Course Syllabus

ISF 100A: Introduction to Social Theory and Cultural Analysis

Fall 2019

University of California, Berkeley

MWF: 2-3 pm

Room: 212 Wheeler

Instructor: Shreeharsh Kelkar

Interdisciplinary Studies Field Major (ISF)

skelkar@berkeley.edu (mailto:skelkar@berkeley.edu)

Office: 269 Evans Hall

Office Hours: M: 10-12; W: 12-1.30; F: 11-1.30

(Otherwise, email for appointment; if my door is open, just knock and walk in)

GSIs:

Please remember that you should contact GSIs by email if you have a question. Please do not use Slack for this.

Elizabeth Resor	**Fabian Fernandez**
elresor@berkeley.edu (mailto:elresor@berkeley.edu)	**fabian.fernandez@berkeley.edu (mailto:fabianfernandez1993@gmail.com)**
Sections:	**Sections:**
M 3:00P-3:59P | 179 Stanley | DIS 101	**Tu 9:00A-9:59A | 81 Evans | DIS 103**
M 10:00A-10:59A | 54 Barrows | DIS 102	**Tu 3:00P-3:59P | 6 Evans | DIS 104**
Office Hours: W 11-12 (Evans 238A)	**Office Hours: Tu 10-12 (Free Speech Cafe)**

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Course Description and Learning Objectives:

This class will introduce you to grand frameworks for understanding society: "social theories." We all have social theories, sometimes we frame them explicitly, and sometimes you can intuit them based on how we act. Social theories embody ideas about many things: who is a good person? What should be the relationship between the citizen and the state? What counts as reliable knowledge? Who is an expert and what is the role of an expert in the governing of the people? Social theories are not to be understood as right or wrong, or as true or false; rather they are best understood as stories through which people (whether ordinary people, activists, CEOs, consultants, or politicians), organizations and governments understand what they do and attempt to change the world.

In this class, we will study three grand social theories in sequence: classical liberalism, Marxism and social construction. In each we will attempt to grapple with one key thinker (John Stuart Mill, Karl Marx, and Michel Foucault) but we will also see how others (feminists, activists, politicians, colonized peoples from the first and third world) have responded to these theories. The goal is to understand the power and limitations of each grand social theory: what it is good for and what it leaves out. We will use these social theories to think through the implications of the digital. Broadly, this class will focus on the implications of digital platforms for three main areas of society: freedom of expression, the different forms of work, and modes of persuasion.

At the end of the class, you should be able to: (1) articulate each social theory as a series of propositions about the world, (2) analyze particular and outstanding issues within the parameters of a particular social theory (what does free speech mean in a world of social media? How does one regulate work conducted through digital interfaces? How do advertisers and political campaigns persuade people on digital platforms?), and (3) articulate how particular social theories lead to a particular conception of research problems.

You will also learn some other skills in this class: (1) the art of making an argument with evidence while speaking, and more importantly, in writing. This is a skill that will serve you well. (2) The art of good citizenship. All of us have ideas about the good society and those shape our actions as citizens. But what this class will allow you to do is to understand your own and also others' ideas about what a good society is and isn't. That, in turn, will—or should—help you become better prepared for the duties of citizenship.

Course Reader and Readings:

This is a reading-intensive class and you will be expected to read 50-75 pages every week. I have made every effort to select the readings so that they are interesting, that they link to each other, and that they are useful. Some of the readings will be key writings from our social theorists, other readings will be responses to these social theorists by others, and the last third of the readings will be about digital platforms which we will try to understand using these theories.

So that we can closely examine the social theorists together in class and go deep into particular passages, you will be required to buy the course reader. **The course reader costs $35 (before taxes) and will be available for purchase starting Aug 28 at Copy Central, 2411 Telegraph Avenue (between Channing Way and Haste St) Berkeley, CA 94704. (Link: http://www.copycentral.com/location.php?lid=2 (http://www.copycentral.com/location.php?lid=2)).**

You are required to bring the course reader to every class and section meeting. We will collectively read passages from the reader together and try to understand what they mean.

Come talk to me if you have difficulties buying the course reader and we will figure something out.

Clickers

This is an active-learning class. This means that the class sessions will not be just lectures. Rather, they will consist of short lectures, followed by clicker questions and group activities. Towards that end, we will use clickers a lot in this class. All students should therefore buy a clicker from the Cal Student Store (unless they already have one).

You can buy the clicker **at this link** **(https://calstudentstore.berkeley.edu/courselisting/index/loadMaterials?utf8=%E2%9C%93&school%5Bid%5D=UCB&school%5B0%5D=UCB&term%5B0%5D=FALL+2019&department%5B0%5D=ISF&course%5B0%5D=100A&section%5B** .

Laptop Policy:

No laptops, tablets, or cell phones will be allowed during class (or section) unless I give you explicit instructions to use them. There is a wide literature that shows that overall, students are distracted from the topic at hand because of their laptops and phones, and that students are often distracted by the laptops of other people. There's also **some research** **(http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away)** that shows that taking hand-written notes forces you to synthesize your points, thereby creating better notes and better understanding of the material.

Before every class, I will give you a minute to put your phones and laptops in your bag. Out of sight, out of mind.

For those who want to use their laptops to take notes, come talk to me and I am happy to accommodate. What I will ask you to do is to sit in a spot where I can clearly see at all times what you're doing on your laptop. **You are required to shut down your laptop when the class activities start.**

Email Policy:

In general, please feel free to email me your questions or doubts or paper drafts (or even better, come to office hours). I (and the GSIs) will try to respond as soon as we can but please give us at least 3 business days to respond. If we haven't responded by then, then feel free to email again.

Grade Determination:

There are two kinds of assessments in this course: formative assessments (50%) and summative assessments (50%). Formative assessments (Slack, forum posts, and class and section activities) will be assessed for participation only; what we will look for is whether you have made the effort and that you are *thinking* about the issue; you are encouraged to use these assessments as practice. Summative assessments (three papers + final exam) will be graded for quality. You are expected to offer clear arguments and back them up with evidence (and we will help you and train you to do this). Note that you can pretty much pass this class if you do the formative assessments religiously.

Note: We will use a separate spreadsheet to compute your grades (on which more details will follow) so **please do not use the bcourses grade as an indicator of what your class status is**. Instead, keep track of your points and make sure you understand the grading scheme.

The grade breakdown is as follows:

Point Distribution by Task

Legend:
- In-class activities
- Slack Posts
- Forum Posts
- Section
- Paper 1
- Paper 2
- Paper 3
- Final Exam

Pie chart values: 15, 10, 10, 15, 12, 12, 12, 14

In-class activities (1/2 point each, 6 dropped)

Slack posts (1/3 point each, 5 dropped)

Forum posts (1 point each, 4 dropped)

Deadlines:

Slack Posts	every class day at 8 AM
Forum Posts	every Friday at 11:59 PM

Image Credit: Elizabeth Resor

Class Attendance: Except in the first two weeks, I will not be taking formal attendance. If you don't attend any class during the first two weeks, you will be dropped from the class to accommodate those on the waiting list who are attending. From week 3 onwards, attendance will be inferred from your participation in class activities (see "In-class activities" below).

Section Attendance and Participation: 15 pts. Your GSI will explain to you what their criteria are for assigning these points. Sections will be opportunities for you to closely discuss the readings and the concepts in a small-class atmosphere with your GSIs. Please take advantage of them.

Slack submissions based on readings: 10 pts. When a class has readings, you will be asked to submit one or two lines about the reading (a question, a comment, lines you found difficult) the midnight before class. Once you submit, you will also have an opportunity to pick a response from another student that you find interesting. If you do this, you get 1/3 point.

Your Slack post has to be done by 8 am on the day of class. No extensions or retroactive submissions will be allowed. Remember that, in order to get the full 10 points, you will need to do this for at least 30 sessions (out of the 35 sessions with pre-class readings).

Slack channels are not for asking the GSIs questions; rather, they are meant for you to talk to each other. If you have a question for the GSIs or me, then please just email us.

To access the Slack workspace, follow the instructions here: **How to access Slack**

Mid-week Forum Posts: 10 pts. Forum posts will be due in the middle of the week, typically Thursday night and are worth a point each. Forum posts will ask you to answer a question based on the readings for the entire week. Your forum post should be 300-500 words and does not need to be polished. As long as your answer indicates that you've thought about the issue, you get a point. Once you have submitted your forum post, go through the answers submitted by others. Pick the answer from another student which you like/agree with or find interesting or disagree with and "like" it. Note that I may call upon you in class either to explain your post or to describe why you find another post interesting; you should be prepared to explain it.

Forum posts have to be answered that week, no extensions or retroactive submissions will be allowed. You cannot modify your forum post once it's submitted. You will have 14 opportunities to write a forum post and we will pick the top 10 to compute your score for this part of the course.

Every week, the most "liked" forum post--at least 30 likes--will get 1/2 point extra credit. (Though this policy is contingent on how we think students are writing them.)

In-class activities: 15 pts. As you will see once you enter the classroom, this is an active learning class. This means that the class sessions will not be just lectures. Rather, they will consist of short lectures, followed by clicker questions and group activities. You may be asked to explain together a key paragraph from the readings, or apply a concept to a recent item in the news, or discuss a conceptual question together. Typically, at the end of the class, each group will submit a sheet of paper that is the end-product of the activity. All the activities per class session will be 0.5 points. The points will be awarded not for the right or wrong answers but for participation.

Remember that, in order to get the full 15 points, you will need to participate in at least 30 sessions (out of a total of 36).

Groups: In-class activities will be done in groups. For the first two weeks, you can sit wherever you like. Starting from week 3, we will create groups for you (random groups but within sections). You then have to sit with your group and also rotate in different spots along the class. Groups will be changed at least once through the semester.

Your summative assignments consist of three papers and one final exam.

Each paper will be worth 12 points and 1200 words. Paper prompts will be provided 3-4 weeks before they are due.

The final will be short-answer questions modeled on the forum posts.

Paper 1: 12 pts

Paper 2: 12 pts

Paper 3: 12 pts

Note: You're welcome to send me drafts of the paper (or thesis paragraphs) or outlines. If you do want me to read a draft, then you need to give me at least three business days to get back to you. This means that given that the paper is due on Sunday, I need to see your draft at least by the previous Wednesday to give you feedback that you can actually act on.

Final Exam: 14 pts [Short answer questions. Kind of like forum posts.]

Total: 100 pts

The grading scheme for the class is as follows:

Range and Grade
90<=A<=100
85<=A-<90
80<=B+<85
70<=B<80
65<=B-<70
60<=C+<65
50<=C<60
45<=C-<50
40<=D<45
0<=F<40

If you take this class for P/NP, then you need to score more than 45 points (at least a C-) to pass.

Lateness Policy and Absence Policy:

For the formative assessments (Slack messages, forum posts, and class activities), we have built redundancy into the points. This means that even if you are forced to miss a class activity or a forum post or a Slack message, because of whatever reason (a cold, some travel, a job interview, clicker malfunctioning), you still have other opportunities to do them. **There will be no extensions for formative assessments. Please do not email us to ask if you can make up an assignment you missed; that's why the redundancy is built in.**

For extensions on summative assessments (i.e. your papers), you have to email your GSI and cc me at least five days before the deadline. No extensions will be granted after this. For every day that you submit late, we will deduct one point from your assignment.

Tutorials

I've created a few pages to help you figure out some of the logistical issues in this class:

How to access Slack

How to read

Class Plan

W	Date	Concept or Keyword or Topic	Readings, Assignment and Class Lecture

1	26 Aug	No Class	
	28 Aug	Introductions.	No readings. Introduction to the class.
	30 Aug	What is a social theory?	No readings. Introductions continued.
2	2 Sep	**Labor Day, No Class.**	**Unit 1: Classical Liberalism**
	4 Sep	The Origins of Classical Liberalism	No readings. *The Great Hack*. Netflix documentary. Screening in class.
	6 Sep		No readings. *The Great Hack*, continued. Once you have watched the film, please submit your forum post here: **The Great Hack (Week 2 forum post)**.
3	9 Sep		Mill, John Stuart. 1859. Introductory. From *On Liberty*. [**pdf**] [Reader: pp 30-36] Mill, John Stuart. 1859. Of the Liberty of Thought and Discussion. From *On Liberty*. [**pdf**] [Reader: pp 36-53] **Use this page to understand how to do the class readings: How to read. This takes practice but these techniques will help you get the most out of a reading, whether for this class or in life generally.** **Reading questions:** As you read, try to answer the following questions: what does Mill mean by liberty? Why does Mill think societies must allow people to have freedom of thought and discussion? What does Mill think is the most important obstacle to free thought and discussion? **Slack post:** Pick the one paragraph in the reading that you've marked up the most in your reader. Take a picture of this paragraph -- this picture should show clearly your marginalia and your highlights (or however you've marked it up). Attach the picture to your Slack post (you'll see an "attach" icon to your left). Write 2 sentences and no more about this paragraph. In the first sentence, tell us what you think this paragraph is trying to say and indicate what page of the reader it is on. In the second sentence, tell us why you thought the paragraph was interesting or puzzling or something else. E.g. "In this paragraph from page 35, Mill is arguing that liberty needs to be protected. But I'm not sure what Mill's definition of liberty is: does he mean X or Y?" Once you've submitted your Slack post, look at the other Slack posts submitted by your class-mates and "like" one that you find most interesting. This is due at 8 am on the day of class. Not sure how to access Slack? See **How to access Slack**. Class presentation here: **Week3_Day1--Introduction_Classical_Liberalism.pdf**

| 11 Sep | | Mill, John Stuart. 1859. Of Individuality, as One of the Elements of Well-being. From *On Liberty*. [**pdf**] [Reader: pp 54-62]

Reading questions: As you read, try to answer the following questions: what does Mill mean by "individuality"? What is the relationship between individuality and social progress? Is progress possible without individuality? On a different note, how does Mill think that Europe is different from the "East"?

Slack post: Post your responses below this message. _Please don't forget to look at the other Slack posts submitted by your class-mates and "like" one that you find most interesting._ We will discuss the most-liked post in class. Slack message due by 8 am on Wednesday, Sep 11, the day of class.

Once again, pick the one paragraph in the reading that you've marked up the most in your reader. Take a picture of this paragraph -- this picture should show clearly your marginalia and your highlights (or however you've marked it up). Attach the picture to your Slack post (you'll see an "attach" icon to your left).

Write 2 sentences and no more about this paragraph. In the first sentence, tell us what you think this paragraph is trying to say and indicate what page of the reader it is on. In the second sentence, tell us why you thought the paragraph was interesting or puzzling or something else. E.g. "In this paragraph from page 35, Mill is arguing that liberty needs to be protected. But I'm not sure what Mill's definition of liberty is: does he mean X or Y?"

Slides: **Week3_Day2--Liberalism+Elements of Social Theory.pdf** |
| | | **Note that these readings are not in the reader.**

Gillespie, Tarleton. 2018. The Myth of the Neutral Platform. From *Custodians of the Internet: Platforms, Content Moderation and the Hidden Decisions That Shape Social Media.* [**pdf**]

Masnick, Mike. 2018. Internet Content Moderation Isn't Politically Biased, It's Just Impossible To Do Well At Scale. *Techdirt*. **https://www.techdirt.com/articles/20180825/23572940509/internet-content-moderation-isnt-politically-biased-just-impossible-to-do-well-scale.shtml** (https://www.techdirt.com/articles/20180825/23572940509/internet-content-moderation-isnt-politically-biased-just-impossible-to-do-well-scale.shtml)

Goldberg, Carrie. 2019. Herrick v. Grindr: Why Section 230 of the Communications Decency Act Must be Fixed. *Lawfare Blog*. **https://www.lawfareblog.com/herrick-v-grindr-why-section-230-communications-decency-act-must-be-fixed** (https://www.lawfareblog.com/herrick-v-grindr-why-section-230-communications-decency-act-must-be-fixed)

Reading Questions: Why was Section 230 instituted? How have platforms changed since Section 230 was instituted? Do you think Gillespie and Masnick agree with each other? Why or why not? What do you think of Goldberg's piece on Grindr -- do you think that is even about Section 230?

Of further interest:

Sylvain, Olivier. 2018. Discriminatory Designs on User Data. *Knight First Amendment Institute Essays.* **https://knightcolumbia.org/content/discriminatory-designs-user-data** (https://knightcolumbia.org/content/discriminatory-designs-user-data)

Keller, Daphne. 2018. Toward a Clearer Conversation About Platform Liability. *Knight First Amendment Institute Essays.* |

https://knightcolumbia.org/content/toward-clearer-conversation-about-platform-liability (https://knightcolumbia.org/content/toward-clearer-conversation-about-platform-liability)

Fisher, Max. 2018. Inside Facebook's Secret Rulebook for Global Political Speech. *The New York Times*. https://www.nytimes.com/2018/12/27/world/facebook-moderators.html (https://www.nytimes.com/2018/12/27/world/facebook-moderators.html) [pdf]

RadioLab. 2018. Post No Evil [podcast]. https://www.wnycstudios.org/story/post-no-evil (https://www.wnycstudios.org/story/post-no-evil)

Slack Post: In no more than a sentence or two, please describe: (a) whether you think Section 230 should be changed, and (b) how you think it should be changed. No more than 100 words, please. I might ask you for details in class.

Please also "like" another one of your classmates' posts.

Please submit your forum post here by Friday night: **John Stuart Mill (Week 3 forum post)**

Slides: **Week3_Day3--Introduction_to_free_speech_social_media_Section_230.pdf**

| 4 | 16 Sep | | Lepore, Jill. 2018. The Rulers and the Ruled. From *These Truths: A History of the United States*. [pdf] [Reader: pp 3-14. Read until the end of Section III in the chapter till the line "It would take a long time to grow and a longer time to wither."]

Locke, John. 1689. On the State of Nature. From *Two Treatises of Government: An Essay Concerning the True Original, Extent and End of Civil Government*. [pdf] [Reader: pp 21-24]

Locke, John. 1689. On Property. From *Two Treatises of Government: An Essay Concerning the True Original, Extent and End of Civil Government*. [pdf] [Reader: pp 24-29]

Reading Questions: First read Lepore so that you get the context in which John Locke wrote his *Treatise*. Then read Locke. As you read, ask yourself: what does Locke mean by a "state of nature"? What does Locke's state of nature look like? In Locke's state of nature, what is his picture of human nature? Are human beings intrinsically good or bad? What is Locke's theory of property? Why do you think Locke comes up with his theory of property? How did liberty and slavery exist side by side in the fledgling republic?

Slack Post: From the two chapters of Two Treatises (by Locke) that you read, pick the one paragraph in the reading that you found most interesting. Take a picture of this paragraph -- this picture should show clearly your marginalia and your highlights (or however you've marked it up). Attach the picture to your Slack post (you'll see an "attach" icon to your left). Click on "View Thread" to reply.

Write 2 sentences and no more about this paragraph. In the first sentence, tell us what you think this paragraph is trying to say and indicate what page of the reader it is on. In the second sentence, tell us why you thought the paragraph was interesting or puzzling or something else.

Slides: **Week4_Day1--Locke+Elements of liberalism.pdf**

| | 18 Sep | | Pateman, Carol. 1988. Contracting In. From *The Sexual Contract*. [pdf] [Reader: pp 71-78]

Beauchamp, Zack. 2019. The Anti-Liberal Moment. *Vox*. **https://www.vox.com/policy-and-politics/2019/9/9/20750160/liberalism-trump-putin-socialism-reactionary** **(https://www.vox.com/policy-and-politics/2019/9/9/20750160/liberalism-trump-putin-socialism-reactionary)** [This is not in the reader. It was just published.]

Of further interest:

Pateman, Carol. 1988. Contract, the Individual and Slavery. From *The Sexual Contract*. [**pdf**]

Reading Questions: First read Beauchamp to get an idea of how thinkers on the left and the right have critiqued liberalism; then read Pateman. As you read, ask yourself: would you situate Pateman on the left or the right? What does Pateman mean by the "sexual contract"? Who signs this contract and what does it actually entail on the parties who sign it?   Does the sexual contract actually exist or is it, like the social contract, an imagined entity, a fiction through which we can tell particular stories? If the latter, what story does Pateman want to tell using this fiction?

Slack Post: In no more than 280 characters (yes, like Twitter) come up with a thought about the chapter you read from Carol Pateman's The Sexual Contract. This could be an observation, a question, a remark, or something else. Click on "View Thread" to reply.

Slides: **Week4_Day2--Pateman+Elements & Critiques of liberalism.pdf**

| 20 Sep | | Warzel, Charlie. 2016. "A Honeypot For Assholes": Inside Twitter's 10-Year Failure To Stop Harassment. *Buzzfeed*. **https://www.buzzfeed.com/charliewarzel/a-honeypot-for-assholes-inside-twitters-10-year-failure-to-s?utm_term=.vsaEzJD5X8#.qwEMe83yVL** **(https://www.buzzfeed.com/charliewarzel/a-honeypot-for-assholes-inside-twitters-10-year-failure-to-s?utm_term=.vsaEzJD5X8#.qwEMe83yVL)**

Stewart, Emily. 2019. "We don't want to be knee-jerk": YouTube responds to Vox on its harassment policies. *Vox*. **https://www.vox.com/recode/2019/6/10/18660364/vox-youtube-code-conference-susan-wojcicki-carlos-maza** **(https://www.vox.com/recode/2019/6/10/18660364/vox-youtube-code-conference-susan-wojcicki-carlos-maza)**

Roose, Kevin. 2019. The Making of a YouTube Radical. *The New York Times*. **https://www.nytimes.com/interactive/2019/06/08/technology/youtube-radical.html** **(https://www.nytimes.com/interactive/2019/06/08/technology/youtube-radical.html)** [**pdf**]

Of further interest:

Cave, Damien. 2019. Host Violent Content? In Australia, You Could Go to Jail. *The New York Times*. **https://www.nytimes.com/2019/09/11/world/australia/internet-extremist-violence-christchurch.html.** **(https://www.nytimes.com/2019/09/11/world/australia/internet-extremist-violence-christchurch.html)** [**pdf**]

Phillips, Whitney. 2015. Let's call "trolling" what it really is. The Kernel. **https://kernelmag.dailydot.com/issue-sections/staff-editorials/12898/trolling-stem-tech-sexism/** **(https://kernelmag.dailydot.com/issue-sections/staff-editorials/12898/trolling-stem-tech-sexism/)**

Madrigal, Alexis. 2019. The 'Platform' Excuse Is Dying. The Atlantic. **https://www.theatlantic.com/technology/archive/2019/06/facebook-** |

and-youtubes-platform-excuse-dying/591466/
(https://www.theatlantic.com/technology/archive/2019/06/facebook-and-youtubes-platform-excuse-dying/591466/)

Reading Questions: Warzel, Stewart and Roose describe a whole host of controversies on social media pertaining to the topic of the freedom of speech and expression. In each case, try to evaluate: what kind of speech are we talking about? Whose rights are being violated? If, within a liberal framework, all speech is okay as long as it doesn't harm anyone, what is the definition of harm?

Please submit your forum post here by Friday night: **Carol Pateman (Week 4 forum post)**

Slack Post: **In no more than 280 characters** (again, like Twitter) come up with an observation, a remark, a question, a thought, an aperçu, **(https://www.merriam-webster.com/dictionary/aper%C3%A7u)** or something else about the three articles you read about Twitter, YouTube, and free speech. Click on "View Thread" to reply.

Slides: **Week4_Day3--FreeSpeechSocialMedia.pdf**

5	23 Sep		Mill, John Stuart. 1859 Of the limits to the authority of society over the individual. From *On Liberty*. [**pdf**] [Reader: pp 63-71] **Reading Questions**: Mill devotes this chapter to asking what matters should be left to individuals and what to societies. What is Mill's definition of "individual"? What is his definition of "society"? Is "society" synonymous with "government"? What are the mechanisms through which "society" exerts its sovereignty over individuals? Is it through governmental regulation, through custom, through public opinion, through physical violence, or something else? If we think of rights through the lens of the individual/society dichotomy, what might we be missing? What do we gain? **Slack Post**: As I've (somewhat clumsily) tried to articulate in class, every grand social theory has underlying theories of (1) human nature and action, (2) society and government, (3) social change and power, and (4) knowledge and truth. P**ick one paragraph from the Mill reading that you think lays out his theory of either (1) or (2) or (3) or (4). Take a picture of that paragraph and write one line and no more laying out what this theory is. Try it, don't worry, there are no wrong answers here.**
	25 Sep		Lepore, Jill. 2018. The Rulers and the Ruled. From *These Truths: A History of the United States*. [**pdf**] [Reader: pp 14-.21. Start from section IV where you left off the previous week.] Mills, Charles. 1997. Introduction. From *The Racial Contract*. [**pdf**] [Reader: pp 96-99] Mills, Charles. 1997. Overview. From *The Racial Contract*. [**pdf**] [Reader: pp 100-115] **Reading Questions**: How is the racial contract similar to and not similar to the sexual contract? What aspect of liberalism is Charles Mills criticizing? Is Mills an anti-liberal, or is he working within the liberal tradition? **Slack Questions**: Answer this question in Slack: Which of the following statements is *false*? (1) The sexual contract and the racial contract are exactly similar concepts except that the sexual contract pertains to unequal relations between men and women while the racial contract is about unequal relations between white Europeans and colonized people. (2) Carol Pateman and Charles Mills are both criticizing liberalism's theory

of power; they argue that individuals do not begin from a state of equality and some groups are actively interested in keeping other groups down.
(3) The sexual contract and racial contract critiques of liberalism come from the left end of the political spectrum.

Of further interest:

Coates, Ta-Nehisi. 2014. The Case for Reparations. *The Atlantic*. https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/

| 27 Sep | | No new readings. Please do the readings from 20 Sep because we will revisit them. You still have a Slack post to do.

Slack Post:

"Pick the choice you prefer in the poll. Then use the 'Add Comment' button to give a reason in no more than a line. (E.g. I prefer Solution 1 because it protects X rights and prevents Y harms.)

As you know, Twitter has a rampant abuse problem. While the abuse often comes from a small proportion of users, the dynamics of Twitter mean that the level of abuse itself can be fairly high; moreover this abuse is most often directed at women and minorities. Here are three possible solutions that Twitter could implement to mitigate the abuse problem. Pick the one you prefer and in no more than a sentence (using the 'Add Comment' button), give reasons."

"*Solution 1*: When users report abuse, Twitter should aggressively deplatform abusive users. This means that Twitter has to devote substantial resources to this; it has to investigate and act promptly rather than take days, etc."

"*Solution 2*: Twitter should aggressively pursue a range of features that allow users to block other users. E.g., users should, with the click of a button (and not a phone-call to Twitter's customer service), be able to do any of the following: block all followers of an account (this helps prevent abuse storms from followers of popular accounts), block other users from certain IP addresses (can help prevent coordinated abuse), block other users from retweeting or sub-tweeting them, block accounts with certain keywords in the bio, block tweets with certain keywords in them."

"*Solution 3*: Twitter should heavily discourage anonymity and 'verify' all its users by asking them to submit documentation. Verified users should be marked clearly and other users have the option of ignoring all unverified users."

Of further interest:

Google. 2010. How Search Works. YouTube.
How Search Works [(https://www.youtube.com/watch?v=BNHR6IQJGZs)](https://www.youtube.com/watch?v=BNHR6IQJGZs)

[▷]

[(https://www.youtube.com/watch?v=BNHR6IQJGZs)](https://www.youtube.com/watch?v=BNHR6IQJGZs)

Google. 2010. How Search Ads Work. YouTube.
How Search Ads Work [(https://www.youtube.com/watch?v=ka4tCkYXHiE)](https://www.youtube.com/watch?v=ka4tCkYXHiE) |

Noble, Safiya. 2018. Introduction. From *Algorithms of Opression: How Search Engines Reinforce Racism*. [**pdf**]

Sullivan, Danny. 2017. A deep look at Google's biggest-ever search quality crisis. *Search Engine Land*. **https://searchengineland.com/google-search-quality-crisis-272174** (https://searchengineland.com/google-search-quality-crisis-272174)

| 6 | 30 Sep | Class Struggle | **Unit 2: Marxism**

Marx, Karl and Friedrich Engels. 1848. The Communist Manifesto. From *The Marx-Engels Reader*. [**pdf**] [Reader pp 116-132]

Duncan, Mike. 10.2: The Adventures of Karl Marx and Friedrich Engels. *The Revolutions Podcast: The Russian Revolution*. **https://www.revolutionspodcast.com/2019/05/102-the-adventures-of-karl-marx-and-friedrich-engels.html** (https://www.revolutionspodcast.com/2019/05/102-the-adventures-of-karl-marx-and-friedrich-engels.html) [I suggest listening to this first because it summarizes Marx's life nicely. But you can also just read the Manifesto directly.]

Reading Questions: The Duncan podcast will acquaint you with the life of Karl Marx and Friedrich Engels. Then read the Manifesto. Concentrate on Sections I and II. Skim Section III, which details the different types of socialist movements and the Communists' relation to them; try to see the different socialist and communist factions that Marx is trying to position his own brand of Communism against.

The *Manifesto* is one of Marx's most accessible readings and was written for a broader audience. It covers most of Marx's thought and his theory of society. **Section I** lays out Marx's theory of history and his account of the two main classes who play out the Marxian class war: bourgeoisie and the proletariat. How did they come into being? Why are their interests opposed? **Next, in Section II**, Marx lays out the relations between Communists and the proletariat.   What are the different types of property, according to Marx? What does Marx think of the family? What do you think of Marx's list of 10 demands? **Finally, in section III**, Marx starts to describe why the Communists better represent the proletariat than all the other sorts of socialists. Skim this section but also think about why Marx seems to vent as much venom on his fellow socialists as he does for the bourgeoisie. Section IV concludes the Manifesto.

Slack Question: What is the most surprising thing you found in the *Communist Manifesto*? Answer in no more than 280 characters.

Slides: **Week6_Day1--Marx-Communist_Manifesto.pdf** |
| | 2 Oct | | Berman, Marshall. 1982. All That Is Solid Melts Into Air: Marx, Modernism and Modernization. From *All That Is Solid Melts Into Air: Marx, Modernism and Modernization: The Experience of Modernity*. [**pdf**] [Reader pp 198-213. Start reading from the section "The Melting Vision and Its Dialectic" and stop reading when you reach "Conclusion: Culture and the Contradictions of Capitalism."]

Reading Questions: Berman takes the Manifesto as a piece of modernist art and highlights its key images, their power and their contradictions. These key images are: the "melting vision," "nakedness" and the "loss of the halo." Why are these images important to Marx's thought? What do |

| | | | these images tell us about capitalism and communism, the way Marx understood them?

Slack Question: Pick one paragraph from Marshall Berman's analysis of the Manifesto that you found most interesting or puzzling. Take a picture of this paragraph -- this picture should show clearly your marginalia and your highlights (or however you've marked it up). Attach the picture to your Slack post (you'll see an "attach" icon to your left). Write 2 sentences and no more about this paragraph. In the first sentence, tell us what you think this paragraph is trying to say and indicate what page of the reader it is on. In the second sentence, tell us why you thought the paragraph was interesting or puzzling or something else.

Click on "View Thread" to reply.

Slides: **Week6_Day2--Marx_Berman-Communist_Manifesto.pdf** |
| --- | --- | --- | --- |
| | 4 Oct | | Zittrain, Jonathan. 2009. Minds for Sale. *YouTube.com*. [You may stop watching after the Q&A starts]. **https://www.youtube.com/watch?v=Dw3h-rae3uo (https://www.youtube.com/watch?v=Dw3h-rae3uo)**

Irani, Lilly. "Justice for 'Data Janitors'." *Public Culture* 15 (2015). **http://www.publicbooks.org/justice-for-data-janitors/ (http://www.publicbooks.org/justice-for-data-janitors/)**

Reading Questions: This unit is intended to introduce you to the topic you will be thinking with (using Marxism) for this unit: the new types of work and labor enabled by networked computing. First watch Zittrain's talk on the different forms of labor enabled by the deployment of digital interfaces. Then read Irani (will help you understand Irani better). Then try to think through some of these questions. What makes what these digital interfaces enable "work"? Would these new kinds of workers fit into what Marx calls the proletariat? Are Zittrain's arguments liberal or Marxist? What about Irani's?

Slack Post: Posted.

Please answer the forum post here: **Marx and Digital Work (Week 6 forum post)** |
| 7 | 7 Oct | Capital, Labor, and Machinery | Marx, Karl. Wage Labour and Capital. From *The Marx-Engels Reader.* pp 734-59. [**pdf**] [Reader: pps 132-139]

Reading Questions: What is the capitalist mode of production? What is the source of profit? How are wages determined? When do profits increase? What is Marx trying to do here by trying to answer these questions? Can you distinguish between means of production, forces of production, labour, labour-power, and capital itself? What is capital anyway?

Slack Post: Find one paragraph from Wage Labour and Capital that you don't agree with and say why in no more than two sentences. Take a picture of this paragraph and attach the picture to your Slack post (you'll see an "attach" icon to your left). Click on "View Thread" to reply.

Of further interest:

Marx, Karl. Capitalism, Machinery, and Automation. From The Marx-Engels Reader. pp278-290. [**pdf**] [Reader: pps 139-145]

Marx's Political Economy in graphic novel form. **http://politicaleducation.org/wp-content/uploads/2017/09/IntroducingMarxism-excerpt.pdf (http://politicaleducation.org/wp-content/uploads/2017/09/IntroducingMarxism-excerpt.pdf)** |

		Slides: **Week7_Day1--Marx-Wage_Labor_and_Capital.pdf**
9 Oct		Gray, Mary and Siddharth Suri. 2019. From Piecework to Outsourcing: A Brief History of Automation's Last Mile. From *Ghost Work: How to Stop Silicon Valley from Building a New Global Underclass*. [**pdf**] [Not in the reader.] Shestakofsky, Benjamin. 2018. Automation and the Future of Work: A View from Outside a Tech Startup. *Work in Progress Blog*. **http://www.wipsociology.org/2018/11/13/automation-and-the-future-of-work-a-view-from-inside-a-tech-startup/** **(http://www.wipsociology.org/2018/11/13/automation-and-the-future-of-work-a-view-from-inside-a-tech-startup/)** **Reading Questions**: What do Gray and Suri mean by "piecework"? Is "clickwork" a form of piecework? How so? What other forms of piecework do Gray and Suri describe? Why did both unions and the government neglect piecework in the US in the 20th century? Where might piecework/clickwork fit into the Marx's political economy? Why is the chapter titled "the paradox of automation's last mile"? What is the paradox exactly? Do you see any piecework in Shestakofsky? **Slack Post**: In no more than 1 line *each*, explain (1) define "piecework" in your own words (2) what kinds of piecework do you see in Shestakofsky? **Of further interest**: Shestakofsky, Benjamin. 2015. More Machinery, Less Labor? *Berkeley Journal of Sociology* 59. **http://berkeleyjournal.org/2015/12/more-machinery-less-labor/** **(http://berkeleyjournal.org/2015/12/more-machinery-less-labor/)**
11 Oct		Gray, Mary and Siddharth Suri. 2019. Algorithmic Cruelty: The Hidden Costs of Ghost Work. From *Ghost Work: How to Stop Silicon Valley from Building a New Global Underclass*. [**pdf**] [Not in the reader] Note: The "ghost work" is the kind of work that Zittrain described; labor that is exchanged on online platforms and can be anything from a full-fledged task like graphic design to something that is about annotating images. The platform is the entity that maintains the infrastructure; requesters are those who have tasks; and workers are those who do the tasks. Newton, Casey. 2019. The Trauma Floor: The Secret Lives of Facebook Moderators in America. *The Verge*. **https://www.theverge.com/2019/2/25/18229714/cognizant-facebook-content-moderator-interviews-trauma-working-conditions-arizona** **(https://www.theverge.com/2019/2/25/18229714/cognizant-facebook-content-moderator-interviews-trauma-working-conditions-arizona)** **Of further interest:** Rosenblat, Alex. 2019. When Employees Become "End Users." *Slate*. **https://slate.com/technology/2019/03/uber-gig-workers-customers.html** **(https://slate.com/technology/2019/03/uber-gig-workers-customers.html)** **Reading Questions**: Read Gray and Suri in detail; skim Newton but try to get the gist of it (it's a well-written piece so you might as well read it). What are the levels of "algorithmic cruelty" that Gray and Suri describe? Why are they "algorithmic"? Is there a reason for why the transaction costs, as Gray and Suri call them, fall disproportionately on the workers? Are content moderators doing piecework? Or are they doing something that is arguably more fundamental to what Facebook's mission is? Who gets to decide whether something is piecework or not? **Slack Post**: Posted.

			Please answer the forum post here: **Marx's political economy (Week 7 forum post)**
8	14 Oct		Newton, Casey. 2019. The Trauma Floor: The Secret Lives of Facebook Moderators in America. *The Verge*. **https://www.theverge.com/2019/2/25/18229714/cognizant-facebook-content-moderator-interviews-trauma-working-conditions-arizona (https://www.theverge.com/2019/2/25/18229714/cognizant-facebook-content-moderator-interviews-trauma-working-conditions-arizona)** **Reading Questions**: Are content moderators doing piecework? Or are they doing something that is arguably more fundamental to what Facebook's mission is? Who gets to decide whether something is piecework or not? We will continue the discussion of Marx's political economy in this class since we missed the last two classes. Please make sure you read Casey Newton's piece on content moderators. Slack Post: posted.
	16 Oct	Commodity Fetishism and Estrangement	Marx, Karl. The Fetishism of Commodities and the Secret Thereof. From *The Marx-Engels Reader.* pp 319-329. [**pdf**] [Pages 146-151 in the reader] Marx, Karl. Estranged Labour. From *The Marx-Engels Reader.* pp 70-81. [**pdf**] [[Pages 151-157 in the reader] Oremus, Will. 2018. Are You Really the Product? The History of a Dangerous Idea. *Slate*. **https://slate.com/technology/2018/04/are-you-really-facebooks-product-the-history-of-a-dangerous-idea.html (https://slate.com/technology/2018/04/are-you-really-facebooks-product-the-history-of-a-dangerous-idea.html)** **Reading Questions**: First read Estranged Labour. Then read The Fetishism of Commodities. As you read, ask yourself: what is a commodity? What does Marx mean by the fetishism of commodities? What are the four kinds of estrangement? What does Marx mean by man's species-being? Is the Oresmus reading also about commodities and alienation? If so, how? **Of further interest:** Frier, Sarah. 2016. Inside Facebook's Decision to Blow Up the Like Button. *Bloomberg Businessweek*. **https://www.bloomberg.com/features/2016-facebook-reactions-chris-cox/ (https://www.bloomberg.com/features/2016-facebook-reactions-chris-cox/)** [**pdf**] Li, Shengwu. 2018. The Art of Eyeball Harvesting. Logic. **https://logicmag.io/06-the-art-of-eyeball-harvesting/ (https://logicmag.io/06-the-art-of-eyeball-harvesting/)** Martinez, Antonio Garcia. 2016. One Shot, One Kill. From *Chaos Monkeys: Obscene Fortune and Random Failure in Silicon Valley*. [**pdf**] Wu, Tim. 2016. The Kingdom of Content: This is How You Do It. From *The Attention Merchants: The Epic Scramble to Get Inside Our Heads*. [**pdf**] Herman, John. 2019. The Real Stars of the Internet. *The New York Times*. **https://www.nytimes.com/2019/04/19/style/star-ratings-amazon-uber-seamless.html (https://www.nytimes.com/2019/04/19/style/star-ratings-amazon-uber-seamless.html)** Slides: **Week8_Day1--Marx-Commodity.pdf**
	18 Oct		Cowan, Ruth Schwartz. 1976. The 'Industrial Revolution' In The Home: Household Technology and Social Change in the 20th century. *Technology

and Culture, 17(1), 1-23. [**pdf**] [Pages 214-225 in reader]

Slides: **Week8_Day2--Marx-Alienation.pdf**

| 9 | 21 Oct | Ideology | Marx, Karl and Friedrich Engels. The German Ideology. From *The Marx-Engels Reader*. pp.146-200. [**pdf**] [Pages 157-184 in reader]

Reading Notes and Questions:

The *German Ideology* is a long text. Don't get distracted by parts where Marx engages in scathing remarks about obscure German philosophers; skim over them. Instead concentrate on two things: (1) Marx's theory of history: the transformation from tribal to ancient to feudal to capitalist to communist modes of production. What are the characteristics (means of production, relations of production) of each mode of production? (2) What does Marx say about the "ideas of the ruling class"? How are the ideas of the ruling class related to the mode of production? (3) Finally, what does Marx think about the state?

Here is a guide to how this long text is broken up.

• From pages 162-172 in the reader, Marx describes the relationship between "ideas" (e.g. religion or politics) and the material relationships that determine a mode of production.
• From pages 172-177, you can read a succinct account of how feudalism changed into capitalism (the question is: what caused this transition?).
• From pages 177-184, you can read about Marx's theory of the state and why he thinks the proletariat are unlike any other revolutionary class.

Of further interest:

Frase, Peter. 2011. Four Futures. *Jacobin*. **https://jacobinmag.com/2011/12/four-futures (https://jacobinmag.com/2011/12/four-futures)**

Slides: **Week9_Day1--Ideology.pdf** |
| | 23 Oct | | Marx, Karl. 1859. Preface to "A Contribution to the Critique of Political Economy." **https://www.marxists.org/archive/marx/works/1859/critique-pol-economy/preface.htm (https://www.marxists.org/archive/marx/works/1859/critique-pol-economy/preface.htm)** [This is a short text where Marx summarizes what he wrote on *The German Ideology*, i.e. his theory of history, social change, and the relationship between economic relations and ideology. Read carefully the four paragraphs following "The first work which I undertook to dispel..."]

Klein, Ezra. 2015. Why the New York Times's Amazon story is so controversial, explained. *Vox*. **http://www.vox.com/2015/8/17/9166023/new-york-times-amazon (http://www.vox.com/2015/8/17/9166023/new-york-times-amazon)**

Thompson, Derek. 2019. Workism Is Making Americans Miserable. *The Atlantic.* **https://www.theatlantic.com/ideas/archive/2019/02/religion-workism-making-americans-miserable/583441/ (https://www.theatlantic.com/ideas/archive/2019/02/religion-workism-making-americans-miserable/583441/)**

Reading Questions: Read the short Marx text first since it will re-acquaint you with the theory of ideology that you read before and that we discussed in class. Then read the two pieces. Ezra Klein describes how some employees at Amazon really love their work while others hate it. Derek Thompson describes how a certain type of white-collar Americans really |

			love their work but argues that it is *really* making them miserable. What's ideology and what's not? **Of further interest:** Ferenstein, Greg. 2015. The unusual politics of Silicon Valley, explained. *Vox*. **https://www.vox.com/2015/9/29/9411117/silicon-valley-politics-charts** **(https://www.vox.com/2015/9/29/9411117/silicon-valley-politics-charts)** Bernstein, Michael. 2017. The Future of Work: Working for the Machine. *Pacific Standard*. **https://psmag.com/economics/the-future-of-work-working-for-the-machine** **(https://psmag.com/economics/the-future-of-work-working-for-the-machine)** Kittur, A., Nickerson, J.V., Bernstein, M., Gerber, E., Shaw, A., Zimmerman, J., Lease, M. and Horton, J., 2013, February. The future of crowd work. In *Proceedings of the 2013 conference on Computer supported cooperative work* (pp. 1301-1318). ACM. [**pdf**] Thompson, Derek. 2012. Where did all the workers go? 60 years of economic change in one graph. *The Atlantic*. **https://www.theatlantic.com/business/archive/2012/01/where-did-all-the-workers-go-60-years-of-economic-change-in-1-graph/252018/** **(https://www.theatlantic.com/business/archive/2012/01/where-did-all-the-workers-go-60-years-of-economic-change-in-1-graph/252018/)**
	25 Oct		Marx, Karl. 1859. Preface to "A Contribution to the Critique of Political Economy." **https://www.marxists.org/archive/marx/works/1859/critique-pol-economy/preface.htm** **(https://www.marxists.org/archive/marx/works/1859/critique-pol-economy/preface.htm)** [This is a short text where Marx summarizes what he wrote on *The German Ideology*, i.e. his theory of history, social change, and the relationship between economic relations and ideology. Read carefully the four paragraphs following "The first work which I undertook to dispel..." This is pretty much his theory of historical materialism and the origin of ideology **in four paragraphs**. **Please read this!**] Marx, Karl and Friedrich Engels. The German Ideology. From *The Marx-Engels Reader*. pp.146-200. [**pdf**] [**Read pages 172-177** (start from the section labeled "The Real Basis of Ideology"; stop when you reach the subsection titled "The Relation of the State and Law to Property") and **then 170-172** (start from the top of the second column which begins with "History is nothing but the succession of ... " and read until you reach the section "The Real Basis of Ideology").] **Reading Notes:** Read in the order above. First read the Preface which elegantly summarizes Marx's theory of historical materialism in 4 paragraphs. Then read pages 172-177 which describe how feudalism changed into capitalism. Pages 170-72 describe the ideology of the bourgeoisie (i.e. liberalism). Please answer the forum post here: **Ideology (Week 9 forum post)**
10	28 Oct	The State	Marx, Karl and Friedrich Engels. The German Ideology. From *The Marx-Engels Reader*. pp.146-200. [**pdf**] [Read pages 162-166 (start from the subsection titled "History" and end at section titled "Concerning the Production of Consciousness") and then 177-178 (start from the section "The Relation of State and Law to Property" and stop when you reach the section "Natural and Civilized Instruments of Production").] Engels, Friedrich. The Origins of the Family, Private Property and the State. From *The Marx-Engels Reader*. pp 734-59. [**pdf**] [Read only pages 193-197 in the reader. Start from the section titled "The State" and read till the end of the essay.]

			Of further interest:
			Lemann, Nicholas. 2008. Conflicts of Interest. *The New Yorker*. **https://www.newyorker.com/magazine/2008/08/11/conflict-of-interests** **(https://www.newyorker.com/magazine/2008/08/11/conflict-of-interests)** [**pdf**]
	30 Oct		Gray, Mary and Siddharth Suri. 2019. Working Hard (For More Than) The Money. From *Ghost Work: How to Stop Silicon Valley from Building a New Global Underclass.* [**pdf**] Roosevelt, Margot and Ryan Faughnder. 2019. California has a new law for contract workers. But many businesses aren't ready for change. *The Los Angeles Times*. **https://www.latimes.com/business/story/2019-09-27/ab5-independent-contractors-how-businesses-are-responding** **(https://www.latimes.com/business/story/2019-09-27/ab5-independent-contractors-how-businesses-are-responding)** [**pdf**]
	1 Nov		Rosenblat, Alex. 2018. The Network That Uber Drivers Built. *Fast Company*. **https://www.fastcompany.com/40501439/the-network-uber-drivers-built** **(https://www.fastcompany.com/40501439/the-network-uber-drivers-built)** Rogers, Brishen. 2015. Basic Income in a Just Society. *Boston Review.* **http://bostonreview.net/forum/brishen-rogers-basic-income-just-society** **(http://bostonreview.net/forum/brishen-rogers-basic-income-just-society)** **Of further interest:** Konczal, Mike. 2014. Socialize Uber. *The Nation*. **https://www.thenation.com/article/socialize-uber/** **(https://www.thenation.com/article/socialize-uber/)** . Ackerman, Seth. 2014. How to socialize Uber. *Jacobin*. **https://www.jacobinmag.com/2015/04/uber-exploitation-worker-cooperative-socialize/** **(https://www.jacobinmag.com/2015/04/uber-exploitation-worker-cooperative-socialize/)** Ticona, Julia and Alexandra Mateescu. 2018. How Domestic Workers Wager Safety in the Platform Economy. *Fast Company*. **https://www.fastcompany.com/40541050/how-domestic-workers-wager-safety-in-the-platform-economy** **(https://www.fastcompany.com/40541050/how-domestic-workers-wager-safety-in-the-platform-economy)** Press, Alex. 2018. Code Red. *n+1*. **https://nplusonemag.com/issue-31/politics/code-red/** **(https://nplusonemag.com/issue-31/politics/code-red/)** Spross, Jeff. 2019. How robots became a scapegoat for the destruction of the working class. *The Week*. **https://theweek.com/articles/837759/how-robots-became-scapegoat-destruction-working-class** **(https://theweek.com/articles/837759/how-robots-became-scapegoat-destruction-working-class)** Yglesias, Matthew. 2019. The push to break up Big Tech, explained. *Recode*. **https://www.vox.com/recode/2019/5/3/18520703/big-tech-break-up-explained** **(https://www.vox.com/recode/2019/5/3/18520703/big-tech-break-up-explained)** Please submit the forum post here: **The State (Week 10 forum post)** Please submit Paper 2 here: **Paper 2 (Marxism)**
11	4	Discourse	Rabinow, Paul. 1984. Introduction. From *The Foucault Reader*. [**pdf**] [Read

Nov		pages 235-237 in the reader. Start from the beginning until the section titled "The Problem of the Subject."]
		The Chomsky-Foucault Debate. YouTube.[15-minute video] **https://www.youtube.com/watch?v=J5wuB_p63YM (https://www.youtube.com/watch?v=J5wuB_p63YM)**
		(https://www.youtube.com/watch?v=J5wuB_p63YM)
		Reading Notes: Read Rabinow first. Read his description of the Chomsky-Foucault debate. Then watch the 15-minute clip of the debate. Then answer the Slack poll.
		Slides: Week11_Day1--Introduction to Social Construction.pdf
6 Nov		Foucault, Michel. 1978. We "Other Victorians." From *The History of Sexuality: An Introduction*. [**pdf**] [Read pages 249-254 in the reader.]
		Foucault, Michel. 1978. The Incitement to Discourse. From *The History of Sexuality: An Introduction*. [Read pages 255-264 in the reader] [**pdf**]
		Reading Notes: The chapter "We, 'Other Victorians'" sets up the big question of the book The History of Sexuality (which we will read in its entirety). Foucault asks: why is the story of sexuality often told in terms of how sexuality was suppressed and then liberated? As you will see, he argues that the answer is not quite so simple. The more important chapter is "The Incitement to Discourse" which describes the variety of ways that sexuality entered discourse even taboos were erected against sex.
		Slides: Week11_Day2--Foucault-discourse.pdf
8 Nov		Foucault, Michel. 1978. The Perverse Implantation. From *The History of Sexuality: An Introduction*. [Read pages 265-271 in the reader] [**pdf**]
		Lombroso, Cesare. 1876. Biology and Psychology of Insane Criminals. From *Criminal Man*. [**pdf**]
		Reading Notes: First read Foucault as he describes the thousands of perversions that the sciences of sexuality studied and described. Then read the chapter from Lombroso's Criminal Man (it's short) and think about all the different categories of criminals represented there.
		Please submit your forum post here: **Social Construction (Week 11 forum post)**
		Slides: Week11_Day3--Foucault-Perverts.pdf
12 11 Nov	**No Class, Veteran's Day**	
13 Nov		Foucault, Michel. 1978. Scientia Sexualis. From *The History of Sexuality: An Introduction*. [**pdf**] [Read pages 272-282 in the course reader]
		Articles on digital persuasion:
		The Great Hack. Directed by Jehane Noujaim and Karim Amer. You've already seen this movie but please go back and read the **forum post you wrote about it back in week 2**.
		Sifry, Micah. 2019. What Netflix's 'Great Hack' Gets Wrong About Cambridge Analytica. *The Nation*. **https://www.thenation.com/article/cambridge-analytica-facebook-**

hack/ (https://www.thenation.com/article/cambridge-analytica-facebook-hack/)

Martinez, Antonio Garcia. The Noisy Fallacies of Psychographic Targeting. *Wired*. **https://www.wired.com/story/the-noisy-fallacies-of-psychographic-targeting/** (https://www.wired.com/story/the-noisy-fallacies-of-psychographic-targeting/) [**pdf**]

Karpf, Dave. 2017. Will the real psychometric targeters please stand up? Civicist Blog. **https://civichall.org/civicist/will-the-real-psychometric-targeters-please-stand-up/** (https://civichall.org/civicist/will-the-real-psychometric-targeters-please-stand-up/)

Kroll, Andy. 2018. Cloak and Data: The Real Story Behind Cambridge Analytica's Rise and Fall. *Mother Jones*. **https://www.motherjones.com/politics/2018/03/cloak-and-data-cambridge-analytica-robert-mercer/** (https://www.motherjones.com/politics/2018/03/cloak-and-data-cambridge-analytica-robert-mercer/)

Reading Notes:

Since Monday is off, the reading is slightly higher though there is only one Foucault chapter since it's typically more dense. I hope you enjoy the other four pieces on Cambridge Analytica.

Foucault argues that the new sciences of the human are frameworks for producing the "truth" of sexuality. In turn, he argues that these frameworks both draw on and transcend the traditional way of eliciting the truth of sexuality in the West: the confession. What are the similarities and differences between the confession and the new techniques of truth?

We will introduce the topic that you will examine through the lens of social construction: the question of digital persuasion, of whether digital technologies manipulate us or not. You will read four articles that take a very different perspective from the movie The Great Hack which you already saw.

Slides: Week12_Day2--Foucault-BigPicture.pdf

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15 Nov

Foucault, Michel. 1978. The Deployment of Sexuality. From *The History of Sexuality: An Introduction*. [**pdf**] [Note: Read only chapters 1 and 2, titled "Objective" and "Method" respectively. I.e. read only pages 283-296 in the reader.]

Reading Notes: In these two chapters, you will find the first formal definition of what Foucault means by "power." In "Objective," Foucault lists all the attributes of the standard definition of power as a coercive force. He wonders why this is the only way we think of power. Then in "Method," he lists the new mechanisms of power which he argues are far more characteristic of modernity, a "power without the king." What are some of its characteristics? What do you make of Foucault's "four rules"?

Please answer your forum post here: **Cambridge Analytica (Week 12 forum post)**

Slides: Week12_Day3--Foucault-Power.pdf

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13 | 18 Nov | Biopower

Foucault, Michel. 1982. The Subject and Power. *Critical Inquiry Vol. 8, No. 4 (Summer, 1982), pp. 777-795*. [**pdf**] [Read only a few pages. Start from the section titled "What constitutes the specific nature of power?" (page 329 of reader) and stop when you reach the section "Relations of power and relations of strategy" (page 332 of reader)].

Foucault, Michel. 1978. The Deployment of Sexuality. From *The History of Sexuality: An Introduction*. [**pdf**] [Note: Read only chapters 3 and 4, titled

"Domain" and "Periodization" respectively. I.e. read only pages 296-310 in the reader.]

Reading Notes: Start from "The Subject and Power." This was written specifically by Foucault to explain clearly his concept of power, based on a request from his interpreters, Dreyfus and Rabinow.

Then read the next two chapters of "The Deployment of Sexuality." Here Foucault returns to his topic of sexuality in the 19th century by describing four different problem-areas that emerged in the scientific discourses of the 19th century. Experts saw the problem of government as related to four key issues: women's bodies, children's sexuality, procreative behavior, and perversions. How many of these are still with us today? What's different?

20 Nov		Lepore, Jill. 2018. A Constitution of the Air. From *These Truths: A History of the United States*. [Start reading from "Campaigns, Inc...." and stop when you reach "In November 1936, Roosevelt won reelection..."] [**pdf**] Avirgan, Jody. 2016. Podcast with Daniel Kreiss: A History of Data in American Politics. *Five Thirty Eight*. Part 1. To listen: **https://podcasts.apple.com/us/podcast/29-a-history-of-political-data-part-one/id1011406983?i=1000391467966** (https://podcasts.apple.com/us/podcast/29-a-history-of-political-data-part-one/id1011406983?i=1000391467966) . Summary: **http://fivethirtyeight.com/features/a-history-of-data-in-american-politics-part-1-william-jennings-bryan-to-barack-obama/** (http://fivethirtyeight.com/features/a-history-of-data-in-american-politics-part-1-william-jennings-bryan-to-barack-obama/) Part 2. To listen: **https://podcasts.apple.com/us/podcast/30-a-history-of-political-data-part-two/id1011406983?i=1000391467913** (https://podcasts.apple.com/us/podcast/30-a-history-of-political-data-part-two/id1011406983?i=1000391467913) . Summary: **http://fivethirtyeight.com/features/a-history-of-data-in-american-politics-part-2-obama-2008-to-the-present/** (http://fivethirtyeight.com/features/a-history-of-data-in-american-politics-part-2-obama-2008-to-the-present/) You can read the highlights but I suggest listening to the podcast. **Of further interest:** Part 3 **https://fivethirtyeight.com/features/a-history-of-data-in-american-politics-part-3-the-2016-primaries/** (https://fivethirtyeight.com/features/a-history-of-data-in-american-politics-part-3-the-2016-primaries/) **Reading Notes**: The extract from Jill Lepore describes the the rise of political consulting, political polling, and political campaigning via radio in the early years of the 20th century America. The podcast describes the types of data that American political parties have used: from mailing lists for direct mail to voter files. Throughout history, you can see people arguing about where to draw the line between persuasion and manipulation. How might this history inform our current debate? How does this history help you think about power relations in the context of political persuasion?
22 Nov		Warren, Elizabeth. 2019. Facebook changed their ads policy to allow politicians to run ads with known lies. *Twitter*. **https://twitter.com/ewarren/status/1183019880867680256?s=20** (https://twitter.com/ewarren/status/1183019880867680256?s=20) Dorsey, Jack. 2019. We've made the decision to stop all political advertising on Twitter globally. *Twitter*.

https://twitter.com/jack/status/1189634360472829952
(https://twitter.com/jack/status/1189634360472829952)

McGregor, Shannon. 2019. Why Twitter's ban on political ads isn't as good as it sounds. *The Guardian*.
https://www.theguardian.com/commentisfree/2019/nov/04/twitters-political-ads-ban
(https://www.theguardian.com/commentisfree/2019/nov/04/twitters-political-ads-ban)

Weintraub, Ellen. 2019. Don't abolish political ads on social media. Stop microtargeting. *The Washington Post*.
https://www.washingtonpost.com/opinions/2019/11/01/dont-abolish-political-ads-social-media-stop-microtargeting/
(https://www.washingtonpost.com/opinions/2019/11/01/dont-abolish-political-ads-social-media-stop-microtargeting/) [pdf]

Oremus, Will. 2019. Twitter's Ban on Political Ads Will Hurt Activists, Labor Groups, and Organizers. *OneZero*.
https://onezero.medium.com/twitters-ban-on-political-ads-will-hurt-activists-labor-groups-and-organizers-c339908b841d
(https://onezero.medium.com/twitters-ban-on-political-ads-will-hurt-activists-labor-groups-and-organizers-c339908b841d) [pdf]

Gillespie, Tarleton. 2019. We need to fix online advertising. All of it. *Slate*.
https://slate.com/technology/2019/11/twitter-political-ad-ban-online-advertising.html   (https://slate.com/technology/2019/11/twitter-political-ad-ban-online-advertising.html)

Kreiss, Daniel and Matt Perault. 2019. Four Ways to Fix Social Media's Political Ads Problem -- Without Banning Them. The New York Times.
https://www.nytimes.com/2019/11/16/opinion/twitter-facebook-political-ads.html   (https://www.nytimes.com/2019/11/16/opinion/twitter-facebook-political-ads.html) . [pdf]

Of further interest:

Wilson, Chris. 2019. Getting rid of microtargeting in political advertising is a terrible idea. *The Washington Post*.
https://www.washingtonpost.com/opinions/2019/11/17/getting-rid-microtargeting-political-advertising-is-terrible-idea/
(https://www.washingtonpost.com/opinions/2019/11/17/getting-rid-microtargeting-political-advertising-is-terrible-idea/) [pdf]

McGregor, Shannon and Daniel Kreiss. 2019. Conservatives say Google and Facebook are censoring them. Here's the real background. *The Monkey Cage*.
https://www.washingtonpost.com/politics/2019/08/01/are-google-facebook-censoring-conservatives-problem-is-more-widespread-than-that/#click=https://t.co/EqWCk1BScj
(https://www.washingtonpost.com/politics/2019/08/01/are-google-facebook-censoring-conservatives-problem-is-more-widespread-than-that/#click=https://t.co/EqWCk1BScj) . [pdf]

Bershidsky, Leonid. 2019. Twitter's Political Ad Ban Is Disingenuous. *Bloomberg News*. https://www.bloomberg.com/opinion/articles/2019-10-31/twitter-s-political-ad-ban-belies-its-trump-bump-dependence
(https://www.bloomberg.com/opinion/articles/2019-10-31/twitter-s-political-ad-ban-belies-its-trump-bump-dependence)

Zittrain, Jonathan. 2019. A Jury of Random People Can Do Wonders for Facebook. *The Atlantic*.
https://www.theatlantic.com/ideas/archive/2019/11/let-juries-review-facebook-ads/601996/
(https://www.theatlantic.com/ideas/archive/2019/11/let-juries-review-facebook-ads/601996/) [pdf]

|			
			Jack, Caroline. 2018. Grappling with the Weirdness of Advertising. *Data and Society: Points*. **https://points.datasociety.net/grappling-with-the-weirdness-of-advertising-8be8329f1977** **(https://points.datasociety.net/grappling-with-the-weirdness-of-advertising-8be8329f1977)**
			Thompson, Ben. 2019. Tech and Liberty. *Stratechery*. **https://stratechery.com/2019/tech-and-liberty/** **(https://stratechery.com/2019/tech-and-liberty/)**
			Frederik, Jesse and Maurits Martijn. 2019. The new dotcom bubble is here, it's called online advertising. *The Correspondent*. **https://thecorrespondent.com/100/the-new-dot-com-bubble-is-here-its-called-online-advertising/13228924500-22d5fd24** **(https://thecorrespondent.com/100/the-new-dot-com-bubble-is-here-its-called-online-advertising/13228924500-22d5fd24) [pdf]**
			Please answer the forum post here: **Social Media Advertising (Week 13)**
14	25 Nov		Foucault, Michel. 1978. Right of Death and Power Over Life. From *The History of Sexuality: An Introduction*. **[pdf]** [Read pages 311-323 in the reader.]
			Of further interest:
			Hacking, Ian. "Biopower and the Avalanche of Printed Numbers." In *Biopower: Foucault and Beyond* (2015). **[pdf]**
			Reading Notes: In this final chapter of *The History of Sexuality,* Foucault outlines what he thinks is the emblematic power of the 19th century, one that is responsible for the explosion of discourse on sexuality. He calls this "bio-power"; this power, he argues, consists of particular techniques through which individual human bodies and collective human populations are made more productive. As you read, ask yourself: how is bio-power productive? What does it produce? Why is the chapter called "Right of Death and Power over Life"?
			Please post your forum post here: **The History of Sexuality (Week 14)**
	27 Nov	**No Class – Thanksgiving Weekend**	
	29 Nov	**No Class – Thanksgiving Weekend**	
15	2 Dec		Igo, Sarah. 2007. America in Aggregate. From *The Averaged American: Surveys, Citizens, and the Making of a Mass Public*. **[pdf]**
			Reading Notes: Sarah Igo describes how the bio-politics of the 19th century that concentrated on statistics about deviancy and crime turned into a bio-politics of the "normal"--as mass surveyers tried to understand who the "typical" American was. Think back to the question of how dependent at least two of our figures--the uninformed public and the irrational voter--are dependent on surveys. It might be fun to ask yourself the perennial question: what came first, public opinion or mass surveys?
	4 Dec		Kreiss, Daniel. 2019. Microtargeting, the quantified persuasion. *Internet Policy Review*. **https://policyreview.info/articles/analysis/micro-targeting-quantified-persuasion** **(https://policyreview.info/articles/analysis/micro-targeting-quantified-persuasion)** .

			Thompson, Nicholas. 2017. Our minds have been hijacked by our phones. Tristan Harris wants to rescue them. *Wired*. **https://www.wired.com/story/our-minds-have-been-hijacked-by-our-phones-tristan-harris-wants-to-rescue-them/?src=longreads (https://www.wired.com/story/our-minds-have-been-hijacked-by-our-phones-tristan-harris-wants-to-rescue-them/?src=longreads)** **(https://www.wired.com/story/our-minds-have-been-hijacked-by-our-phones-tristan-harris-wants-to-rescue-them/?src=longreads) [pdf]**
			Scheiber, Noam. 2017. How Uber Uses Psychological Tricks to Push Its Drivers' Buttons. The New York Times. **https://www.nytimes.com/interactive/2017/04/02/technology/uber-drivers-psychological-tricks.html (https://www.nytimes.com/interactive/2017/04/02/technology/uber-drivers-psychological-tricks.html) [pdf]**
			Of further interest:
			Frederik, Jesse and Maurits Martijn. 2019. The new dotcom bubble is here, it's called online advertising. *The Correspondent*. **https://thecorrespondent.com/100/the-new-dot-com-bubble-is-here-its-called-online-advertising/13228924500-22d5fd24 (https://thecorrespondent.com/100/the-new-dot-com-bubble-is-here-its-called-online-advertising/13228924500-22d5fd24) [pdf]**
			Reading Notes: Read Kreiss first; he is trying to do a Foucauldian deconstruction of the controversy over political advertising and social media. What do you make of it?
			The next two articles by Thompson and Scheiber will introduce you to other contexts where the same persuasion/manipulation debate is playing out. What would Foucault say?
	6 Dec		No readings. We will sum up what this class has been about. Discussion of paper 3 and the exam.
			The final exam will be held in 212 Wheeler (our regular classroom) from 3-6 pm. For those with accommodations, it will be held in a separate room about which I will notify you via email. You're free to take up this option or just take the exam in the regular classroom.
			Here is a study-guide to think about what you need to do to prepare for the exam: **100AFinal Exam Study Guide.pdf**
			The exam will be open-notes. However, you may not use a computer. If you have digital notes, please print them out. If you have notes written in the reader, you can bring the reader. If you have annotated the pdf, print it out and bring the printouts to the exam.
			For details on the exam go here: **Final Exam**
			For sample questions, see:
			• **Sample Theory Questions** • **Sample Application Questions**
			Please post your final forum post here: **Summing up liberalism, Marxism, and social construction (Week 15)**
16	9 Dec	No class/RRR week	
	11 Dec		

Honor Code

The student community at UC Berkeley has adopted the following Honor Code: "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." The expectation is that you will adhere to this code both inside the classroom and outside. Reviewing lecture and reading materials and studying for exams can be enjoyable and enriching things to do with fellow students. This is recommended. However, unless otherwise instructed, homework assignments are to be completed independently and materials submitted as homework should be the result of one's own independent work.

The University code of ethics is very severe on academic misconduct, i. e. plagiarism and cheating. All written work submitted for a course, except for acknowledged quotations, must be expressed in the student's own words. It must also be constructed upon a plan of the student's own devising. Work copied without acknowledgement from a book, from another student's paper, from the internet, or from any other source is plagiarized. Plagiarism can range from wholesale copying of passages from another's work to using the views, opinions, and insights of another without acknowledgement, to paraphrasing another person's original phrases without acknowledgement. All sources must therefore be documented and all usage of other material must be clearly cited in your papers. Plagiarism and cheating will have dramatic consequences for you, from failing the assignment to failing the entire course. All cases will also be referred to the Student Judicial Affairs, which can impose a variety of sanctions that can extend all the way to University expulsion. Please feel free to **ask your instructor** about how to integrate secondary materials into your own writing. For a full copy of the University code, see: **http://sa.berkeley.edu/code-of-conduct   (http://sa.berkeley.edu/code-of-conduct)** . For guidelines on plagiarism, see: **http://sa.berkeley.edu/cite-responsibly (http://sa.berkeley.edu/cite-responsibly)** .

Course Summary:

Date	Details	
Sat Sep 7, 2019	**The Great Hack (Week 2 forum post)** (https://bcourses.berkeley.edu/courses/1484085/assignments/8010702)	due by 11:59pm
Fri Sep 13, 2019	**John Stuart Mill (Week 3 forum post)** (https://bcourses.berkeley.edu/courses/1484085/assignments/8020910)	due by 11:59pm
Fri Sep 20, 2019	**Carol Pateman (Week 4 forum post)** (https://bcourses.berkeley.edu/courses/1484085/assignments/8023554)	due by 11:59pm
Fri Sep 27, 2019	**Summing up liberalism (Week 5 forum post)** (https://bcourses.berkeley.edu/courses/1484085/assignments/8026064)	due by 11:59pm
Fri Oct 4, 2019	**Marx and Digital Work (Week 6 forum post)** (https://bcourses.berkeley.edu/courses/1484085/assignments/8028137)	due by 11:59pm
Sun Oct 6, 2019	**Paper 1 (Liberalism)** (https://bcourses.berkeley.edu/courses/1484085/assignments/8024096)	due by 11:59pm
Fri Oct 11, 2019	**Marx's political economy (Week 7 forum post)** (https://bcourses.berkeley.edu/courses/1484085/assignments/8028860)	due by 11:59pm
Fri Oct 18, 2019	**Sub-theories of Marxism (Week 8 forum post)** (https://bcourses.berkeley.edu/courses/1484085/assignments/8030652)	due by 11:59pm
Fri Oct 25, 2019	**Ideology (Week 9 forum post)** (https://bcourses.berkeley.edu/courses/1484085/assignments/8032913)	due by 11:59pm
Sat Nov 2, 2019	**The State (Week 10 forum post)** (https://bcourses.berkeley.edu/courses/1484085/assignments/8034692)	due by 11:59pm
Sat Nov 9, 2019	**Social Construction (Week 11 forum post)** (https://bcourses.berkeley.edu/courses/1484085/assignments/8036194)	due by 11:59pm
Sun Nov 10, 2019	**Paper 2 (Marxism)** (https://bcourses.berkeley.edu/courses/1484085/assignments/8030641)	due by 11:59pm
Sat Nov 16, 2019	**Cambridge Analytica (Week 12 forum post)** (https://bcourses.berkeley.edu/courses/1484085/assignments/8037294)	due by 11:59pm

Date	Details	
Sat Nov 23, 2019	📝 **Social Media Advertising (Week 13)** **(https://bcourses.berkeley.edu/courses/1484085/assignments/8040204)**	due by 11:59pm
Sat Nov 30, 2019	📝 **The History of Sexuality (Week 14)** **(https://bcourses.berkeley.edu/courses/1484085/assignments/8040999)**	due by 11:59pm
Sun Dec 8, 2019	📝 **Paper 3 (Explainer)** **(https://bcourses.berkeley.edu/courses/1484085/assignments/8038903)**	due by 11:59pm
Wed Dec 11, 2019	📝 **Summing up liberalism, Marxism, and social construction (Week 15)** **(https://bcourses.berkeley.edu/courses/1484085/assignments/8042738)**	due by 11:59pm
	📝 **Final Exam** **(https://bcourses.berkeley.edu/courses/1484085/assignments/8045688)**	
	📝 **Section Participation + Slack Posts + In-class activities score (from Excel sheet)** **(https://bcourses.berkeley.edu/courses/1484085/assignments/8045687)**	