INTL 8405 Comparative Politics & Digital Media[*]

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Course Description

This seminar critically examines the central role of digital media in today's world by engaging a selection of key themes at the conjunction of comparative politics and digital media. The course will first familiarize you with digital media and its development across the globe by examining the history, key concepts and theories, and methodological approaches related to the rise of digital media. We will examine the debates about the political implications of digital media, particularly its impact on state-society relations in both democratic and authoritarian regimes. For instance, we will cover themes like digital media and electoral politics, digital media and social activism, digital media and revolutions, digital media and e-government & governance, as well as cyber security and cyber warfare. You will also have to opportunity to include any theme that you are particularly interested in by writing and presenting a research paper on a topic of your selection. I expect to have one-on-one meetings with you to help with your project.

Course Materials:

The course assigns several books, which you can purchase, rent or borrow from the library. Please make sure that you read the assigned the books. ***Additional readings will be distributed by the instructor or available online. You are also recommended to read on traditional media systems and politics. Approach the instructor for suggestions.***

*** If you have a disability and require reasonable classroom accommodations, please see me after class. ***

Course Requirements and Grading Criteria

A 93-100	A- 90-92	B+ 87-89	B 83-86	B- 80-82
C+ 77-79	C 73-76	C- 70-72	D 60-69	F 0-59

Participation (25%)   You are expected to attend classes regularly. Absences will be excused only in cases of health problems or family emergencies with the appropriate documentation. Please contact the instructor immediately if you have any emergent situation. If you miss more than 1/3 of the classes, you will fail the course automatically. No electronic device will be allowed except note taking.

Reading Responses (15 %)   Write responses (3-4 pages, double spaced) to the assigned readings for the weeks of your choice and email them to the class by 5 p.m. three days before the relevant seminar. The reading responses may take a variety of forms, but should include basic ideas and arguments of

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[*] The syllabus is a general plan for the course; updates and revisions may be necessary.

the readings, and more importantly your own questions, comments, and reflections. You are also welcome to draw on materials outside assigned readings.

Book Review (20%)   Write a 1000-word book review of one or more books related to the course. In the essay, you shall summarize the argument, compare/contrast the book to course readings and other studies, and offer your own critique. Focus on analysis/critique and develop one coherent theme rather than providing a "laundry list" of comments. **The book review is due November 14 in class.**

Research Paper (40%)   Write a paper on a topic of your choice. The paper should start with an empirical or theoretical puzzle, present relevant hypotheses based on existing literature, and test your hypotheses with empirical data. You are encouraged to employ innovative research methods, including but not limited to online ethnography, computer-aided content analysis, survey experiment. You can produce a full-fledged research paper or a solid research design. You are expected to present your project for feedback from the class before submitting the final paper. **Please email your proposal or paper to the class beforehand and include your major concerns and the types of comments and suggestions you are seeking.**

Note: If you are submitting the same paper to two or more courses, please make sure that the paper meets the expectation of each course. Failing to do so may result in lower grades from both/all courses.

Academic Honesty:
As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: www.uga.edu/honesty. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

<h1 align="center">CLASS SCHEDULE</h1>

WEEK 1: Welcome! Course Introduction

* Merrill Morris and Christine Ogan, "The Internet as Mass Medium," *Journal of Computer-Mediated Communication* 1:4 (1996).

WEEK 2 Digital Media, Web Spirits, and Digital Sovereignty

* Tim Berners-Lee, "Long Live the Web: A Call for Continued Open Standards and Neutrality," Scientific *American Magazine* (December 2010), 80-85.

* Danah Boyd and Nicole Ellison, "Social Network Sites: Definition, History, and Scholarship," *Journal of Computer-Mediated Communication* 13:1 (2007), 210–230.

* Tim Wu and Christopher Yoo, "Keeping the Internet Neutral?: Tim Wu and Christopher Yoo Debate" Federal Communications Law Journal 59:3 (2007), 575-592.

Rebecca MacKinnon, *Consent of the Networked: The Worldwide Struggle for Internet Freedom* (Basics Books), Ch. 8, 9 and 10. [E-version available from UGA library]

Discussants: 1)   2)

WEEK 3   Digital Media and Power in Cyberspace

Lawrence Lessig, *Code: Version 2.0* (Basic Books, 2006). [E-version available from UGA library]

* Manuel Castells, "A Network Theory of Power," *International Journal of Communication* 5 (2011), 773-787.

Discussants: 1)   2)

WEEK 4   Digital Media and Politics: A Quick Survey

Barrie Axford and Richard Huggins (eds.), *New Media and Politics* (Sage Publications, 2001).

Discussants: 1)   2)

WEEK 5   The Power of Digital Media?

Clay Shirky, *Here Comes Everybody* (Penguin, 2008). [I found an E-version online]

* Malcolm Gladwell, "Small Change: Why the Revolution Will Not Be Tweeted," *New Yorker* (October 4, 2010).

Discussants: 1)   2)

WEEK 6   Men Are Not Born Equal in Digital Era

Pippa Norris, *Digital Divide: Civic Engagement, Information Poverty, and the Internet Worldwide* (Cambridge University Press, 2001).

* Helen V. Milner, "The Digital Divide: The Role of Political Institutions in Technology Diffusion," *Comparative Political Studies, 39*:2 (2006), 176-199.

Discussants: 1)   2)

WEEK 7   Digital Media, Democracy, and Electoral Politics

* Philip N. Howard, "Deep Democracy, Thin Citizenship: The Impact of Digital Media in Political Campaign Strategy," *Annals of the American Academy of Political and Social Science* 597:1 (2005), 153-170.

* Kathleen Hall Jamieson, "*Messages, Micro-Targeting, and New Media Technologies,*" *The Forum* 11:3 (2013), 429-435.

* Derrick L. Cogburn and Fatima K. Espinoza-Vasquez, "From Networked Nominee to Networked Nation: Examining the Impact of Web 2.0 and Social Media on Political Participation and Civic Engagement in the 2008 Obama Campaign," *Journal of Political Marketing*, *10*:1-2(2011), 189-213.

* Matthew James Kushin and Masahiro Yamamoto, "Did Social Media Really Matter? College Students' Use of Online Media and Political Decision Making in the 2008 Election," *Mass Communication and Society* 13:5 (2010), 608-630.

* Sasha Issenberg, "How President Obama's Campaign Used Big Data to Rally Individual Voters," *MIT Technology Review*, December 19, 2012.

* Nathaniel Persily, "Can Democracy Survive the Internet?" *Journal of Democracy*, 28:2 (2017), 63-76.

Discussants: 1)   2)

WEEK 8   Digital Media and Social Movements

* Lance Bennett and Alexandra Segerberg, "The Logic of Connective Action: Digital Media and the Personalization of Contentious Politics," *Information, Communication and Society* 15:5(2012), 739-768.

* Todd Gitlin, "Occupy's Predicament: The Movement and the Prospects for the Movement," *British Journal of Sociology* 64:1 (2013), 3-25.

* Jeffrey Juris, "Reflections on #Occupy Everywhere," *American Ethnologist* 39:2 (2012), 259-279.

* Alasdair Roberts, "Why the Occupy Movement Failed," *Public Administration Review* 72:5 (2012), 754-762.

Discussants: 1)   2)

WEEK 9   Digital Media and Arab Spring

* Robert Brym, Melissa Godbout, Andreas Hoffbauer, Gabe Menard and Tony Huiquan Zhang, "Social Media in the 2011 Egyptian Uprising," *The British Journal of Sociology*, 65:2 (2014), 266–292.

Philip N. Howard and Muzammil M. Hussain, *Democracy's Fourth Wave? Digital Media and the Arab Spring* (Oxford University Press, 2013). [I found an E-version online]

Discussants: 1)   2)

WEEK 10   The Power and Limits of the Internet in China

* Guobin Yang, "The Co-Evolution of the Internet and Civil Society in China," *Asian Survey* 43:3 (2003), 124-141.

* Ashley Esarey and Xiao Qiang "Political Expression in the Chinese Blogosphere," *Asian Survey* 48 (2008), 752-772.

* Jonathan Hassid, "Safety Valve or Pressure Cooker? Blogs in Chinese Political Life," *Journal of Communications* 62 (2012), 212-230.

* Gary King, Jennifer Pan and Margaret Roberts, "How Censorship in China Allows Government Criticism but Silences Collective Expression," *American Political Science Review* (May 2013), 1-18.

Rongbin Han, *Contesting Cyberspace in China: Online Resistance and Regime Resilience under Authoritarianism* (Columbia University Press, forthcoming). [Manuscript of selected chapters will be shared with you]

Discussants: 1)   2)

WEEK 11   Digital Media and E-Governance

Daniel Lathrop and Laurel Ruma (eds.), *Open Government: Collaboration, Transparency, and Participation in Practice* (O'Reilly, 2010), selected chapters.

Beth Simone Noveck, *Wiki Government: How Technology Can Make Government Better, Democracy Stronger, and Citizens More Powerful* (Washington, D.C: Brookings Institution Press, 2009). [E-version available from UGA library]

* Y. N. Chen, H. M. Chen, W. Huang, and R. K.H. Ching, "E-Government Strategies in Developed and Developing Countries: An Implementation Framework and Case Study," *Journal of Global Information Management* 24:1 (2006), 23-46.

* Yuen Yuen Ang, "Authoritarian Restraints on Online Activism Revisited: Why 'I-Paid-A-Bribe' Worked in India but Failed in China," *Comparative Politics* 47:1 (2014): 21–40.

Discussants: 1)   2)

WEEK 12   Cyber Terrorism and Cyber Warfare

Gabriel Weimann, *Terrorism in Cyberspace: The Next Generation* (Columbia University Press, 2015). [E-version available from UGA library]

* Jon Lindsay, "Stuxnet and the Limits of Cyber Warfare," Security Studies 22:3 (2013): 365-404.

* Emily Parker, "Hack Job: How America Invented Cyberwar," *Foreign Affairs* May/June (2017).

Discussants: 1)   2)

WEEK 13   Digital Media and Research Methods Innovation

* Sean Aday, Henry Farrell, Marc Lynch, John Sides, John Kelly, and Ethan Zuckerman, "Blogs and Bullets: New Media in Contentious Politics," *Peaceworks*, USIP, September 2010.

* Zeynep Tufekci, "Engineering the Public: Big Data, Surveillance and Computational Politics," *First Monday* 19: 7 (2014).

* Justin Grimmer, "We're All Social Scientists Now: How Big Data, Machine Learning, and Causal Inference Work Together," *PS: Political Science & Politics* (forthcoming).

* Kate Crawford, Kate Miltner, and Mary Gray, "Critiquing Big Data: Politics, Ethics, Epistemology," *International Journal of Communication* 8 (2014), 1663-1672.

* Michael Lieberman, "Visualizing Big Data: Social Network Analysis," CASRO Digital Research Conference, San Antonio, Texas (March 11-12, 2014).

* Angela Cora Garcia, Alecea I. Standlee, Jennifer Bechkoff, and Yan Cui, "Ethnographic Approaches to the Internet and Computer-Mediated Communication," *Journal of Contemporary Ethnography*, 38: 1 (2009), 52-84.

Discussants: 1)   2)

WEEK 14   Class Presentation

WEEK 15   Thanks Giving

Week 16   Class Presentation