

SYLLABUS (DRAFT) – Brian Reich

Title: Media, Government and How Things Change in A Connected Society

Course Description: This course will explore how technology and the internet have changed the way we get and share information as individuals, in networks and as a society – and what that means to the role that individuals, media, government and community play in the functioning of our society. The course will challenge students to apply that understanding of how individuals, media, government (as well as politics), and communities operate to develop strategies and solutions to real issues facing the United States and the world.

The Goals: The course is designed to give students an essential understanding of what drives change in our society, from an individual behavior, community, and social standpoint. Students will become knowledgeable about how government, the media, and other organizations engage individuals in today’s connected society, the challenges that new technology and new ways of getting and sharing information create, and how the the role of individuals, the media, and government/organizations all change as a result. Lastly, the course is designed to allow students to apply their knowledge and understanding about how these forces impact media, government and how things change in society to develop new strategies and solutions to addressing serious challenges in our society.

Pre-requisite. Student should feel comfortable communicating and finding information online – the level of knowledge should be sufficient for any professional in communications, political, or policy work. Knowledge, awareness, or interest in emerging trends in politics, government, community organizing, media, and/or digital communications are welcome.

Teaching and learning philosophy: This class is designed to teach students how to address complex problems in a highly connected society. We will be seeking to define, and refine, how organizations and individuals should pursue change in our society and the impact that technology and media have on that work. We will be addressing challenges that, in many cases, don’t have clearly outlined solutions. To be successful, you must be willing to think, collaborate, explore, and discuss ideas – with the professor and your classmates. You must be interested in solving problems, addressing serious issues, and having an impact.

The professor will provide facts and case studies, present ideas and concepts, and outline readings and other assignments. The professor will also facilitate and support an active discussion in the classroom and online, to support the learning process throughout the term.

Student Expectations: The learning experience in a course like this one depends heavily on each student being prepared to actively participate in every class session. We are going to learn these issues and solve these problems together. Students will be expected to participate in class discussions, complete the assigned readings, pay attention to issues and happenings that relate to the class, and share ideas openly and regularly. Students are expected to complete all assignments on time. And, most importantly, students are expected to ask questions.

Classroom discussion: You will be evaluated on the quantity as well as the *quality* of your contribution and insights to the class discussion. Quality comments a) contribute to moving the discussion forward, b) offer a different, unique and relevant perspective on the issue, c) build on comments of others, and d) demonstrate reflective thinking.

Discussion papers: Each week, students will be required to write a discussion paper (to be posted online in the form of a blog post or similar). Unless otherwise specified, the discussion paper should be a response to the readings for the week or the topics discussed in class. Papers should include some *analysis or evaluation of the readings or discussion* (tear the ideas apart, give strengths or find problems/contradictions with the author's arguments, explain why you agree or disagree with the proposed strategy or solution offered by a classmate) as well as some attempt to *apply the lessons or knowledge from the articles and discussion to the issues and challenges being discussed in class* (propose your own solutions, suggest alternative ways to measure or interpret an issue). Each discussion paper must be a minimum of 500 words. An important part of your blog posts is referencing the assigned readings, or blogs and media that address the topics being discussed.

Idea Sharing: Students will be expected to share articles, blog posts, or other information with the class on a weekly basis. A del.icio.us feed (or similar) will be available for students for this purpose.

Term Project: Students will be required to submit a major paper exploring the applications of the social theories and online trends discussed in class towards an issue of pressing concern in today's culture. Students are expected to collect articles and books relating to the topic or issue of their term project (supplementing the assigned readings) beginning early in the term. If there is a shortage of written material about your topic, students should plan to conduct original research -- do phone or email interviews with original sources. For the final paper, students will need to draw conclusions about the applications of the trends and theories on a particular issue or challenge. The final paper should be between 8,000 and 11,000 words. It should be a publication-quality paper. It should be copiously cited using APA format. A list of suggested topics will be distributed along with additional guidelines for conducting the research and completing the project.

Possible Issues:

Environment – how to get an entire town involved in climate related efforts?

National Service – how to get people to give more of themselves?

Health – How to get people to shift the way they eat, live, etc. to stay alive?

Government – How do you create better solutions to major problems?

Hunger – How do you change the way we feed people in this country?

Grades Policy

Grades will be assigned based on the following guidelines (subject to change):

- Class participation: 25%
- Discussion Papers: 25%
- Idea Sharing: 10%
- Term Project: 40%

Students will be graded out of a possible 500 points for the term.

- o Class participation will be measured on 10-point scale. Students can earn a total of 150 points (10 points per week, plus one bonus paper for 10 points)
- o Discussion papers will be graded on a 10-point scale. Students can earn a total of 150 points (10 points per week, plus one bonus paper for 10 points)
- o A student will earn 1 point for each article shared. Students can earn a total of 25 points (1 point per article, up to 25 articles during term)
- o The term project will be graded in three parts: 75 points for research, 75 points for writing, and 25 points for class presentation. A student can earn a total of 175 points for their project.

CLASS OVERVIEW

I. Origins of Media; Structures of Government; Drivers of Social Change.

Session I: Why are we here?

Discussion: Everything is changing - how people get and share information, what we see as valuable and how we spend our time. As a result, how we consume media, what we expect of our government, the role we play in our community or potential impact we have on our community – all are changing as well. What is happening and why is it important? Who are we and what expectations do we have?

Assignment: Your personal media history and analysis

Part 1: Tell your personal media story, describing your exposure to media from childhood to today. What did you watch and read? When and how much media did you consume? How did your family and friends use media? How important was/is media in your life? Did you experiment with making media? How do you think media affected you growing up? What does media mean to you today? What are your current media preferences – what do you watch and read and why? How do you think media affects you and our society at large?

Part 2: Keep track of how you get and share information over an average 24-hours period. What tools do you use? What was your motivation? How satisfying was the media experience?

Session II: Putting media, government, and social change in context.

Discussion: What do we mean when we talk about media, government, and social change – and why are we talking about them in this class? What are the origins of these groups, and how do they exist today? What must we understand about their history to properly address the challenges of today, and into the future?

Assignment: What issues relating to media, governance, and social change are most important? Is progress being made? What challenges must still be addressed?

Readings:

Article: Personal Mediated Communication and the Concept of Community in Theory and Practice by James E. Katz

This chapter reviews theoretical and practical aspects of the concept of community, explores how personal mediated communication may be affecting the creation, processes, and fates of communities, and considers how the power of mediated communication technologies might alter traditional theories of communities.

Book: Rules for Radicals by Saul Alinsky

Alinsky codified and wrote a clear set of rules for community organizing. His rules for radicals are used as key tactics to learn in the training of new community organizers.

Article: What is Organizing? By Marshall Ganz

This article discusses what is involved in the work of an organizer.

Article: Organizing As Leadership by Marshall Ganz

This article discusses the role of leadership in organizing.

Book: Information and American Democracy: Technology in the Evolution of Political Power by Bruce Bimber (Cambridge University Press, 2003)

A comprehensive evaluation of the internet in American Democracy including an overview of how past developments in American history offer important lessons for understanding how the internet is affecting politics today.

Book: Mass Media In A Changing World by George Rodman (2006)

The story of where the media came from, why they do what they do, and why those actions cause controversies.

Book: The Medium is the Message by Marshall McLuhan

McLuhan offers his ideas about the nature of media, the increasing speed of communication, and the technological basis for our understanding of who we are shape our society.

Session III: How do people learn, make decisions, and take action?

Discussion: What is known about how people learn? Why do people form communities? What role does technology play in learning or community building – and how might that knowledge help when trying to understand how to create change? Have learning and community building changed because of technology? What still remains the same?

Assignment: Identify a successful community or movement and analyze a) how success was measured or defined, b) what led to the creation of the movement, and c) what success can be attributed to.

Readings:

Article: How We Learn by Alison Gopnik (New York Times, January 16, 2005)

When we talk about learning, we really mean two quite different things, the process of discovery and of mastering what one discovers.

<http://www.nytimes.com/2005/01/16/education/edlife/EDSCIENCE.html>

Video: Howard Rheingold on Collaboration (TED Talk)

Howard Rheingold talks about the coming world of collaboration, participatory media and collective action -- and how Wikipedia is really an outgrowth of our natural human instinct to work as a group.

http://www.ted.com/index.php/talks/howard_rheingold_on_collaboration.html

Book: The Logic of Collective Action: Public Goods and the Theory of Groups, by Mancur Olson. Pages 1-52. Available via Google Books.

Olson investigates the economic incentives and disincentives for group formation, especially political and trade organizations. His conclusion is that individuals are led to act in a self-interested manner that interferes with any desire to work toward a collective good.

Book: The Evolution of Cooperation by Robert Axelrod (Chapter 1, Chapter 7, Chapter 8). Available via Google Books.

The Evolution of Cooperation provides valuable insights into the age-old question of whether unforced cooperation is ever possible. This classic book explores how cooperation can emerge in a world of self-seeking egoists-whether superpowers, businesses, or individuals-when there is no central authority to police their actions. The problem of cooperation is central to many different fields.

Session IV: How do we change minds?

Discussion: By knowing how people think, we can design choice environments that make it easier for people to choose what is best for themselves, their families, and their society. What must we understand? How can we apply that knowledge?

Assignment: What do people say is important to them when making choices – of what to buy, who to vote for, their perspective on an issue?

Readings:

Book: Nudge by Richard Thaler and Cass Sustein

Nudge lays out the groundwork for the science of choice architecture in investing, insurance, health care delivery, and other areas and argues that choices must be structured to make it more likely that a decision maker will select what is considered the most beneficial option, without impairing the ability to decision makers to select other options.

Book: Buyology by Martin Lindstrom

Whether considering the roles of sex, religion, product placement or contradictions in consumer habits between what they say and what they do, this book reveals what works and what doesn't in convincing people to buy.

Book: Persuasion and Social Movements by Charles J. Stewart, Craig Allen Smith and Robert E. Denton Jr.

This book provides a solid foundation for understanding how people have collectively shaped society and where future efforts may lead.

Book: Marketing Public Health By Michael Siegel, Lynne Doner Lotenberg

With the current changes in the social, political, and economic environments in which health care is delivered, public health practitioners at all levels of government and in the private sector must run effective campaigns to change individual behavior, improve social and economic conditions, advance social policies, and compete successfully for public attention and resources.

Politics and Communication in America: Campaigns, Media, and Governing in the 21st Century by Robert E. Denton, Jr. and Jim A. Kuypers

An overview of how communication provides the basis of social cohesion, issue discussion, and legislative enactment -- core features of political activity and governing in the United States.

Case Studies:

- **The Role of the Media in Promoting and Reducing Tobacco Use**

This monograph summarizes what we have learned about the ability of the media to encourage and discourage tobacco use.

<http://cancercontrol.cancer.gov/tcrb/monographs/19/monograph19.html>

- **Mega Churches: Willow Creek Community Church (A, B, and C) by Leonard Schlesinger and James Mellado**

Describes the historic evolution and current positioning of a Christian church, which focuses on the attraction of "unchurched" individuals. Describes the church's strategic service vision and its current growth and leadership problems.

II. How Everything Is Changing

Session V: Why Media Rules! And What You Are Doing Isn't Working Anymore

Discussion: Technology (and the Internet) has become an essential part of everyday life and changed the way we relate to information, and each other. Audiences are more connected, diverse, and sophisticated than ever before. We now have greater interest in, and control over, our information consumption and experience. These changes drive adoption and usage of new media — resulting in different newspaper reading, television watching and radio listening habits, as well as new communications models, shifts in how people shop and engage brands, support charitable organizations, volunteerism and the expectations they hold for how organizations will act (read: transparency). What does it all mean?

Assignment: How do different audiences influence their communities and the institutions that control our society? How are today's methods for educating, engaging, and mobilizing these audiences differ from previous generations?

Readings:

Book: Media Rules!: Mastering Today's Technology To Connect With And Keep Your Audience by Brian Reich and Dan Solomon

This book provides you with a framework for understanding this dynamic world and offers guidance on how to create new models to better serve your audience and harness the full potential that technology provides.

Book: Millennial Makeover: MySpace, YouTube, and the Future of American Politics by Morley Winograd and Michael D. Hais

The authors argue that the prospect of Millennials using their numbers, values, commitments, and sociopolitical networking to effect change and demand new political leadership must not be underestimated.

Book: Born Digital: Understanding the First Generation of Digital Natives by John Palfrey and Urs Gasser

This book explores the legal and social ramifications of the Internet with regard to the generation of "Digital Natives" born after 1980.

Article: The Brave New World of Digital Intimacy

Thompson describes the experience of using Facebook and Twitter and explores several theories about the impact of continuous sharing of daily details, the incessant online contact - what scientist are calling "ambient awareness."

http://www.nytimes.com/2008/09/07/magazine/07awareness-t.html?_r=1

Article: The Autumn of the Multitaskers by Walter Kirn, (The Atlantic Monthly, November, 2007)

Kirn marshals an impressive body of empirical data to at least provoke some serious questioning about whether multitasking is more obsessive-compulsive than productive.

Article: "The Myth of Multitasking," by Christine Rosen, (The New Atlantis, Spring, 2008).

Christine Rosen presents the scientific evidence in support of her argument that we may simply adjust and come to accept what has been called "acquired inattention" (E-mails pouring in, cell phones ringing, televisions blaring, podcasts streaming)

<http://www.thenewatlantis.com/publications/the-myth-of-multitasking>

Article: "What are we doing on-line," by John Barlow, Sven Birkerts, Kevin Kelly, Mark Slouka Harper's (1995)

Although considerable attention has been directed to the superficial aspects of the on-line world--its entertainment value, its investment opportunities, its possible abuse by child pornographers and drug runners--little has been said about how this tool we are shaping is, in turn, shaping us.

Session VI: Why Communities and Networks Matter, And How They Can/Should Be Used to Get Things Done.

Discussion: Engaging people requires more than education – organizations today must listen, introduce themselves and issues, educate the audience, as well as engage and inspire their audience. People feel empowered when they recognize that they can make systematic changes. How is collective action created and mobilized – offline and online? How can we apply technology to address society's most compelling social problems? What role can (or must) community play? How much impact can be expected?

Assignment: Identify of community – one you are a part of – and explain what its focus, approach, and importance is in your life. Why did you join? What do you get out of the community? What motivates you to act on behalf of the community?

Readings:

Article: Social Technology And Democracy by danah boyd.

As we consider how technology can be used to engage people in democracy, it is important to encourage diverse groups to connect and affect one another without overwhelming individuals. People must be able to find personal significance in the process. To be successful, technology must support people in negotiating their identity, relationships and community as part of the political process.

<http://www.danah.org/papers/ExtremeDemocracy.pdf>

Article: How Online Social Networks Benefit Organizations by Lisa Kimball

This article gives the arguments why online social networking is a key part of management strategy for most organizations, thus bringing a sustainable competitive advantage to the company. However, some of the statements rest on dubious assumptions so I am looking forward to discuss this article with you.

<http://www.groupjazz.com/pdf/osn.pdf>

Article: "Harnessing the Power of the Oh-So-Social Web," by Josh Bernoff and Charlene Li (MIT Sloan Management Review, Spring 2008)

People are connecting with one another in increasing numbers, thanks to blogs, social networking sites like MySpace and countless communities across the web. Some companies are learning to turn this growing groundswell to their advantage.

<http://www.scribd.com/doc/13408144/Harnessing-the-Power-of-the-OhSoSocial-Web>

Book: Here Comes Everybody: The Power of Organizing Without Organizations by Clay Shirky

Blogs, wikis and other Web 2.0 accoutrements are revolutionizing the social order -- the web is changing our world, creating a culture in which more people than ever can participate, share and collaborate, ideas and information.

Book: The Wealth of Networks by Yochai Benkler

The author argues that the internet is making obvious an existing form of exchange - social sharing - and taking it from the periphery to the mainstream of the economy.

<http://www.congo-education.net/wealth-of-networks/>

Book: Who Governs in an Interconnected World? By Helen McCarthy, Paul Miller, Paul Skidmore, eds,

Networks are the most important organisational form of our time, but are often mis-used and misunderstood. In this collection of essays, leading thinkers show how we can unlock their full potential.

<http://www.demos.co.uk/files/networklogic.pdf>

Article: "Beyond Bowling Together: Sociotechnical Capital" HCI in the New Millennium, by Paul Resnick

Thirty years ago, Americans built social capital as a side effect of participation in civic organizations and social activities, including bowling leagues. That is no longer happening. This paper offers a new theoretical construct, SocioTechnical Capital, which suggests that a network of people who have developed communication patterns and trust can accomplish much more than a bunch of strangers, even if the two sets of people have similar human, physical, and financial capital available. The productive capacity can be used to benefit individuals, the network as a whole, or society at large.

<http://www.si.umich.edu/~presnick/papers/stk/ResnickSTK.pdf>

Article: Network Capital: an Expression of Social Capital in a Network Society by Manuel Acevedo

This article deals with an emerging type of social capital which is labeled as 'network capital'. It is formed from collaborative practices emerging from e-enabled human networks. It is proposed that network capital is a specific type of social capital in the Network Society, and that it holds significant value for the advancement of human development around the world.

<http://ci-journal.net/index.php/ciej/article/viewPDFInterstitial/267/350>

Article: E Pluribus Unum: Diversity and Community in the Twenty-first Century by Robert Putnam

The task of becoming comfortable with diversity will not be easy or quick, but it will be speeded by our collective efforts and in the end well worth the effort. One great achievement of human civilization is our ability to redraw more inclusive lines of social identity. The motto on the Great Seal of the United

States (and on our dollar bill) and the title of this essay – e pluribus unum – reflects precisely that objective – namely to create a novel ‘one’ out of a diverse ‘many’.

<http://www.utoronto.ca/ethnicstudies/Putnam.pdf>

Book: Momentum: Social Capital In the Connected Age by Allison Fine. Available on Google Books.

Momentum is about the intersection of passionate activism and all the new digital technology that allows us to spread the word and engage people, quickly, inexpensively and widely, to provide a blueprint for people who are finding this a bit confounding. I have tried to explain what the tools are, but more importantly, how we have to change the way we work in the new Connected Age to become more effective.

Session VIII: The New Media

Discussion: Digital technologies have fundamentally altered the nature and function of media in our society, reinventing age-old practices of public communication and at times circumventing traditional media and challenging its privileged role as gatekeepers of news and entertainment. Further, with the growth of the Internet and common access to technology, it is increasingly difficult to clearly mark the boundaries between professional journalists and anyone with the means to spread information about what they see, hear, or think.

Assignment: Critique and deconstruct multiple examples of a single media source. Review a series of issues or episodes from a magazine, news broadcast, website, etc. For example, look at 3 issues of *Time Magazine* or *The Atlantic Monthly* or 3 broadcasts of NBC News or Marketplace on NPR, 3 editions of the *Seattle Times* or the *New York Times*. Consider what impact the media has on your understanding of an issue. Were you aware of the issues raised in the media before you found it? Did you learn anything new, or form a different opinion because of what you read/watched/listened to? Did you share it with a friend or neighbor – if yes, why, and how? How did production techniques or distribution channels shape your perception?

Readings:

Article: Word of Mouse by Rory O'Connor

We live in a media-saturated era, one in which news and information from a wide range of sources is readily available to most Americans for the first time in history. This unparalleled information access, although empowering, is also disruptive and presents its own unique set of issues and challenges, both to journalists and to society as a whole.

http://www.huffingtonpost.com/rory-oconnor/word-of-mouse_b_166325.html

Related articles:

When News Goes Totally Digital, How Do You Create Trust?

http://www.alternet.org/mediaculture/131352/when_news_goes_totally_digital%2C_how_do_you_create_trust/

The new Breed of New Media Researchers

<http://www.roryoconnor.org/blog/2009/02/24/the-new-breed-of-new-media-researchers/>

Public Displays of Connection

<http://www.roryoconnor.org/blog/2009/03/04/public-displays-of-connection/>

Article: Jessica Clark and Paul Aufderheide, "Public Media 2.0: Dynamic, Engaged Publics"

Public broadcasting, newspapers, magazines, and network newscasts have all played a central role in our democracy, informing citizens and guiding public conversation. But the top-down dissemination technologies that supported them are being supplanted by an open, many-to-many networked media environment. What platforms, standards, and practices will replace or transform legacy public media?

http://www.centerforsocialmedia.org/resources/publications/public_media_2_0_dynamic_engaged_publics/

Article: Principles for a New Media Literacy by Dan Gillmor

The article proposes rethinking, or at least reapplying, some older cultural norms in modern ways.

<http://citmedia.org/blog/2008/12/27/principles-for-a-new-media-literacy>

Article: News and Information As Digital Media Come of Age by Persephone Miel

The transformation of the media world is well underway, facilitated by the spread of digital tools. A myriad of innovative new media organizations have sprung up to take advantage of the opportunities that stem from low-cost distribution networks. Meanwhile the economic base of many of the large media companies continues to erode. Despite the demonstrated success of many new media enterprises, the euphoria over the rise of participatory media has been tempered by concerns over the quality and credibility of online media, the possible fragmentation of audiences, a decline in editorial standards and the persistent challenge of effectively reporting the news.

http://cyber.law.harvard.edu/sites/cyber.law.harvard.edu/files/Overview_MR.pdf

Article: We Media by Shayne Bowman

How Audiences of the future will shape how we get information

http://www.mediacenter.org/pages/mc/research/we_media/

Pew Report: Audience Segments in a Changing News Environment (2008)

A sizable minority of Americans find themselves at the intersection of these two long-standing trends in news consumption. Integrators, who get the news from both traditional sources and the internet, are a more engaged, sophisticated and demographically sought-after audience segment than those who mostly rely on traditional news sources. Integrators share some characteristics with a smaller, younger, more internet savvy audience segment - Net-Newsters - who principally turn to the web for news, and largely eschew traditional sources.

<http://people-press.org/report/444/news-media>

Session IX: The New Politics

Discussion: Some believe the Internet changes everything; new communities are formed, more information is available, and greater transparency is unavoidable. Others see the Internet as changing little at all—governments continue to use military force and economic influence to assert control and in the end these forces will prevail. Actually, both are occurring.

Assignment: Critique and deconstruct a campaign. Identify a major political campaign effort currently underway. Review the media coverage, campaign materials, broader presentation of the issue, and tactics. Is it working? Is it compelling to you (assuming you are the audience)? What works? What doesn't? What needs to change?

Readings:

Book: Bloggers on the Bus: How the Internet Changed Politics and the Press by Eric Boehlert

An insider's look at how blogging and instant access media is changing politics today.

Article: “How Obama Really Did It” by David Talbot (MIT Technology Review, September/October 2008)

The social-networking strategy that took an obscure senator to the doors of the White House

Article: How the internet Put Barack Obama In The White House by Colin Delany

Barack Obama elected president in 2008? Inconceivable without the internet -- and that's not just a web-guy's brag.

<http://techpresident.com/node/6489>

Article: How Obama Killed Election Day and Became The Next President by Pete Snyder (AdAge)

The simple fact is that Obama and his campaign chiefs understood two of the most significant (but little talked about) changes of this campaign cycle – and used it to delivery victory.

http://adage.com/campaigntrail/post?article_id=132250

Article: Campaigns in A Web 2.0 World by David Carr and Brian Stelter

Not since 1960, when John F. Kennedy won in part because of the increasingly popular medium of television, has changing technology had such an impact on the political campaigns and the organizations covering them.

<http://www.nytimes.com/2008/11/03/business/media/03media.html>

Article: Propelled by the Internet, Barack Obama Wins by Sarah Lai Stirland

Barack Obama was elected the 44th president of the United States because of his campaign's command of the Internet as a fund-raising and organizing tool.

<http://www.wired.com/threatlevel/2008/11/propelled-by-in/>

Book: Civic Life Online by Lance Bennett. Available on Google Books.

Young people today have grown up living substantial portions of their lives online, seeking entertainment, social relationships, and a place to express themselves. It is clear that participation in online communities is important for many young people, but less clear how this translates into civic or political engagement. This volume examines the relationship of online action and real-world politics.

Session X: The New Social Change

Discussion: Technology and the internet have been a source of entertainment, information, and communication since the Web became available to the American public in 1994 – but today, we are beginning to measure real growth and discover new directions for the Internet as a comprehensive tool that can change the world.

Assignment: Critique and deconstruct a campaign. Identify a major social change effort currently underway. Review the media coverage, campaign materials, broader presentation of the issue, and tactics. Is it working? Is it compelling to you (assuming you are the audience)? What works? What doesn't? What needs to change?

Readings:

Article: Advancing Social Entrepreneurship by Andrew Wolk

This report includes findings about the link between social entrepreneurship and government, specific case examples, and five recommended roles for government leaders seeking to unleash the power of innovation and entrepreneurship in social problem solving. It also outlines 13 specific recommendations and models that help illustrate how such partnerships can be carried out.

<http://www.aspeninstitute.org/sites/default/files/content/docs/pubs/AdvSocEntrp%20FINAL.pdf>

Session XI: The New Government

Discussion:

Assignment: Critique and deconstruct a campaign. Identify a major government initiative currently underway. Review the media coverage, campaign materials, broader presentation of the issue, and tactics. Is it working? Is it compelling to you (assuming you are the audience)? What works? What doesn't? What needs to change?

Readings:

Article: “Social Entrepreneurship and Government: A New Breed of Entrepreneur Developing Solutions to Social Problems, A Report to the President” by Andrew Wolk
This chapter introduces city, state, and federal government officials to social entrepreneurship.
http://www.sba.gov/advo/research/sbe_07_ch06.pdf

Article: The First We President by Brian Reich

For President Obama, We Media is about using technology to establish lines of communication and intelligence gathering, not just with the world’s leaders and influencers but with ordinary citizens too. With access to ideas, knowledge and insight from everywhere, the president can open and reinvent the process of government itself.
http://wemedia.s3.amazonaws.com/papers/tp/ifocos_wm_wepresident.pdf

Book: Rebooting America

The Personal Democracy Forum presents an anthology of forty-four essays brimming with the hopes of reenergizing, reorganizing, and reorienting our government for the Internet Age. How would completely reorganizing our system of representation work? Is it possible to redesign our government with open doors and see-through walls? How can we leverage the exponential power of many-to-many deliberation for the common good?
http://rebooting.personaldemocracy.com/files/Rebooting_America.pdf

Article: Digital Media, Democracy and Diversity by Ernest Wilson

This essay on debates about democracy and media describes the communities of practice of each communication medium and their respective definitions of the relationship between media and democracy.
http://cyber.law.harvard.edu/sites/cyber.law.harvard.edu/files/Digital%20Media_MR.pdf

III: Pulling It All Together

Session XII: Getting Things Done (or not, as the case may be)

Discussion: Can we bring about meaningful, measurable change?

Assignment: What are the largest issues facing our society still – and what are the desired goals/outcomes for addressing them.

Readings:

Article: Why Isn’t the Brain Green by Jon Gertner (New York Times Sunday Magazine)
http://www.nytimes.com/2009/04/19/magazine/19Science-t.html?_r=1&ref=magazine

Article: Revolution, Facebook Style by Samantha Shapiro (New York Times Sunday Magazine)
<http://www.nytimes.com/2009/01/25/magazine/25bloggers-t.html>

Article: Habermas Heritage: the future of the public sphere in the network society, by Pieter Broder (First Monday, volume 10, number 9)

The notion of the public sphere is not a static one, but subject to change. This article explores how the theoretical concept of the public sphere is being used to work out viable options for a digital future and models for positive change.

http://131.193.153.231/www/issues/issue10_9/boeder/index.html

Article: "The Daily We: Is the Internet really a blessing for democracy?" By Cass R. Sunstein (Boston Review, October 20, 2003)

What if all this access to information that digital networks afford has an unintended side-effect of amplifying polarization? What if the proliferation of sources of news, opinion, pseudo-news, rumor, and propaganda means that we each now have the power to pay attention only to the people we agree with? <http://www.bostonreview.net/BR26.3/sunstein.html>

Article: The Practical Republic: Social Skills and the Progress of Citizenship by Phil Agre

Whether you are a person in power, a person trying to put someone in power, a person trying to influence those in power, or a powerless person trying to make your way in society, your effectiveness depends on your ability to communicate.

<http://polaris.gseis.ucla.edu/pagre/republic.html>

Article: Champions of Participation – America Speaks

Federal managers and staff from 23 different agencies and offices across the federal government recommended that the President's Open Government Directive create a new government-wide structure that will transform how the government involves the American people in key decision making.

<http://www.americaspeaks.org/index.cfm?fuseaction=Page.ViewPage&PageID=888>

Session XIII: Final Presentations and Discussion

Students will present their term projects and the class will discuss.

Session XIV: Final Presentations and Discussion

Students will present their term projects and the class will discuss.