

Networked Societies – First Year Seminar

COMM 83 | Spring 2019 | Murphy 222 | Tu/Th 11:00-12:15

Professor Marwick | amarwick@unc.edu

Office: Bingham 215 | Office hours T/Th 3-4pm or by appt



Description

The “network” is the 21st century’s most popular metaphor, used to describe relationships, economies, the movement of people and goods around the globe, technological infrastructures, and politics. In this class, we will delve into the relationship between networked digital technologies (social media, video games, server farms, gig economy apps like Uber, etc.); networked logistics, finances, and labor; and the ways we think about ourselves, our communities, our careers, our possessions and our futures. Specifically, this semester we will be using **amazon.com**, the world’s biggest retailer (and most valuable US company), to examine the impact of digital and communication technologies on labor, supply chains, publishing, retail, urban planning, web hosting, infrastructures, and gaming, to name but a few.

The goal of this seminar is to provide participants with a set of critical and theoretical tools to interpret the complexity of everyday life—from algorithms to big data to the internet of things. We will do a lot of reading, try out a variety of new networked technologies, and debate their ethical ramifications in class, culminating in a series of podcasts on technology and society. This class is a great fit for sci-fi nerds, Black Mirror fans, social media gurus, gamers, tech enthusiasts, or anyone who likes thinking deeply about the impacts of technology locally and globally.

Learning Goals

- Demonstrate understanding of some of the ways that networked digital technologies have changed work and social practices, everyday life, our economy, and our sense of selves
- Begin to think about how networks of transportation, people (labor, migration), and technology include some people and exclude others, and shape our concepts of locality, self, and space
- Demonstrate critical thinking in understanding some of the “building blocks” of modern society, including the algorithm, big data, the network, the gig economy, and so forth
- Engage enthusiastically with new and emerging technologies
- Begin to develop a critical mindset towards everyday technology

Digital Technologies

- Please bring a laptop or smartphone to class. However, please open it ONLY WHEN ASKED.
- Notetaking should be done with pen and paper.
- If you have accommodations that require you to use a laptop for notetaking, please discuss those with me at the beginning of the semester.
- Please do not text or browse the web or check Insta or whatever during class. If I notice you doing these things, you will be marked down for class participation that day.

Assignments and Readings

Each class has between 2-3 hours of work that you will do independently. This will include reading books and articles, listening to podcasts, watching videos, analyzing websites, and writing reactions. You should block off 5-6 hours per week to prepare for this class. Whenever possible, I have noted the amount of time that class material will take to process, based on average reading speeds. If you are a slow reader or English is not a native language for you, this may take longer.

This class has no exams. However, your dedication to the class will be tested through in-class pop assignments and reading quizzes. Speaking in class will count positively towards your participation grade.

Each assignment will have a detailed rubric and instruction sheet to accompany it.

Assignment	Percentage
Seminar participation, incl. reading quizzes	15%
Assignment #1	10%
Assignment #2	15%
Assignment #3	15%
Assignment #4	15%
Podcast	30%
TOTAL	100%

Class Schedule and Readings

Date	Description
<i>Foundations</i>	
1/10/19 Thursday	Welcome to the class! <ul style="list-style-type: none"> • About the professor • Syllabus • What is a network? • Podcasting 101
1/15/19 Tuesday	The Networked Society
1/17/19 Thursday	Introducing Amazon In-class exercise: What is Amazon's presence in your life?
<i>The Supply Chain</i>	
1/22/19 Tuesday	Big Data-Driven Retail
1/24/19 Thursday	The Algorithmic Society Assignment #1 Due: Algorithms in Everyday Life
1/29/19 Tuesday	Warehouses
1/31/19 Thursday	Shipping
2/5/19 Tuesday	Fulfillment By Amazon (FBA)
2/7/19 Thursday	Podcast Training – Meet in Media Resources Center (Undergrad Library basement)
2/12/19 Tuesday	Amazon Reviews Assignment #2 Due: Amazon Reviews
<i>Devices & Media</i>	
2/14/19 Thursday	Manufacturing Happy Valentine's Day!
2/19/19 Tuesday	The Amazon Echo, Alexa, & Artificial Intelligence
2/21/19 Thursday	The Amazon Echo & the Internet of Things
2/26/19 Tuesday	Kindle Direct Publishing (KDP)
2/28/19 Thursday	The Kindle and Book Publishing Guest Lecture Q&A on KDP
3/5/19 Tuesday	Amazon Prime Streaming Assignment #3 Due: KDP
3/7/19	Twitch

Thursday	Guest Lecture
3/8 – 3/15 Spring Break	
<i>Networked Labor</i>	
3/19/19 Tuesday	The Gig Economy
3/21/19 Thursday	Mechanical Turk
3/26/19 Tuesday	Warehouses, Revisited Assignment #4 Due: MTurk
3/28/19 Thursday	Podcast Workshop – Meet in Media Resources Center (Undergrad Library basement)
<i>Infrastructure</i>	
4/2/19 Tuesday	Amazon Web Services Guest Lecture
4/4/19 Thursday	Amazon HQ2
4/9/19 Tuesday	Amazon Retail Podcast Check-in
<i>Moving Forward</i>	
4/11/19 Thursday	Ethics - Amazon Rekognition
4/16/19 Tuesday	Ethics - Consumer Data & Surveillance
4/18/19 Thursday	Regulation and Labor Organizing
4/23/19 Tuesday	Podcast Presentations I Podcasts Due
4/25/19 Thursday	Podcast Presentations II Evaluations

Foundations

Thursday, 1/10/19 – Welcome to class!

- About the professor
- Syllabus
- Overview of assignments & requirements
- Podcasting 101

Tuesday, 1/15/19 – The Network Society

Network Society: The social, political, economic and cultural changes caused by the spread of networked, digital information and communications technologies

Network: a group or system of interconnected people or things.

Read:

Castells, Manuel. “The impact of the internet on society: a global perspective.” *MIT Technology Review*, Sept. 8, 2014. (825 words, 5 minute read) <https://www.technologyreview.com/s/530566/the-impact-of-the-internet-on-society-a-global-perspective/>

Brown, Kristen. 2016. “How the internet created the asexual movement.” *Splinter*, August 2nd. (1,660 words, 9 minute read) <https://splinternews.com/how-the-internet-created-the-asexual-movement-1793860756>

Fan, Jiayang. 2017. “China’s Selfie Obsession.” *The New Yorker*, December 18-25. (6,898 words, 35 minute read) <https://www.newyorker.com/magazine/2017/12/18/chinas-selfie-obsession>

Thursday, 1/17/19 - Introducing Amazon.com

Read:

Statt, “How Amazon’s Retail Revolution is Changing the Way We Shop” *The Verge* October 23, 2018. (3,783 words, 19 minutes) <https://www.theverge.com/2018/10/23/17970466/amazon-prime-shopping-behavior-streaming-alexa-minimum-wage>

Solon & Wong, 2018. “Jeff Bezos v the world: why all companies fear ‘death by Amazon’” *The Guardian*, April 24. (1,605 words, 9 minutes) <https://www.theguardian.com/technology/2018/apr/24/amazon-jeff-bezos-customer-data-industries>

Do:

Browse interactive graphic: how Amazon became the world's biggest retailer (10 min.)
<https://www.theguardian.com/technology/ng-interactive/2018/apr/24/bezoss-empire-how-amazon-became-the-worlds-biggest-retailer>

In-class exercise: Amazon's presence in your life

The Supply Chain

Tuesday, 1/22/19 - Big Data-Driven Retail

Read:

Turow, Joseph. (2017). "Towards the Data-Powered Aisle." In *The Aisles Have Eyes*, New Haven: Yale University Press, pp.1-12 and 66-75 (22 pages, approx. 1 hour)

This article explains how stores began to use customer data and how Wal-Mart pioneered many supply chain / cost efficiency techniques which Amazon later perfected.

Taimur. "How Amazon will Dominate the Supply Chain." *Medium Business*, August 22, 2018 (6 minutes)

<https://medium.com/s/story/how-amazon-will-dominate-the-supply-chain-6727936d3ffc>

After class, you should understand:

- What is "Big Data"?
- How is data used in retail and marketing?
- What was innovative about what Walmart did?
- What is the basic structure of Amazon's supply chain?

Assignment #1 Handed Out: Algorithms in Everyday Life – also available on Sakai

Thursday, 1/24/19 - The Algorithmic Society

Read: Jacob Brogan, "What's the deal with algorithms?" *Future Tense* February 2, 2016.

http://www.slate.com/articles/technology/future_tense/2016/02/what_is_an_algorithm_an_explainer.html (1752 words, 9 minutes)

Watch: Slavin, Kevin. "How Algorithms Shape Our World." *TED Global 2011*. (15 minutes)

https://www.ted.com/talks/kevin_slavin_how_algorithms_shape_our_world

Example: How Spotify puts together your Discover Weekly

Read: Ciocca, Sophia. "How Does Spotify Know You So Well?" *Medium*, October 10, 2017

<https://medium.com/s/story/spotify-s-discover-weekly-how-machine-learning-finds-your-new-music-19a41ab76efe> (9 minute read, or you can listen to this story in 11 minutes)

Do: Assignment #1: Algorithms in Everyday Life. See assignment sheet.

After class, you should understand:

- What algorithms are and why they matter
- How social algorithms like Discover Weekly or Amazon recommendations “work”
- A few impacts of algorithms on our daily lives
- The truth behind some popular myths about how social algorithms function

Tuesday, 1/29/19 - Warehouses

Read:

Mac McClelland, I Was a Warehouse Wage Slave, *Mother Jones*, 2012.

<https://www.motherjones.com/politics/2012/02/mac-mcclelland-free-online-shipping-warehouses-labor/> (8,300 words / 33 minutes).

Watch:

“How Amazon Arranges its Warehouses.” *Tech Insider*, August 13, 2016 (2 minute video)

https://www.youtube.com/watch?v=5TL80_8ACPc

Chainon & Mullin, “Robots and Humans Team Up at Amazon.” *New York Times*, September 11, 2018 (2 minute, interactive video)

<https://www.nytimes.com/video/technology/100000005396963/robots-humans-team-up-amazon-warehouses.html>

After class, you should understand:

- What is automation?
- What is “chaotic storage”?
- What is “algorithmic organization”?
- What is the “quantified self”?

Thursday, 1/31/19 - Shipping

Read:

Levinson, “The World the Box Made,” from *The Box: How the Shipping Container Made the World Smaller and the World Economy Bigger*. Princeton University Press. (20 pages) (PDF) (1 hour)

Menegus, “Amazon’s Last Mile.” *Gizmodo*, November 16, 2017.

<https://gizmodo.com/amazons-last-mile-1820451224>

(4,582 words, 23 minutes)

In class: We will ensure everyone has Amazon.com accounts and is set up as a reviewer.

After class, you should understand:

- What social changes have shipping containers enabled?
- What is the “last mile”?
- What is the relationship between Amazon and the USPS?
- How do companies like Amazon ensure you get packages on time?
- What is “Amazon Flex”? What are the advantages and disadvantages of a job like this?

Tuesday 2/5/19 - Fulfillment by Amazon (FBA) and Amazon Marketplace

Read:

Amazon, “How Fulfillment by Amazon Works” (5 min, incl. 2:28 video)

<https://services.amazon.com/fulfillment-by-amazon/how-it-works.html>

“The High Risk, High Reward World of Selling Stuff on Amazon.” Lydia DePillis, *CNN*, Oct. 9, 2018

<https://www.cnn.com/2018/10/09/tech/amazon-sellers-marketplace/index.html>

(2000 words, 11 minutes)

“How to Lose Tens of Thousands of Dollars on Amazon.” Semuels, *The Atlantic*, January 1, 2019

<https://www.theatlantic.com/technology/archive/2019/01/men-peddling-secrets-getting-rich-amazon/578443/>

(5675 words, 29 minutes)

Browse: <http://www.reddit.com/r/flipping>

After class, you should understand:

- How FBA works
- What is “retail arbitrage”
- What is “private label selling”
- What is “flipping” and why do people do it?

Thursday, 2/7/19 – Podcast Training

Meet in Media Resources Center (Undergraduate Library basement).

Tuesday, 2/12/19 – Amazon Reviews

Listen: ReplyAll episode #124: “The Magic Store” (38 minutes)

<https://www.gimletmedia.com/reply-all/124>

Read: Nicole Nguyen, *Inside Amazon’s Fake Review Economy*. BuzzFeed, 2018. (4,747 words, 24 minutes)

<https://www.buzzfeednews.com/article/nicolenguyen/amazon-fake-review-problem#.fjMKL3yND>

Do: Assignment #2: Amazon reviews. See instructions handed out in class.

After class, you should understand:

- The importance of reviews
- Why people game the system
- How people game the system
- Think: how do reviews affect Amazon's sorting algorithm? Why does this matter?

Devices & Media

Thursday, 2/14/19 - Manufacturing

Read:

Chamberlain, Gethin. "Underpaid and exhausted: the human cost of your Kindle." *The Guardian*, June 9, 2018. (2856 words, 15 minutes)

<https://www.theguardian.com/technology/2018/jun/09/human-cost-kindle-amazon-china-foxconn-jeff-bezos>

Amnesty International. 2016 "This is what we die for": Human rights abuses in the Democratic Republic of the Congo power the global trade in Cobolt." Read pp. 1-10 (exec summary). (30 minutes)

<https://www.amnesty.org/download/Documents/AFR6231832016ENGLISH.PDF>

After class, you should understand:

- What are "rare earth minerals"
- What does mining have to do with electronics
- What is Foxconn and what is working in Chinese manufacturing like
- Some general ideas of what, globally, goes into creating devices we own

Tuesday, 2/19/19 - The Echo, Alexa, and AI

Examine:

Crawford and Joler, Anatomy of an AI. 2018. <https://anatomyof.ai/>
Note: This is a large, complicated site. Give yourself at least an hour to browse it.

Read:

Aaron Paul Calvin, Can Amazon's Alexa be your friend? *Digg.com*.
<http://digg.com/2017/amazon-alexa-is-not-your-friend> (11 minutes, 2,884 words)

Do: Prof. Marwick will bring in her Alexa and we will take turns asking it questions (assuming I can get it to connect to the network). Please bring in 2-3 questions for Alexa.

In-class: We will sign up for self-publishing on Kindle. Bring your SS# and bank account information. NOTE: this information will not be given to me or any other student. Nobody will see

it except you or Amazon. If you are uncomfortable giving this information to Amazon, please let me know.

Thursday, 2/21/19 - The Echo and the Internet of Things

Read:

Brewster, Tom. "Internet of Things: The 'ghosts' that haunt the machine." *BBC Future*, April 14, 2014. (940 words, 5 minutes) <http://www.bbc.com/future/story/20140413-why-ghosts-haunt-the-internet>

Andrew Ferguson. "Alexa, what is probable cause?" *Slate Future Tense*, November 20, 2018. (1,592 words, 8 minutes) <https://slate.com/technology/2018/11/amazon-echo-alexa-murder-case-new-hampshire-warrant.html>

Watch:

Cory Doctorow, 2018 Kilour lecture (delivered at UNC CH SILS last spring)
<https://www.youtube.com/watch?v=R-x-8Iucr6I> (52 minutes)

Browse:

Internet of Sh*t Twitter account (foibles of internet-connected devices)
<https://twitter.com/internetofshit>

Tuesday, 2/26/19 - Kindle Direct Publishing (KDP)

Read:

Samuels, "The Authors Who Love Amazon." *The Atlantic*, July 20, 2018. (2820 words, 15 minutes)
<https://www.theatlantic.com/technology/archive/2018/07/amazon-kindle-unlimited-self-publishing/565664/>

Kadavy, David. "24 things I learned publishing 3 books in only 6 months." *The Writing Cooperative*, June 5, 2018. (2351 words, 12 minutes)
<https://writingcooperative.com/24-things-i-learned-publishing-3-books-in-only-6-months-1b8f743e9e86>

Do: Self-publish a book on Amazon.com. See assignment instructions.

Thursday, 2/28/19 – Amazon & the Publishing Industry

Guest Lecture, *New York Times* and *USA Today* bestselling author Jasmine Guillory, author of *the Proposal* and *the Wedding Date*

Read: Gessen, Keith. 2014. "The War of the Words." *Vanity Fair*. (8,000 words; 41 minutes)
<https://www.vanityfair.com/news/business/2014/12/amazon-hachette-ebook-publishing>

Tech support for self-publishing assignment

Tuesday, 3/5/19 - Amazon Prime Streaming

This is one of the few areas we will examine in which Amazon is not a market leader. Netflix is by FAR the industry lead, particularly with regard to personalization and algorithmic content creation.

Read:

Wu, Tim. 2013. "Netflix's War on Mass Culture." *The New Republic*, December 4. (3891 words, 20 minutes) <https://newrepublic.com/article/115687/netflixs-war-mass-culture>

Shaw, Lucas. 2017. "Netflix wants the world to binge-watch." *Bloomberg*, January 12. (3295 words, 17 min)

<https://www.bloomberg.com/news/features/2017-01-12/netflix-wants-the-world-to-binge-watch>

Read the first half (stop at "The first episode of the Romanoffs is mostly set..."): Harvilla, Rob. "Big Budgets, Small Victories: The State of Amazon TV in 2018." *The Ringer*, December 19, 2018 <https://www.theringer.com/tv/2018/12/19/18147282/amazon-tv-romanoffs-jack-ryan-homecoming-marvelous-mrs-maisel-forever>

KDP Assignment Due

Thursday, 3/7/19 - Twitch

Guest Lecture: Will Partin, PhD student, Department of Communication

Read:

Grayson, Nathan and Cecilia D'Anastasio, "The State of Twitch in 2018." *Kotaku*, December 14, 2018. (3590 words, 18 minutes)

<https://kotaku.com/the-state-of-twitch-in-2018-1831106882>

Taylor, TL. Selections from *Watch Me Play*, Princeton, NJ: Princeton University Press, 2018. (30 minutes)

Do: Watch an hour of twitch.tv (60 minutes)

SPRING BREAK 3/8 – 3/15

Networked Labor

Tuesday, 3/19/19 - The "Gig Economy"

Reading: Rosenblat, Alex. “Driving as Glamorous Labor: How Uber Uses the Myths of the Sharing Economy.” From *Uberland*, University of California Press, 2018. (1 hour)

Think:

- What parts of Amazon have we seen that utilize these myths?
- Do you buy into any of these ideas? Have you seen people use them to be successful?
- What are the pros and cons of working for Uber, Lyft, Taskrabbit, Fiverr, etc.?

In-class: *Sign up for Mechanical Turk*

Thursday, 3/21/19 - Mechanical Turk

Read:

Samuels, Alana. “The Internet is Enabling a New Kind of Poorly-Paid Hell.” *The Atlantic*, January 23, 2018. (2,586 words, 13 minute read)

<https://www.theatlantic.com/business/archive/2018/01/amazon-mechanical-turk/551192/>

Do: (Before class) Sign up for Mechanical Turk. Browse the HITS.

For Tuesday (3/26), you will complete at least 3 HITS and write a short essay about the experience. *Instructions will be handed out in class.*

Tuesday, 3/26/19 – Warehouses, Revisited

Read:

Samuels, What Amazon Does to Poor Cities. *The Atlantic*, February 1, 2018 (4,449 words, 23 minutes)

<https://www.theatlantic.com/business/archive/2018/02/amazon-warehouses-poor-cities/552020/>

Bruder, Jessica. (2017). “Meet the Camperforce, Amazon’s Nomadic Retiree Army.” *Wired*, September 9. (5,511 words, 28 minutes)

<https://www.wired.com/story/meet-camperforce-amazons-nomadic-retiree-army/>

Think:

- How would you describe Amazon’s approach to labor?
- What is the difference between Jeff Bezos’ salary/net worth and that of the “camperforce”?

Assignment #4, MTurk, Due in Class

Thursday, 3/28/19 – Podcast Workshop

Meet in Media Resources Center, Undergrad Library basement

Bring all/any audio files you’ve created as part of your pod

Infrastructure

Tuesday, 4/2/19 - Amazon Web Services

Read:

Burrington, Ingrid. “Why Amazon’s Data Centers are hidden in Spy Country.” *The Atlantic*, January 8, 2016. (2863 words, 15 minutes)

<https://www.theatlantic.com/technology/archive/2016/01/amazon-web-services-data-center/423147/>

Guest lecture, Harry Heymann, former VP of Engineering at Foursquare and Hometeam

Understand:

- What are AWS?
- What impact have AWS had on the rest of the internet?

Thursday, 4/4/19 - Amazon HQ2

Read:

Raskin, Sam. “Amazon’s HQ Deal with New York, Explained.” *Curbed New York*, November 16, 2018. (2,540 words, 13 minutes) <https://ny.curbed.com/2018/11/16/18098589/amazon-hq2-nyc-queens-long-island-city-explained>

Covert, Bruce. 2018. “The enduring scam of corporate tax breaks.” *The New Republic*, Sept. 28. (1,000 words, 6 minutes)

<https://newrepublic.com/article/151133/enduring-scam-corporate-tax-breaks>

Listen: ReplyAll #132, “Negative Mount Pleasant” (1 hour, 3 minutes)

<https://www.gimletmedia.com/reply-all/132-negative-mount-pleasant>

Optional, but really good: The Cities that Amazon Left Behind

<https://www.theringer.com/tech/2018/11/30/18118211/amazon-hq2-search-cities-left-behind>

Tuesday, 4/9/19 - Amazon Retail

Read:

[My 2.5 Star Trip to Amazon’s Bizarre New Bookstore](#), by Dustin Kurtz. *The New Republic*, November 4, 2015 (2,500 words, 10 minutes).

Caramanica, Jon. “The Amazon Warehouse comes to Soho.” *The New York Times*, November 28, 2018. (1,094 words, 6 minutes)

<https://www.nytimes.com/2018/11/28/style/amazon-store-soho.html>

Watch:

Linus Tech Tips, “We stole tampons from the Cashier-less Amazon Go Store.” January 27, 2018. (13:09). *Note: this video is super cringey, but it has really detailed info on how these stores work.*

<https://www.youtube.com/watch?v=vorkmWa7He8>

In-class: How are the podcasts coming? Any issues/problems/concerns?

Moving Forward

Thursday, 4/11/19 – Ethics in AI and Amazon’s Rekognition

Read:

Owen, David. (2018). “Should we be worried about computerized facial recognition?” *The New Yorker*, December 17. (5,243 words, 27 minutes).

<https://www.newyorker.com/magazine/2018/12/17/should-we-be-worried-about-computerized-facial-recognition>

Anonymous Amazon Employee, “I’m an Amazon employee. My company shouldn’t sell facial recognition tech to police.” *Medium*, October 16, 2018 (6 minutes)

<https://medium.com/s/powertrip/im-an-amazon-employee-my-company-shouldn-t-sell-facial-recognition-tech-to-police-36b5fde934ac>

In-class: Watch clips, *Minority Report* (Spielberg, 2002)

Think:

- How can we think about what is ethical and unethical in AI?
 - What frameworks can we use?
- Do you think facial recognition is ethical or unethical?
 - For unlocking a phone?
 - For identifying photographs uploaded to Facebook?
 - To target advertising?
 - To identify potential criminals?

Tuesday, 4/16/19 – Ethics - Consumer Data & Surveillance

Maciej Ceglowski. 2017. “Build a Better Monster.” Talk given April 18, 2017, at the Emerging Technologies for the Enterprise conference in Philadelphia.

https://idlewords.com/talks/build_a_better_monster.htm

Do: Go to <http://www.spokeo.com> and look yourself up (you can also try your parents).

After this class, you should understand:

- What are data brokers?

- What is “surveillance capitalism”?
- How is your personal data linked between your phone, computer, and daily life?
- What are the potential harms of selling personal data?

Thursday, 4/18/19 - Public Policy & Regulation

Read: Streitfeld, David. “Amazon’s Anti-Trust Antagonist has a Breakthrough Idea.” *The New York Times*, September 7, 2018. <https://www.nytimes.com/2018/09/07/technology/monopoly-antitrust-lina-khan-amazon.html> (3,866 words, 20 minutes)

Optional: If you want to try parsing Lina Khan’s article, you can find it here: <https://www.yalelawjournal.org/note/amazons-antitrust-paradox>

Kessler, Sarah. “The Medium is the Movement” and “Uber for Politics.” *Gigged: The End of the Job and the Future of Work*. New York: St. Martin’s Press, 2018. (1 hour)

Onasana, Fiona. “Amazon must be forced to change, for the sake of its workers.” *The Guardian*, July 20, 2018 (584 words, 3 minutes)
<https://www.theguardian.com/commentisfree/2018/jul/20/amazon-workers-employees-unions-regulations>

After this class, you should understand:

- What is anti-trust law?
- What is a monopoly?
- Do you think Amazon is a monopoly?
- What are some other ways Amazon (and other tech giants) could be regulated by the government?
- What changes could make working conditions better for Amazon workers?
- Do we need comprehensive legislation for “gig workers”? Why or why not?

Tuesday, 4/23/19 and Thursday, 4/25/19 – Podcast Presentations

Podcasts due 4/23/19

Podcasts launch 4/25/19!

Class Policies and Procedures

Disclaimer

In line with the course objectives, class material has been selected to help foster challenging discussions in class and beyond. They have been chosen assuming that you are not only legally adults, but that you understand higher education to involve encounters with ideas and arguments that may question your own beliefs and assumptions. Some of the class material may startle you or challenge you. Some of the material might be considered controversial or even offensive. All reactions will be welcomed in class and respected, and they will be received in the spirit of extending discussion rather than forestalling it.

E-Mail and Office Hours

I try very hard to keep up with my email, but I only guarantee a 48-hour reply. The best way to talk to me about something specific is to come to my office hours (T/Th 3-4). You do not need an appointment. If you can't make my office hours because you have class during those times, I offer limited hours by appointment.

Attendance Policy

I take attendance at the beginning of each class.

You are allowed two unexcused absences. Each absence above that number will result in a five-point deduction from your final grade. The only excused absences are those for university organized and sponsored activities (student athletes), religious observances, and documented medical reasons. In all instances, you **MUST** notify me prior to missing class. Excused absences do not include leaving early for spring break, internship obligations, or other non-essential situations. **If you miss more than four classes, excused or unexcused, you may fail the class.** Please talk to me as early in the semester as possible about excused absences.

If you miss class, you are responsible for getting the notes from your classmates.

Written Work

Paper grades are based, in part, on the strength of your ability to communicate effectively through writing. Papers with typos, misspellings, grammatical errors, and the like will receive low grades. All material should be sourced, not only direct quotations. Harvard, APA, Chicago or MLA style is acceptable (if you pick APA, you don't have to do running headline, etc.). **Papers must be in 12-point Times New Roman and double-spaced with one-inch margins.** I expect students who have trouble with written work to come to my office hours or seek help at the Writing Center.

Late Paper Policy

All assignments must be completed on time in order to receive full credit. Late assignments will be penalized by half a grade for each 24-hour period it is late. After five calendar days, the assignment *will not* be accepted.

Honor Code and Plagiarism

The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system. Information, including your responsibilities as a student is outlined in the Instrument of Student Judicial Governance. Your full participation and observance of the Honor Code is expected

Plagiarism is not tolerated, which includes falsifying sources, failing to cite source material, copy-and-pasting material from papers you find on the internet, and using unattributed quotations.

[The Writing Center has a useful handout about plagiarism.](#)

Grade Policies

Please note that **more than 2 absences will result in a decrease in your grade.** If you miss four or more classes, you may fail the class unless you talk to me about it beforehand.

- An “A” means you did excellent work. You genuinely impressed me by doing work that the very best of Carolina’s proud tradition of academic rigor. If you received an A, you can be sure that it means your work was clear, deep, insightful, creative, and needed very little, if any, revision.
- A “B” means that you did very good work, meeting and occasionally exceeding my expectations for a student at your stage of development. A “B” is not something to be disappointed about. “B” level work is perhaps less clear and insightful than it could be, but is certainly competent. Careful revision can move this up to an “A.”
- A “C” means that an assignment meets the minimum expectations, but is seriously lacking in significant respects. Usually, this is because the work is hurriedly produced, poorly edited and riddled with typos, or displays only the barest understanding of course concepts.
- A “D” means you are producing work that does not meet my minimum expectations, and an “F” is reserved for work that is missing, incomplete, more than five days late, or is not at the university level.

Grade Scale

Letter grade	100 point scale
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+	67-69
D	65-66
F (failing)	64 or below

Rounding Policy

Final course grades will be rounded up to the next whole number when equal to .5 or greater. When the decimal is less than .5 the grade is to be rounded down. In other words, a 79.5 is an 80; a 79.4 is a 79. **No exceptions.** Individual assignment grades will not be rounded.

Extra Credit

I may add a few extra credit questions on certain assignments or for attending certain events. This varies by semester. All extra credit opportunities are open to all students, and no extra credit will be given upon request.

Grade Tracking

Grades will be posted on Sakai. No grades will be sent over email, in accordance with University policy. Any questions regarding grades must be discussed in person during office hours or during a scheduled appointment. Please note that Sakai gradebook grades may not reflect your final grades.

Grade Challenges

If you disagree with a grade on an assignment, please email me a written, detailed explanation of why you think the grade should be re-evaluated. Do not ask me in office hours or after class to challenge a grade until you have emailed me your explanation. If I find your explanation convincing I will re-grade the assignment. This means the grade may go up, it may go down, or it may stay the same.

Resources

Students with ESL/LD Requirements

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students who speak English as a secondary language, students with chronic or temporary disabilities or medical conditions, or students with pregnancy complications resulting in difficulties accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance, please [visit their website](#), call 919-962-8300, or email accessibility@unc.edu. Please feel free to speak with me about any concerns.

Writing Center

If you are really struggling with writing, I suggest you head to the Writing Center—their entire reason for existence is to help undergrads become better writers.

The Writing Center offers free, one-on-one help with all aspects of writing at any stage in the writing process. To make an appointment, browse the Writing Center's online resources, or submit a draft online, please visit writingcenter.unc.edu. The main Writing Center office on the lower level of the Student and Academic Services Building is open for appointments Monday through Thursday from 9:00 AM until 8:00 PM, Friday from 9:00 AM until 4:00 PM, and Sunday from 4:00 PM to 8:00 PM. There is also a satellite office in 221 Greenlaw Hall. To make the best use of your time, please bring a copy of your assignment with you. The Writing Center will not proofread papers or talk with you about grades. Many students find visits to the Writing Center well worth their time.

Counseling and Psychological Services

CAPS is committed to creating a safe and affirming environment for all individuals and supporting all students in need. Walk-in services are available at CAPS (on the third floor of the Campus Health Services Building) Monday-Thursday, from 9-12 and from 1-4, and Friday from 9:30-12 and 1-4. During a walk-in assessment, students complete paperwork on a tablet and meet with a mental health professional to discuss concerns they may have around managing academic and personal demands and to create a plan to help each student reach their goals. All services at CAPS are confidential.