

**PSC 494 SEC 01**  
**The Politics of Technology and Cyber-Conflict**  
**MSSU, Spring 2018**  
**TR: 1:00 - 2:15 PM**

- ⇒ **Professor:** Nicholas P. Nicoletti, Ph.D.
- ⇒ **Office:** Webster Hall 226-B
- ⇒ **Phone:** (417) 625-9572<sup>1</sup>
- ⇒ **Email:** nicoletti-n@mssu.edu
- ⇒ **Class Time:** Tuesdays and Thursdays 1:00 - 2:15 PM
- ⇒ **Room:** Webster Hall 208
- ⇒ **Office Hours:** MWF 11:00 AM - 2:00 PM; TR 2:30 PM - 3:30 PM; and F 1:00 PM - 2:00 PM (Office Door is Always Open, Please Stop By)

## 1 Course Description

This course investigates the intersection between technology and various areas of politics. In recent times, new technologies such as the Internet, social media, viruses, cryptocurrency, and smart-phones have altered areas such as political communication, elections, citizen participation, and warfare. Citizens and governments are now faced with different Constitutional questions surrounding privacy in the digital age, personal surveillance, and international security. This course will address these concepts, investigating how technology has changed the study of politics and the implications these changes have political for institutions and political behavior. In many cases, this course will juxtapose traditional political science theory and empirical findings with new research integrating technological advances.

This course is a “Seminar,” which is defined as a small, discussion-based course, with few lectures. In a seminar course, students do assigned reading and then, under the guidance and direction of the instructor, grapple aloud with the ideas they have read. They learn to form arguments and support them with facts; they learn to communicate coherently and courteously with those who disagree. In other words, this is a discussion-based class where the primary way you will learn the material is by interacting with your colleagues and doing the reading. This also means that, unless it is mentioned in discussion, material in the readings may not be discussed in class. This does not mean it will not be tested on for assignments and exams. This is why it is important to both read and take part in the discussion.

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<sup>1</sup>If you leave a voicemail, please leave your name, what class you are in, a description of the problem/question, and slowly leave a number where I may reach you. The best way to reach me is by email.

## 2 Objectives

1. Demonstrate ability to engage in oral and written exploration of issues in political science [1C].
2. Demonstrate the ability to analyze and synthesize information regarding complex political and social issues [2C].
3. Demonstrate ability to defend conclusions using historical and outcome data to form reasoned positions on issues [2D].
4. Express personal values system based on cultural, behavioral, and historical knowledge [3B].
5. Demonstrate the ability to draw on history and the social sciences to evaluate contemporary problems [5C].

## 3 Course Expectations

I expect that *ALL* students will come to class each week having read the material assigned for that day. **Readings are due on the day they are listed in the syllabus AND you are required to bring the readings with you to class that day.** Some of the readings are theoretically and analytically rigorous. Simply put, many of them are difficult and will require students to do more than skim through the pages. Students are expected to go beyond the memorization of core concepts and vocabulary words; you will be expected to apply these concepts throughout the class and especially on examinations.

Taking attendance is required by university policy and by U.S. federal government regulations. Attendance will be taken regularly at the start of class. However attendance is not enough to earn participation credit. I expect that students participate in class. Participation is worth 15% of your final grade and *simple attendance is not good enough*. You are required to *answer* and/or *ask* questions during this class. If you are someone that does not like to talk during class, you may want to reconsider your enrollment. **If you do not participate you will not be able to earn a major portion of your grade.** Part of your participation grade will be calculated using the *Top Hat Monocle* online software. See the section on *Top Hat* for more information on this class tool.

Late arrivals are annoying and disturb the class. However, **I would rather a student arrive late than not come to class at all.** Late students will be taking a chance. This class will include pop quizzes that I call *D.I.R.T.* quizzes, which stands for “Did I Read Today”. *D.I.R.T.* quizzes are given at the very beginning of class via the *Top Hat* system. If you are too late to take the quiz you automatically lose the quiz points for that day, no exceptions. I never allow makeup quizzes for any reason. Thus, there are consequences for being late. Moreover, quizzes are not always comprised of the same number of points. Sometimes they are worth 1 point and other times they can be worth up to 3 points (see the Grading section for point worth). The number of points the quizzes are worth is not predestined - thus it is important to be on time and limit class absences. Please give the class and I the courtesy of refraining from perpetual late arrivals.

All exams are online via Blackboard and must be completed by the due date on the syllabus. There are no makeups for exams. Since these exams are taken online, students can complete them at their leisure anytime up to the due date. All examinations are timed and must be completed in a single sitting; in other words, you cannot save your examination and come back to it another time. Given that these exams are online, they are open book and open notes. However, since the exams are timed it will be difficult to search through study materials and complete the exam before the time expires. You will still need to study prior to taking the exam. **There are absolutely no makeups for examinations or pop quizzes; if you miss class on a day that I give a quiz, you will lose the quiz points for that day — NO EXCEPTIONS.**

**In general, late assignments are never accepted and the failure to turn in an assignment on the due date will result in the forfeiture of all points, no exceptions.**

I expect that the following classroom norms will be followed in my class. Please refrain from listening to mp3 players/all music devices, texting, instant messaging, Facebooking, Tweeting, SnapChatting, Yik Yaking, Whispering, using any other computer application (mobile or otherwise), or typing assignments for other courses during this class. **Take the earphones out of your ears please.** Cell Phones should only be used for the Top Hat software. Laptop computers are a privilege and may be used for note taking or reading digital copies of the textbook; this privilege may be revoked at my discretion at any time. Disruptive behavior will not be tolerated. Students are expected to be respectful of their peers and various points of view. Discussion is encouraged but rude responses will not be tolerated. Finally, please refrain from holding private conversations with your peers during class; this behavior is distracting to other students and the overall classroom environment. If I become aware that you are violating any of these norms, you will be asked to leave the classroom.

Multiple students often have the same question regarding course material or administrative issues. All relevant information about the course should be contained in this syllabus. Thus, students should always consult the syllabus first when they have a general/administrative question. In the event that the answer to your question is not in the syllabus, I have setup a Discussion Forum, under the “Discussion Board” tab in Blackboard, where students can anonymously post a question about administrative issues or course material. Utilizing this mechanism allows all students to gain access to the answers to frequently asked questions. Hence, always check the discussion forum for the answer to your question (after you have consulted the syllabus). If the answer to your question is not in the discussion forum, create a new post and I will answer your question. Of course, students are free to email me or stop by my office hours with any questions; I understand that some questions/issues must be resolved outside of the discussion forum.

All students in my classes are expected to check their school email regularly (I suggest once per day). I communicate solely via email sent to your **school email address**. Students are expected to use their school email address when sending messages to the pro-

fessor. I will NOT make special accommodations for students that want to use personal email addresses. All email communications will be sent and received via your school email address.

No form of video/audio recording or photography will be permitted in my class without permission. I reserve the right to request copies of any recordings in any form taken in my class.

I expect a lot from students in my class, so you ought to expect something from me. You can expect me to come to class prepared, enthusiastic, and open to questions at any time. You can expect me to always be available during my office hours and to answer emails within a 24 hour window (outside of holidays and weekends). *If you are struggling with the material do not hesitate to see me!* I take my teaching responsibility seriously and I strive to be the best possible educator I can be. I will often ask for your feedback during the course and I take your input seriously.

## 4 Required Texts

- ◇ Chadwick, Andrew and Philip N Howard. (2009). *The Routledge Handbook of Internet Politics*. New York, NY: Routledge. ISBN: 978-0-415-42914-2.
- ◇ The remaining readings are a mixture of scholarly articles and book chapters which will be posted on Blackboard. A “†” indicates that the reading is posted on Blackboard. A “∇” indicates that the reading is in the physical Course Reserve in the MSSU libraries.
- ◇ The References section of this syllabus provides a list of readings for this class in the American Political Science Association (APSA) citation style.

### 4.0.1 Proper Email Etiquette

**This is the format I expect all emails to be sent in:**

To: nicoletti-n@mssu.edu  
From: Your Email Address Here  
Subject: Always Include a Subject Line

Dear Professor Nicoletti,

Your message should be written here using complete sentences.

Thank you (Or Other Valediction),  
Jane/John Doe Student

## 5 Grading

Students can earn a total of 100 (non-extra credit) points per semester. Up to 15 points can be earned from successfully answering weekly D.I.R.T. quizzes correctly. Up to 20 points can be earned from the simulation, which is worth 20 points. Absences during simulation days will result in a 3-point deduction per day on the assignment, for a maximum of 6-points. Up to 20 points can be earned from the Literature Review, which is worth 20 points. Up to 30 points can be earned from the two examinations worth 15 points each. An finally, up to 15 points can be earned from participating in class throughout the semester and participating in *Top Hat* participation questions. This means that each point in the class is literally worth one percent of your final grade. In other words, the denominator for your grade will change throughout the semester as points are accumulated. For example, by mid-semester students will have the possibility to earn approximately 50 points in the class. Let's say that you earned 41 total points by mid-semester. To figure out your grade simply divide 41 by 50 and multiply by 100:  $(\frac{41}{50}) * 100 = 82$ . This would mean that you earned a B halfway through the semester. By the end of the semester - when all assignments are turned in - there will be 100 total points that could have possibly earned in the course. Thus, if you earned 75 points out 100 possible points, your grade would be a 75 which is a C. Extra credit points also count directly toward your final grade just like regular points do. However, these points are not included in the final grade denominator. For example, let's say that by the end of the semester a possible 5 extra credit points could have been earned. Technically, this means that there was a possible 105 points that students could have earned. However, no matter how many of those extra credit points you earned, the grade is still out of 100, not 105.

- \* D.I.R.T. Quizzes on the Readings Due that Day: 15%
- \* Midterm Exam: 15%
- \* Final Exam: 15%
- \* One Simulation Papers and In-Class Simulation: 15%
- \* Literature Review Proposal: 5%
- \* One Literature Review Assignment and Presentation: 20%
- \* Participation: 15%

## 6 Grading Distribution

- ✓ A = 90-100
- ✓ B = 80-89
- ✓ C = 70-79
- ✓ D = 60-69
- ✓ F = 0-59

## 7 Academic Integrity Statement

Cheating and plagiarism (using someone else's work or ideas without proper citation) will not be tolerated. Cheating and/or plagiarism is a serious offense and can have severe consequences. Cell phones, PDAs, tablets, laptops, digital cameras or electronic devices of any kind (calculators can be utilized if necessary) are banned from all quizzes, except for the use of the Tot Hat software. Students using electronic devices during quizzes for anything other than Top Hat will fail the assignment. If you are taking a quiz and are found using an electronic device inappropriately, I will be forced to fail your assignment and you will receive a zero. Of course there are other ways to cheat and all of them will result in the same consequence, complete failure of the assignment. The MSSU's policy on Academic Integrity and the plagiarism judicial process is as follows:

Missouri Southern State University is committed to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Academic work is evaluated on the assumption that the work presented is the student's own, unless designated otherwise. Submitting work that is not one's own is unacceptable and is considered a serious violation of University policy. Cheating is a serious offense that invalidates the purpose of a university education. Any student who takes credit for the work of another person, offers or accepts assistance beyond that allowed by an instructor, or uses unauthorized sources for a test or assignment is cheating. Students must be conscious of their responsibilities as scholars, to learn to discern what is included in plagiarism as well as in other breaches of the Student Handbook, and must know and practice the specifications for citations in scholarly work. When dealing with cases of academic dishonesty, the course instructor may choose to use the campus judicial system; this includes filing an incident report with the Dean of Students, who may act on the report by issuing a written warning or by recommending disciplinary probation, suspension or expulsion. Penalties for academic dishonesty may include a failing grade on the assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate.

## 8 Similarity Detection Software

To prevent and detect plagiarism, I may require students to use similarity detection software (e.g. SafeAssign) in this course. Textual similarity software compares submitted student text to a database of millions of previously published documents, including those on the public Internet, a proprietary collection of published articles, as well as every student paper previously submitted to the detection software (including my class assignments from previous semesters). When similarities between student text and an existing document are found, the software identifies those similarities for the instructor and/or student to review. Similarity alone is not evidence of academic misconduct, as such material may be correctly cited. This software may be used as an educational tool to assist students in

learning how to properly cite resources, to decrease instances of academic misconduct, and/or to assist in the identification of acts of academic misconduct.

## **9 Disability Accommodation Statement (ADA)**

If you are an individual with a disability and require an accommodation for this class, please notify the instructor or the Coordinator of Student Disability Services, at the Student Success Center (417) 659-3725.

I will make every effort to assist students with special needs. Students dealing with stress-related or other medical issues should visit the Willcoxon Health Center, Billingsly Room 242.

## **10 Non-Discrimination Statement**

In accord with federal law and applicable Missouri statutes, the University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, pregnancy, ancestry, age, disability, genetic information, veteran status, or any other legally-protected class, in employment or in any program or activity offered or sponsored by the University, including, but not limited to, athletics, instruction, grading, the awarding of student financial aid, recruitment, admissions, and housing.

## **11 Copyright Statement**

You are encouraged to use the materials from these courses to learn. You can listen, read, view and interact with the pages. You can print them out for your own use. You may not, however, let others not registered in the courses hear audio, view or read pages, either on the screen or printed out. You may not make copies of these copyrighted and all rights reserved materials electronically or optically without express permission from the copyright holder. You may not incorporate these copyrighted materials or derivatives into other works. The copyright includes the course artwork. Some portions of the courses use material from other copyrighted material. These materials are noted and are used with permission of the author, or under compliance with federal guidelines. You are encouraged to use materials you create as part of the course, however, you may not use materials created by others taking the course without their written permission. This includes but is not limited to written assignments submitted to the instructor, postings to discussion groups or any online comments or other collaborative events. MSSU will not use any of your work for purposes other than your learning without getting your written permission. If we use your materials with your permission, we will credit your work if you so desire.

## 12 Participation

Attendance is an important part of the college learning experience. I expect students to come to class prepared (having done the readings and assignments) and ready to participate in the form of answering and asking questions. Participation is worth approximately 15% of your grade. This will be a combination of your personal in-class participation and your participation in *Top Hat Monocle* exercises given during class.

### 12.1 TopHat Monocle Subscription

TopHat Monocle Software is a digital subscription for students that cost approximately \$20 for the semester. The software allows your professor to: (1) Take attendance each class, (2) Give pop quizzes, and (3) intermittently ask questions throughout lecture. These questions will count toward your participation grade which is worth 10% of your final grade. Each class you will need to have your mobile device ready so that you can answer the questions pertinent to the lecture. I expect that students will not abuse the privilege of using their mobile device during class. The software is intended to make lecture more interactive and fun, not to give students an excuse to text.

The first week of classes I will send each person an email inviting them to access the TopHat Software. When you receive the email please use the subscription code purchased in the bookstore to access and enroll in the course.

### 12.2 Inclement Weather and Course Cancellation Policy

If inclement weather occurs during Finals Week resulting in a closing, the printed and online versions of the Schedule of Classes contain information about a contingency plan for finals.

If the professor cancels class for any reason during the semester, an alternative online assignment (Top Hat or Blackboard) will be posted.

## 13 Course Schedule

### Part One: Technology, the Citizen, and the State

#### 13.1 Week 1: January 15 — 19, 2018

⇒ Tuesday, January 16: Course Introduction

- ★ Course Introduction and Administrative Review.
- ★ Acquire Texts.
- ★ Acquire Access to Top Hat Internet Participation Account (I will begin using this immediately during Week 2, so please do not delay setting up your account).



⇒ **Thursday, January 18: Introduction to Political Science and its Methods**

- ★ Powner, Leanne C. (2007). "Reading and Understanding Political Science." On Blackboard and Linked Here, pp. 1-18.†
- ★ Chadwick, Andrew and Philip N. Howard (2009). Chapter 1: "Introduction: New Directions in Internet Politics Research." In *Routledge Handbook of Internet Politics*, Chadwick, Andrew and Philip N. Howard, Eds. New York, NY: Routledge.

**13.2 Week 2: January 22 — 26, 2018**

⇒ **Tuesday, January 23: Defining Democracy and its Technological Future**

- ★ Continue Lecture/Discussion of the Science of Politics, if Necessary.
- ★ Schmitter, Philippe C. and Terry Lynn Karl. (1991). "What Democracy is... and is Not." *Journal of Democracy* 2(3): 75-88.†
- ★ Farrell, Henry. (2012). "The Consequences of the Internet for Politics." *American Review of Political Science*. 15: pp. 25-52.†

⇒ **Thursday, January 25: Technology and Subversion**

- ★ King, Gary, Jennifer Pan, and Margarete Roberts. 2017. "How the Chinese Government Fabricates Social Media Posts for Strategic Distraction, Not Engaged Argument." *American Political Science Review* 111(3):484-501.†
- ★ January 26: Last Day for Full Refund of Fees.

**13.3 Week 3: January 29 — February 2, 2018**

⇒ **Tuesday, January 30: Citizenship, Privacy, and Social Control**

- ★ Zizi Papacharissi. (2009). Chapter 17: "The virtual sphere 2.0: the internet, the public sphere, and beyond." In *Routledge Handbook of Internet Politics*.
- ★ Ronald J. Deibert. (2009). Chapter 23: "The geopolitics of internet control: censorship, sovereignty, and cyberspace." In *Routledge Handbook of Internet Politics*.
- ★ David J. Phillips. (2009). Chapter 24: "Locational surveillance: embracing the patterns of our lives." In *Routledge Handbook of Internet Politics*.

⇒ **Thursday, February 1: An Introduction to Game Theory**

- ★ Stone, Geoffrey R. (2010). "Privacy, the First Amendment and the Internet." In *The Offensive Internet: Speech, Privacy, and Reputation*. Nussbaum, Martha and Levmore, Saul, Eds. Cambridge, Massachusetts: Harvard University Press, pp. 174-94.†

## 13.4 Week 4: February 5 — 9, 2018

### ⇒ Tuesday, February 6: Inequality and Technology

- ★ Karen Mossberger. (2009). Chapter 13: “Toward digital citizenship: addressing inequality in the information age.” In *Routledge Handbook of Internet Politics*.
- ★ Kenneth S. Rogerson and Daniel Milton. (2009). Chapter 30: “Internet diffusion and the digital divide: the role of policy-making and political institutions.” In *Routledge Handbook of Internet Politics*.

### ⇒ Thursday, February 8: The Great Equalizer?

- ★ Xenos, Michael A., Ariadne Vromen and Brian D. Loader. (2014). “The Great Equalizer? Patterns of Social Media Use and Youth Political Engagement in Three Advances Democracies.” *Information Communication and Society* 20(41):117.†
- ★ Asongu, Simplice. (2015). “The impact of mobile phone penetration on African inequality.” *International Journal of Social Economics* 42(8):706716.†
- ★ February 9: Withdrawal after this Date - No Refund of Fees.

## Part Two: Political Behavior and Politics

## 13.5 Week 5: February 12 — 16, 2018

### ⇒ Tuesday, February 13: Political Communication

- ★ Jennifer Brundidge and Ronald E. Rice. (2009). Chapter 11: “Political engagement online: do the information rich get richer and the like-minded more similar?” In *Routledge Handbook of Internet Politics*.
- ★ James Stanye. (2009). Chapter 15: “Web 2.0 and the transformation of news and journalism.” In *Routledge Handbook of Internet Politics*.

### ⇒ Wednesday, February 15: Understanding Social Networks and The Rise of Online News

- ★ David Tewksbury and Jason Rittenberg. (2009). Chapter 15: “Online news creation and consumption: implications for modern democracies.” In *Routledge Handbook of Internet Politics*.
- ★ Lake, Ronald La Due and Robert Huckfeldt. (1998). “Social Capital, Social Networks, and Political Participation.” *Political Psychology* 19(3):567-584.†

## 13.6 Week 6: February 19 — 23, 2018

### ⇒ Tuesday, February 20: Communication, Networks, and News

- ★ Newman, Nic, William H. Dutton, and Grant Blank. (2012). “Social Media in the Changing Ecology of News: The Fourth and Fifth Estate in Britain.” *International*

*Journal of Internet Science* 7(1):6-22.†

⇒ **Thursday, February 22: Fake News and Political Discourse in 2016**

- ★ Allcott, Hunt and Matthew Gentzkow. (2016). "Social Media and Fake News in the 2016 Election." *Journal of Economic Perspectives* 2(31):211-236.†
- ★ Ott, Brian L. (2017) "The age of Twitter: Donald J. Trump and the politics of debase-ment." *Critical Studies in Media Communication* 34(1):59-68.†

### **13.7 Week 7: February 26 — March 2, 2018**

⇒ **Tuesday, February 27: A Preface on Collective Action and Technology**

- ★ Hindmoor, Andrew. (2006). "Mancur Olson and the Logic of Collective Action." In *Rational Choice*. New York, NY: Palgrave MacMillian. pp. 102 - 128.†
- ★ Lupia, Arthur and Gisela Sin. (2003). "Which public goods are endangered?: How evolving communication technologies affect The logic of collective action." *Public Choice* 117:315-331.†
- ★ **Literature Review Proposal Due on Blackboard.**

⇒ **Thursday, March 1: Social Media and Collective Action**

- ★ Margetts, Helen et al. (2015). *Political Turbulence: How Social Media Shape Collective Action*. Princeton, NY: Princeton University Press. Chapters 1, 2, and 4.†

### **13.8 Week 8: March 5 — 9, 2018**

⇒ **Tuesday, March 6: Simulation 1**

- ★ Simulation 1, Day 1.
- ★ **Simulation 1 Assignment Due at Start of Class.**

⇒ **Thursday, March 8: Simulation 1**

- ★ Simulation 1, Day 2.

### **13.9 Week 9: March 12 — 16, 2018**

⇒ **Tuesday, March 13: Political Organization and Virtual Engagement**

- ★ Bruce Bimber, Cynthia Stohl, and Andrew J. Flanagin. (2009). Chapter 6: "Techno-logical change and the shifting nature of political organization." In *Routledge Hand- book of Internet Politics*.
- ★ W. Lance Bennett and Amoshaun Toft. (2009). Chapter 18: "Identity, technology, and narratives: transnational activism and social networks." In *Routledge Handbook of Internet Politics*.

⇒ **Thursday, March 15: Social Capital and Engagement: Is Digital Different?**

- ★ Putnam, Robert. (1995). "Bowling Alone: Americas Declining Social Capital." *Journal of Democracy* 6(1):315-331.†
- ★ Gibson, Rachel and Marta Cantijoch. (2013). "Conceptualizing and Measuring Participation in the Age of the Internet: Is Online Political Engagement Really Different to Offline?" *The Journal of Politics* 75(3):701-716.†

**13.10 Week 10: March 19 — 23, 2019**

⇒ **Tuesday, March 20: Spring Break, No Class**

- ★ Spring Break, No Class.

⇒ **Wednesday, March 22: Spring Break, No Class**

- ★ Spring Break, No Class.

## **Part Three: Institutions, Elections, and Representation**

**13.11 Week 11: March 26 — 30, 2018**

⇒ **Tuesday, March 27: Representation and Social Media**

- ★ Barberá, Pablo, Richard Bonneau, Patrick Egan, John T. Jost, Jonathan Nagler and Joshua Tucker. (2014). "Leaders or Followers? Measuring Political Responsiveness in the U.S. Congress Using Social Media Data." *Prepared for delivery at the 2014 Annual Meeting of the American Political Science Association, August 28-31, 2014.*†
- ★ Evans, Heather K., Victoria Cordova and Savannah Sipole. (2014). "Twitter Style: An Analysis of How House Candidates Used Twitter in Their 2012 Campaigns." *PS: Political Science and Politics.*†

⇒ **Thursday, March 29: Top-Down and Bottom-Up Uses of Social Media in Politics**

- ★ Griffith, Jeffrey and Cristina Leston-Bandeira. (2012). "How Are Parliaments Using New Media to Engage with Citizens?." *Journal of Legislative Studies* 18(3/4):496-513.†
- ★ Hemphil, Libby and Andrew Roback. (2014). "Tweet Acts: How Constituents Lobby Congress via Twitter." *Proceedings of the 17th ACM conference on Computer supported cooperative work & social computing.*†

**13.12 Week 12: April 2 — 6, 2018**

⇒ **Tuesday, April 3: Campaigns and Cyber Parties**

- ★ Richard Davis, Jody C. Baumgartner, Peter L. Francia, and Jonathan S. Morris. (2009). Chapter 2: "The internet in U.S. election campaigns." In *Routledge Handbook of Inter-*

*net Politics.*

- ★ Nick Anstead and Andrew Chadwick. (2009). Chapter 5: "Parties, election campaigning, and the internet: toward a comparative institutional approach." In *Routledge Handbook of Internet Politics*.
- ★ Gibson, Rachel K. (2015). "Party change, social media and the rise of 'citizen-initiated' campaigning." *Party Politics* 21(2):183-197.†

⇒ **Thursday, April 5: No Class, Professor at Model EU.**

- ★ No Class, Professor at Model EU.
- ★ April 6: Last Day to Withdraw from a Class with a "W".

## **Part Four: Cyber Threats, Security, and Digital Diplomacy**

### **13.13 Week 13: April 9 — 13, 2018**

⇒ **Tuesday, April 10: Digital Diplomacy**

- ★ Sandre, Andreas. (2015). *Digital Diplomacy: Conversations on Innovation in Foreign Policy*. New York, NY: Rowman & Littlefield. Chapters: 1, 2, 5, 8, and 11.†

⇒ **Thursday, April 12: Cyberthreats**

- ★ Brenner, Susan. (2009) *Cyberthreats: The Emerging Fault Lines of the Nation State*. New York, NY: Oxford University Press. Chapters 1 and 3.†

### **13.14 Week 14: April 16 — 20, 2018**

⇒ **Tuesday, April 17: Technology and Global Politics**

- ★ Singh, J. P. (2013). "Information Technologies, Meta-power, and Transformations in Global Politics." *International Studies Review* 15(1):5-29.†

⇒ **Thursday, April 19: Social Media and Terrorism**

- ★ Melki, Jad and May Jabado. (2016). "Mediated Public Diplomacy of the Islamic State in Iraq and Syria: The Synergistic Use of Terrorism, Social Media and Branding." *Media and Communication* 4(2):92-103.†
- ★ Klausen, Jytte. (2014). "Tweeting the Jihad: Social Media Networks of Western Foreign Fighters in Syria and Iraq." *Studies in Conflict & Terrorism* 12(41):37-41.†

## Part Five: Innovation and the Knowledge Economy

### 13.15 Week 15: April 23 — 27, 2018

#### ⇒ Tuesday, April 24: Globalization: An Unstoppable Force?

- ★ Oscar H. Gandy, Jr. and Kenneth Neil Farrall. (2009). Chapter 25: “Metaphoric reinforcement of the virtual fence: factors shaping the political economy of property in cyberspace” In *Routledge Handbook of Internet Politics*.
- ★ Christopher May. (2009). Chapter 26: “Globalizing the logic of openness: open source software and the global governance of intellectual property.” In *Routledge Handbook of Internet Politics*.
- ★ Harwick, Cameron. (2016). “Cryptocurrency and the Problem of Intermediation.” *The Independent Review* 20(4):569-588.†

#### ⇒ Thursday, April 26: Cyber-Warfare

- ★ Sunyang Chung. (2016). Chapter 15: “Korean government and science and technology development.” In *Routledge Handbook of Politics and Technology*.† This is not the same as the purchase text.
- ★ Xiaming Liu. (2016). Chapter 26: “Chinas path towards becoming a major world player in science and technology.” In *Routledge Handbook of Politics and Technology*.† This is not the same as the purchase text.
- ★ April 30: Last Day for Complete Withdrawal with all “W’s”.

### 13.16 Week 16: April 30 — May 4, 2018

#### ⇒ Tuesday, May 1: Presentations

- ★ Presentations, Day 1.
- ★ **Literature Review Assignment Due at Start of Class.**

#### ⇒ Thursday, May 3: Presentations

- ★ Presentations, Day 2.

### 13.17 Week 17: March 7 — 11, 2018

#### ⇒ Final Exam Week

- ★ **Official Final Exam Time:** Monday, May 8, 2018 from 3:30 - 5:30 PM.

## References

- Allcott, Hunt and Matthew Gentzkow. 2016. "Social Media and Fake News in the 2016 Election." *Journal of Economic Perspectives* 2(31):211–236.
- Asongu, Simplice. 2015. "The impact of mobile phone penetration on African inequality." *International Journal of Social Economics* 42(8):706–716.
- Barberá, Pablo, Richard Bonneau, Patrick Egan, John T. Jost, Jonathan Nagler and Joshua Tucker. 2014. "Leaders or Followers? Measuring Political Responsiveness in the U.S. Congress Using Social Media Data." *Prepared for delivery at the 2014 Annual Meeting of the American Political Science Association, August 28-31, 2014* .
- Brenner, Susan. 2009. *Cyberthreats: The Emerging Fault Lines of the Nations State*. New York, NY: Oxford University Press.
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