).
- Kurt Vonnegut, *Player Piano* [chapters 1-3] (1952).

Week 5: The global network society

LECTURE ON TUESDAY, OCTOBER 02

- Networks of cities

This week I will distribute a list of terms and essay questions to study which will help you prepare for our first in-class exam next week. (I will probably distribute these on our course news feed.)

READINGS TO COMPLETE BEFORE DISCUSSION

- Nicholas Gane and David Beer, "Network," in *New Media: The Key Concepts* (2008).
- Felix Stalder, "Flows and places," in *Manuel Castells: The Theory of the Network Society* (2006).

HOMEWORK TO COMPLETE BEFORE DISCUSSION

- If it's your week to write a 500-word article critique, you must post this to your section blog before your section meets.
- If it's your week to give a speech, prepare and practice! Otherwise, prepare for a possible extemporaneous speech response.
- Finish the final draft of paper #1.

DISCUSSION MEETING

- First five minutes: Pop quiz? Maybe!
- Two student presentations (#7 and #8) on the readings (and two student extemporaneous responses).
- Discuss this week's lecture and required readings.
- Turn in a printed final version of paper #1.
- Review for first midterm exam.

ONLINE OVER THE WEEKEND

No online activity this weekend. Study for your exam next week.

FOR MORE INFORMATION

- Manuel Castells, "The space of flows," in *The rise of the network society* (1996).
- Manuel Castells, "An introduction to the information age," *City* 2:7 (1997).
- Andrew Chadwick, "Access, inclusion, and the digital divide," in *Internet Politics: States, Citizens, and New Communication Technologies* (2006).
- Paul Edwards et al., "Understanding infrastructure: Dynamics, tensions, and design" (2007).
- Stephen Graham and Simon Marvin, "Introduction" in

Telecommunications and the city: Electronic spaces, urban places (1996).

- Stephen Graham, "Introduction," in *The cybercities reader* (2004).
- Tim O'Reilly, "What is Web 2.0? Design patterns and business models for the next generation of software" (2005).

Week 6: FIRST MIDTERM EXAM

EXAM ON TUESDAY, OCTOBER 09

Our in-class midterm exam will be held in the normal lecture hall. Please arrive a bit early so we can start on time.

READINGS TO COMPLETE BEFORE DISCUSSION

This week's reading relates to your software training session and your multimedia assignment, not your exam.

- Edward Tufte, "The cognitive style of PowerPoint" (2003).

HOMEWORK TO COMPLETE BEFORE DISCUSSION

None.

DISCUSSION MEETING

Attend software training sessions, not your regular discussion. Rather than hold your normal discussion section, all students will attend software training sessions scheduled in various computer labs around campus, during your normal discussion section time. You will receive customized training on PowerPoint presentation software that you may use for your multimedia project. This training is offered courtesy of the DoIT Software Training for Students program.

- **Wednesday through Thursday sections:** Meet at your normal section time in the College Library "Computer & Media Center" (CMC) classroom (2257 College Library)
- **Friday sections:** Meet at your normal section time in B207 Computer Sciences

Please note that the CMC classroom (2257 College Library) is a computer classroom in the back of the big computer lab on the second floor of College Library with 14 dual-booting Macs. This means that students may have to share computers, but you should feel free to bring your own laptops if you have your own copy of PowerPoint.

ONLINE OVER THE WEEKEND

This week your online activity will involve the selection of the book that you are going to read and review. Each student in your discussion section must choose a *different* book to read, so if you fear someone else will pick the same book as you, finish this assignment early!

- Think about some search terms or phrases which might quickly and effectively lead you to interesting books on "the information society." Will using the term "information" suffice? What will using the search term "information society" leave out? Be creative.
- Using an online bookstore like Amazon.com, do a search for a book related to the information society that you would like to read. (We are starting in an online book store in order to make sure that the book is still in print.) Narrow your choice down to three

candidates. Which book has the most pages? Which costs the most? Which is most recent? Which has the best reviews?

- Once you have found three possible books, look each of them up through the public web interface of WorldCat. This is a meta-catalog of all US public and university library catalogs. Which book is held by more libraries? What are the subject classifications of each book? Do they differ? Do they suggest further, more interesting search terms? (You may want to go back to step #2 with these terms.)
- Look each book up on Google Books. Which book seems to have generated the most chatter on the Web? Which has more reviews available through Google? Are any of them in the public domain?
- Finally, look up each book on Library Thing. (You may have to create a free account on this service in order to search, but it's worth it.) Which book has been read by more users of this social networking service? Which book seems to match best with other books that you think you might like?
- Decide which book you want to read at this point.
- Now do a search of your chosen book on two academic journal databases: ProQuest and Project Muse. What journals have reviewed your book? Who are the reviewers? What books have the reviewers themselves written? Read and then print out or otherwise save these book reviews (you will use them in your final paper).
- Create a new post on your discussion section blog that describes the candidate books you considered, the book you ended up choosing, and the process you took to choose it. Include an image of the cover (from Amazon.com) and a citation to any academic reviews you found.
- Comment on another student's chosen book. (Has anyone chosen the same book as you? If they posted their choice to the blog before you did, then you need to start over and pick a different book!)
- You must finish this online activity by Monday, before next week's lecture.

Week 7: Cyberspace and hypermedia

LECTURE ON TUESDAY, OCTOBER 16

- Film: An Anthropological Introduction to YouTube (2008)

READINGS TO COMPLETE BEFORE DISCUSSION

- Ed Krol, "How the Internet works" in *The Whole Internet User's Guide & Catalog* (1992).
- Alex Wright, "The Web that wasn't," in *Glut: Mastering Information Through the Ages* (2007).

HOMEWORK TO COMPLETE BEFORE DISCUSSION

- If it's your week to write a 500-word article critique, you must post this to your section blog before your section meets.
- If it's your week to give a speech, prepare and practice! Otherwise, prepare for a possible extemporaneous speech response.

- First five minutes: Pop quiz? Maybe!
- Two student presentations (#9 and #10) on the readings (and two student extemporaneous responses).
- Discuss this week's lecture and required readings.
- Discuss tasks and strategies for writing assignment #2. (Rough draft due on wiki by start of next week's discussion.)
- Graded paper #1 handed back.
- Graded midterm exam handed back.

ONLINE OVER THE WEEKEND

This week you are going to explore some historical news databases.

- Pick a term relating to the modern information society — "world wide web" or "computer" or "cell phone" or "digital divide" or ... well, use your imagination. The only constraint is that you can't pick a term that one of your fellow sectionmates has used (so it is in your interest to do this assignment early!)
- Try to find the earliest journalistic use of this term in three different historical newspaper databases provided by ProQuest: the New York Times, the Chicago Tribune, and the Los Angeles Times.
- Now take the same term and try to find its earliest use in three different scholarly article databases: ProQuest, Project Muse, and JStor.
- Write a brief post on your section blog about the ways in which your term was first used, and whether it still has the same meaning today.
- Visit another student's post and comment on what they found out about the term that they explored.
- You must finish this online activity by Monday, before next week's lecture.

FOR MORE INFORMATION

- Steve Coll, "The Internet: For better or for worse," *New York Review of Books* (2011-04-07).
- Cory Doctorow, "When sysadmins ruled the earth," *Baen's Universe* (2006).
- Greg Downey, "Jumping contexts of space and time," *IEEE Annals of the History of Computing* (April-June 2004).
- Paul N. Edwards, "Y2K: Millennial reflections on computers as infrastructure," *History and Technology* 15 (1998).
- Nathan L. Ensmenger, "Making programming masculine" (2008).
- Gordon Graham, "The radically new and the merely novel: How transformative is the Internet?" in *The Internet: A philosophical inquiry* (1999).
- Jennifer Light, "When computers were women," *Technology and Culture* (1999).
- Steven Lubar, "Before computers," in *Infoculture* (1993).
- Roy Rosenzweig, "Wizards, bureaucrats, warriors, and hackers: Writing the history of the Internet," *American Historical Review* (1998).
- Lee Sproull, "Computers in US households since 1997" (2000).

- Fred Turner, "Where the counterculture met the new economy: The WELL and the origins of virtual community," *Technology and Culture* (2005).

Week 8: Big data

- Beyond Google

READINGS TO COMPLETE BEFORE DISCUSSION

- Lev Manovich, "Trending: The promises and challenges of big social data," in Matthew K. Gold, ed., *Debates in the Digital Humanities* (2012).
- Natasha Singer, "Secret e-scores chart consumers' buying power," *New York Times* (August 18, 2012).

HOMEWORK TO COMPLETE BEFORE DISCUSSION

- If it's your turn to write a 500-word article critique, you must post this to your section blog before your section meets.
- If it's your week to give a speech, prepare and practice! Otherwise, prepare for a possible extemporaneous speech response.
- Post your rough draft of paper #2 to your personal wiki pages (you will want to create a separate page so that your peer reviewers can just "comment" at the bottom).

DISCUSSION MEETING

- First five minutes: Pop quiz? Maybe!
- Two student presentations (#11 and #12) on the readings (and two student extemporaneous responses).
- Discuss this week's lecture and required readings.

ONLINE OVER THE WEEKEND

This week we'll explore a famous article by scientist, engineer, and wartime government administrator Vannevar Bush on hyperlinked media that many cite as an inspiration for today's World Wide Web.

- Read Bush's 1945 article entitled "As we may think," where he describes his vision of an information infrastructure he called the "Memex."
- Twenty years later, in 1967, Bush wrote a follow up article, "Memex revisited," which recast his ideas in light of the early computer revolution. Read this revised version and think about the differences from the 1945 version.
- Do a Google search on "Memex" and explore a tiny fraction of the millions of hits that appear. (You don't have to explore all of them.) Be creative; for example, are there blog posts on Memex? News articles? YouTube videos? Anything posted in the last month?
- About thirty years after this, in 1995, a symposium was held at MIT to consider Bush's Memex ideas fifty years after their original publication. (Remember, this was only a few years after the World Wide Web had appeared on the media stage.) Many of the attendees were well-known pioneers in the area of hypertext research, like Douglas Englebart (inventor of the computer mouse), Ted Nelson (author of the 1970s counterculture computer

manifesto "Computer Lib!") and Tim Berners-Lee (creator of the protocols that underlie the World Wide Web itself). Read this description of their reactions to the original Vannevar Bush article.

- Finally, go to your discussion section blog and write a new post on what you've found and what you think of the Memex idea today.
- Reply to at least one other student's blog posting.
- You must finish this online activity by Monday, before next week's lecture.

FOR MORE INFORMATION

- Vannevar Bush, "As we may think" *Atlantic Monthly* (1945) and Vannevar Bush, "Memex revisited" (1967).
- Greg Downey, "The librarian and the Univac: Automation and labor at the 1962 Seattle World's Fair," in C. McKercher and V. Mosco, eds., *Knowledge workers in the information society* (Lexington Books, 2007).
- James Gleick, "How Google dominates us," *New York Review of Books* (2011-08-18).
- Eric Goldman, "Wikipedia's labor squeeze and its consequences," *Journal on Telecommunication and High-Tech Law* (2009).
- Christopher Ketcham et al., "The more you use Google, the more Google knows about you," *AlterNet* (2010).
- Eli Pariser, "The user is the content," in *The Filter Bubble: What the Internet is Hiding from You* (2011).
- Jonathan Zittrain, "The lessons of Wikipedia," in *The future of the Internet, and how to stop it* (2008).

SPECIAL NOTE

Please note that the Friday of the ninth week of classes is generally the last date a student may drop a course.

Week 9: Social networking and social exclusion

LECTURE ON TUESDAY, OCTOBER 30

- Film: Disconnected (2008)

READINGS TO COMPLETE BEFORE DISCUSSION

- S. Craig Watkins, "The very well connected: Friending, bonding, and community in the digital age," *The young and the digital* (2009).
- James Sturm, "Life without the Web," *Slate* (various postings 2010).

HOMEWORK TO COMPLETE BEFORE DISCUSSION

- If it's your turn to write a 500-word article critique, you must post this to your section blog before your section meets.
- If it's your week to give a speech, prepare and practice! Otherwise, prepare for a possible extemporaneous speech response.
- Complete your peer reviews of your fellow students' paper #2 drafts on their pages of the discussion section wiki.

DISCUSSION MEETING

- First five minutes: Pop quiz? Maybe!

- Two student presentations (#13 and #14)on the readings (and two student extemporaneous responses).
- Discuss this week's lecture and required readings.
- Discuss paper #2 revision strategies.

This week's challenge will be especially difficult. Get ready.

- Attempt to survive without using any personal digital social networking tools for the whole weekend, Friday 5pm to Sunday 5pm. Do not consult or post to Facebook or MySpace or Google+. Do not Tweet. Do not text. Do not instant-message. Do not Skype. Do not iChat. Do not answer personal emails (or even read them, if you can avoid it). And, yes, do not use your cell phone at all (although you may use a land-line phone or a pay phone). The only thing you are allowed to do is the minimum necessary online participation for other classes you are taking.
- Once the weekend is over (or once you've thrown in the towel if you don't make it to Sunday at 5pm), write about the experience on your discussion section blog. How do you end up communicating with people? How do you coordinate meetings with your friends? How do you survive without taking a Quiz On Your Favorite Star Wars Mini-Figure every hour?
- Comment on at least one other student's write-up.
- Be thankful you weren't a college student before the early 1990s, like I was, when THERE WAS NO WORLD WIDE WEB! (Gasp!)
- You must finish this online activity by Monday, before next week's lecture.

FOR MORE INFORMATION

- Atsushi Akera, "Communities and specialized information businesses," in William Aspray and Paul E. Ceruzzi, eds., *The Internet and American business* (2008).
- Andrew Chadwick, "The political economy of internet media," in *Internet politics* (2006).
- Caroline Haythornthwaite and Barry Wellman, "The internet in everyday life: An introduction" (2002).
- Lawrence Lessig, "Cyberspaces," in *Code and other laws of cyberspace* (1999).
- Ari Melber, "About Facebook," *The Nation* (07 January 2008).
- Duncan Watts, "Small worlds," in *Six Degrees: The science of a connected age* (2003).
- Langdon Winner, "Who will we be in cyberspace?" *The Information Society* (1996).
- Growing up online (60 min). You may reach this film on the PBS web site

Week 10: Information labor and knowledge work

LECTURE ON TUESDAY, NOVEMBER 06

- Film: Secrets of Silicon Valley (2001).

- Charles Duhigg and David Barboza, "Human costs are built into an iPad," *New York Times* (January 25, 2012).
- Greg Downey, "Media meets work: Time, Space, Identity, and Labor in the Analysis of Information and Communication Infrastructures," in Tarleton Gillespie, Pablo Boczkowski, and Kirsten Foot, eds., *Media Meets Technology* (forthcoming, 2013).

HOMEWORK BEFORE DISCUSSION

- If it's your turn to write a 500-word article critique, you must post this to your section blog before your section meets.
- If it's your week to give a speech, prepare and practice! Otherwise, prepare for a possible extemporaneous speech response.
- Finish your final draft of paper #2!

DISCUSSION MEETING

- First five minutes: Pop quiz? Maybe!
- Two student presentations (#15 and #16) on the readings (and two student extemporaneous responses).
- Discuss this week's lecture and required readings.
- Turn in printed final version of paper #2.
- Discuss your final multimedia project ("skeleton" file for Ignite presentation due on wiki next week)

ONLINE OVER THE WEEKEND

This weekend you will explore the presence of casualized labor on the Interent -- and in real communities.

- Manpower Inc. is the world's largest temporary employment firm: "Manpower's worldwide network of 4,500 offices in 80 countries and territories enables the company to meet the needs of its 400,000 clients per year, including small and medium size enterprises in all industry sectors, as well as the world's largest multinational corporations." Explore their web site a bit to get a sense of what this firm does. (They even have a branch on Second Life ...)
- Now go to the US site for Manpower and do a job search in three different areas: (1) Madison, WI; (2) your hometown (or the city closest to your hometown); (2) a town or city you might like to someday live in.
- (Hint: Leave the "Keyword(s)" field on the search page empty, but choose a specific state from the drop-down menu, click on a specific town in the "locations" list, and then click the ">" button to move that town into the search box. Finally, click "Search.")
- What kind of technology skills do these jobs demand? How many temporary vs. permanent jobs are listed? Do these look like good jobs to you?
- Write up a report of your findings, comparing the three places you investigated, for your discussion section blog.
- Comment on at least one other student's posting.
- You must finish this online activity by Monday, before next week's lecture.

FOR MORE INFORMATION

- Mark Deuze, "Creative industries, convergence culture, and media work," *Media Work* (2007).
- Virginia Eubanks, "Drowning in the sink or swim economy," *Digital Dead End: Fighting for Social Justice in the Information Age* (2011).
- Thomas Haigh, "Remembering the office of the future: The origins of word processing and office automation," *IEEE Annals of the History of Computing* (2006).
- Karen Hossfeld, "'Their logic against them': Contradictions in sex, race, and class in Silicon Valley" (1990), in A. Nelson et al eds., *Technicolor: Race, technology, and everyday life* (2001).
- Amitava Kumar, "Temporary access: The Indian H-1B worker in the United States" (2001), in A. Nelson et al eds., *Technicolor: Race, technology, and everyday life* (2001).
- Frank Levy and Richard J. Murnane, "How computers change work and play," in *The new division of labor: How computers are creating the next job market* (2004).
- Andrew Marantz, "My summer at an Indian call center," *Mother Jones* (2011-07).
- Hanna Rosin, "The end of men," *The Atlantic* (2010).
- Janet W. Salaff, "Where home is the office: The new form of flexible work," in Barry Wellman and Caroline Haythornthwaite, eds., *The internet in everyday life* (2002).

Week 11: Games, simulations, and avatars

LECTURE TUESDAY, NOVEMBER 13

- Video games

READINGS BEFORE DISCUSSION

- Stephen Kline et al., "Origins of an industry: Cold warriors, hackers, and suits, 1960-1984," *Digital play: The interaction of technology, culture, and marketing* (2003).
- Sam Anderson, "Just one more game ..." *New York Times* (April 4, 2012).

HOMEWORK BEFORE DISCUSSION

- If it's your turn to write a 500-word article critique, you must post this to your section blog before your section meets.
- If it's your week to give a speech, prepare and practice! Otherwise, prepare for a possible extemporaneous speech response.
- Upload a working "skeleton file" of your slideshow presentation to your discussion section wiki, and make a link to your personal wiki page. This should be a PowerPoint file that has all the timings correct for the Ignite presentation, with 15-second auto-advance of the slides.

DISCUSSION MEETING

- First five minutes: Pop quiz? Maybe!
- Two student presentations (# 17 and #18) on the readings (and two student extemporaneous responses). **These should be the last article speeches of the semester.**

- Discuss this week's lecture and required readings.
- Discuss your book slideshow project.

This weekend you'll explore the phenomenon of creating online characters representing human identity through textual or graphical means, called "avatars."

- Read this short selection from Neal Stephenson's early-1990s book Snow Crash in which the main character, Hiro Protagonist (get it?) visits an online world called the "Metaverse."
- Now visit the Second Life web site and download the necessary software to create an avatar of your own. Or if you're a member of another online community or online game (like "World of Warcraft") you may use an avatar from that system. (Or you may want to simply create a rather cartoonish avatar like the ones available on the Nintendo Wii system, which you can do here.)
- Read through this photoessay on people and their cyberspace avatars from the New York Times and think about the different ways that people choose to represent themselves online.
- Post a screen capture image of your Second Life, WoW, Wii, or other avatar to your discussion section blog, and write a bit about the process of creating this avatar. Did you try to represent yourself, or split from your real life persona? Was it easy to create an avatar, or did you feel limited by the range of options? How are race and gender and ethnicity and other markers of "difference" present or not present in your avatar?
- Take a look at the other avatars your fellow students have posted, and comment on at least one of them.
- You must finish this online activity by Monday, before next week's lecture.

FOR MORE INFORMATION

- Edward Castronova, "Daily life on a synthetic earth," in *Synthetic worlds: The business and culture of online games* (2005).
- Julian Dibbell, "A rape in cyberspace," *The Village Voice* (1993).
- James Gee, "Good video games, the human mind, and good learning," in *Good video games + good learning* (2007).
- Brad King and John Borland, "Gamers, interrupted," in *Dungeons and Dreamers: The rise of computer game culture from geek to chic* (2003).
- Stephen Kline et al., "Sim Capital," *Digital play: The interaction of technology, culture, and marketing* (2003).
- Peter Ludlow and Mark Wallace, "The Death of Urizenus," in *The Second Life Herald: The virtual tabloid that witnessed the dawn of the metaverse* (2007).
- Kurt Squire, "Open-ended video games: A model for developing learning for the interactive age," in Katie Salen, ed., *The ecology of games: Connecting youth, games, and learning* (2008).

Week 12: SECOND MIDTERM EXAM

ALL DISCUSSION SECTIONS CANCELLED FOR THANKSGIVING

Please cook your poultry to an appropriate temperature.

ONLINE OVER THE WEEKEND

Last week you explored the world of temporary digital employment. As we saw with Deborah Brandt's article in your reader a few weeks ago, employable expertise in literacy (and the technological tools for applying literacy) varies with historical circumstance. This weekend you'll explore some of those circumstances.

- While you're on holiday for Thanksgiving, talk to a parent, aunt, uncle, grandparent, neighbor, employer, teacher, or other significant adult in your life, and ask them to describe for you the most important information technology they use (or once used) in their job. (This doesn't have to be a digital information technology ... typewriters or stenography machines count.) How did they first learn to use this technology? How difficult was it to master? How do they feel that this technology affected their working conditions — did it make them more or less productive? Did it make them enjoy their job more or less?
- Write up a report of your conversation on your discussion section blog, and analyze what you heard with respect to this course and your own experiences.
- Comment on at least one other student's posting.
- You must finish this online activity by Monday, before next week's lecture.

Week 13: The future of print

LECTURE TUESDAY, NOVEMBER 27

READINGS BEFORE DISCUSSION

- David Reinking, "Valuing reading, writing, and books in a post-typographic world," in David Paul Nord et al., eds., *A History of the Book in America*, volume 5 (2009).
- Julie Bosman, "The bookstore's last stand," *New York Times* (January 28, 2012).

HOMEWORK BEFORE DISCUSSION

- **Students 1 through 9** post your five-minute slideshow presentation to your personal wiki page. This must be a working presentation; in other words, once your TA downloads it and clicks on it, it should open up and play with both images and narration.

DISCUSSION MEETING

- You will screen the slideshow presentations for students 1 through 9 and talk about them.
- Graded paper #2 handed back to students.
- Graded exam #2 handed back to students.

ONLINE OVER THE WEEKEND

This week you will review and revise your previous blog postings to think about the online "voice" that you have developed over the course of this

semester, and how that differs from the voice you construct for yourself through written and print materials.

- Go back through your discussion section blog and copy out every single entry you have posted for these weekly online assignments all semester long, pasting them all into a single word processing document, one by one, with the title and date indicated for each entry. (You don't have to include the comments you left on other students' blog posts -- just your own main blog posts.)
- Then go through and proofread this big compendium of blog posts. Check all of your spelling and grammar. Make sure you have written in complete sentences all the way through. Add paragraph breaks if appropriate. And make sure you have correctly spelled/identified any authors' names you have reference. Your goal is ZERO MISTAKES.
- Format this blog post compendium document as a regular writing assignment -- with 12-point Times or Times Roman font, one-inch margins, and double spacing -- and print it out so you can hand it in to your TA at the next discussion section. You will want to read over it one more time in printed form, because you will probably catch some last-minute typos if you do.
- Finally, write a NEW blog post back on your discussion section blog discussing how you have presented yourself through your online writing in the class so far, and whether that is the same way that you present yourself in other aspects of your scholarly career in LIS 201 (eg. in person in discussion section, through your formal written assignments, and/or through your work on exams). Which of your self-presentations is the most "true" or the most effective? Which showcases your talents the best?

FOR MORE INFORMATION

- Ken Auletta, "Publish or perish," *The New Yorker* (2010).
- Robert Darnton, "Google and the future of books," *New York Review of Books* (12 February 2009).
- Colin Robinson, "How Amazon kills books and makes us stupid," *The Nation* (2010-07-19).
- Mike Sundermeyer et al., "E-reader trial report, OrphanAid Africa School, Ayenyah, Ghana," Worldreader.org (2010).

Week 14: Sustainable information infrastructure

LECTURE ON TUESDAY, DECEMBER 04

- We'll consider the global environmental impact of the information society.

READINGS BEFORE DISCUSSION

- Leslie A. Byster and Ted Smith, "The electronics production life cycle: From toxics to sustainability," in Ted Smith et al., eds., *Challenging the Chip: Labor Rights and Environmental Justice in the Global Electronics Industry* (2006).

- David Owen, "The efficiency dilemma," *The New Yorker* (December 20, 2010).

- **Students 10 through 18** post your five-minute slideshow presentation to your personal wiki page. This must be a working presentation; in other words, once your TA downloads it and clicks on it, it should open up and play with both images and narration.

- You will screen the slideshow presentations for students 10 through 18 and talk about them.

For your last online activity, you will reflect on your own online experience in this course.

- The "hybrid" or "blended" course approach of LIS 201 — combining in-person lecture, in-person discussion section, and online activity and writing — is an increasingly popular mode of educational delivery in higher education. Do a web search and see if you can find a few other examples of hybrid/blended courses, either at UW-Madison or at other universities. How do these examples differ from our approach in LIS 201?
- Think about your own experience with this course. For example: Did the online portions connect with the in-person portions? Did you feel that you were a more effective student in the physical world or the virtual world? Were you able to learn more about your fellow students from online or offline (face-to-face) interactions? Do you feel more comfortable now with online resources like blogs and wikis than you did before taking this course? Should UW instructors increase their use of online components in courses, or should we proceed with greater caution?
- Finally, think about the substantive material from the lectures and readings on the information society that you've worked with all semester long. Did the course lectures and readings bring a better perspective to your own online experiences, both in this course and in your personal life? Or another way of thinking about it — would online course components work differently in a course that wasn't all about the online world of information?
- Write up your findings and your reactions on your discussion section weblog. Be honest, it's OK.
- Comment on at least one other student's posting.
- You must finish this online activity by Monday, before next week's lecture.

- Chris Carroll, "High-tech trash," *National Geographic Magazine* (2008-01).
- Richard Maxwell and Toby Miller, "Ecological ethics and media technology," *International Journal of Communication* 2 (2008).
- Matthew Power, "The solution: Bolivia's lithium dreams," *Virginia Quarterly Review* (2011).
- Tom Vanderbilt, "Data center overload," *New York Times* (14 June

2009).
- UW-Madison Green IT resources
- Wisconsin electronics recycling law

Week 15: Student presentations

- Each TA will submit one student presentation for screening before the whole course. You may bring snacks if you like.
- Last fifteen minutes: Fill out overall course evaluation (professor leaves room).

HOMEWORK BEFORE DISCUSSION
- Work on your multimedia book review and bring your questions to section.

DISCUSSION MEETING
- First five minutes: Make-up quiz! (Only if you missed one of the regularly-scheduled quizzes with an excused absence.)
- Workshop for the final analytic, multimedia book review.
- Last fifteen minutes: Fill out discussion section evaluations (TA leaves room).

Final Exam Week

There is no final exam for this course.

Your multimedia book review is due on the last weekday of finals week: Friday, December 21, by 5pm. Post the link to your book review blog to your discussion section wiki (and you may want to email it to your TA as well, just to make sure). Make it serious, and make it look good. No late book reviews will be accepted.

Have a good winter break!