

THE AMERICAN UNIVERSITY OF PARIS

<u>COURSE TITLE:</u>	The Internet and Globalization	<u>COURSE NO:</u>	CM221
<u>PREREQUISITES:</u>	None	<u>SEMESTER:</u>	Fall
<u>PROFESSOR:</u>	Bernard Geoghegan	<u>CREDITS:</u>	3
<u>CLASS</u>	Tuesdays and Wednesdays, 15:20-16:40	<u>ROOM NO:</u>	Tues C-12
<u>SCHEDULE:</u>			Wed C-14
<u>OFFICE HOURS:</u>	Wednesdays, 12-2, by appointment.	<u>PERIOD (S):</u>	5
<u>OFFICE NUMBER:</u>	C-56		
<u>OFFICE TEL EXT:</u>	TBA		
<u>CONTACT:</u>	<i>bgeoghegan@aup.edu</i>		

COURSE DESCRIPTION:

This course provides an introduction to contemporary topics in the Internet and globalization, with an emphasis on research utilizing cultural theory and media history. Topics to be discussed include: theories of the “information age” and “network society”; new cultural geographies articulated through global information technologies; the Internet as a virtual space for experimenting with race, class and identity; the Internet as a global political technology; network warfare; and emerging online markets considered from producer, consumer and “prosumer” perspectives. Throughout the semester students will also re-consider and contextualize contemporary discourse and phenomena associated with the Internet by studying previous of previous periods of media change.

STUDENT LEARNING GOALS:

Students should develop a familiarity with major contemporary cultural debates concerning the Internet, especially the Internet and globalization. Through in-class discussions, participation in online forums, and exams, students will develop their ability to clearly explain and discuss these debates, and develop a critical and historical perspective on them. Each student will also participate in one class presentation, with the goal of cultivating oral presentation and research skills.

GENERAL EDUCATION: This course fulfills one or more General Education requirement ___ Yes __X_No
If yes specify:

TEXTS:

REQUIRED:

- “The Internet and Globalization” Course Reader, to be available at school bookstore.
- Regular access to the World Wide Web and familiarity with the Blackboard website mandatory.

GRADING:

<i>Writing Assignments and Questions:</i>	100 points (25% of final grade)
<i>Class Participation and Presentation:</i>	100 points (25% of final grade)
<i>Mid-Term Exam:</i>	100 points (25% of final grade)
<i>Final Exam:</i>	100 points (25% of final grade)
TOTAL	400 points

Writing Assignments and Questions:

- By 24:00 the evening before each class students must submit three critical questions in response to the course readings (36 points). In addition, students must complete eight out of a possible eleven reading writing assignments throughout the semester (64 points). Responses should be 400-600 words and posted on Blackboard, along with the three questions. These must be students' original work, not plagiarized. Students are encouraged to read and comment on one another's postings before class.

Class Participation and Presentation:

- Students should participate in all course sessions through in-class discussions and Blackboard comments (60 points). Once during the semester students will be asked to make a class presentation, either alone or in groups (40 points). Students are must meet with the professor a week before their presentation for guidance.

Mid-Term Exam:

- The midterm exam (100 points) will consist of six questions, out of which students must choose to answer four. A longer list of possible questions will be provided a week before the exam.

Final Exam:

- The final exam (100 points) is cumulative, and will consist of six questions, out of which students must choose to answer four. A longer list of possible questions will be provided at least a week before the exam.

ATTENDANCE POLICY:

Students studying at The American University of Paris are expected to attend ALL scheduled classes. A maximum of four (4) *excused* absences per semester may be requested for all 3-credit courses. Two (2) *excused* absences per semester per 1-credit course may be requested. The French Department has its own attendance policy. Students are responsible for compliance.

Attendance at all exams is mandatory.

Student Affairs will *recommend* that a professor excuse an absence for the following reason only:

Involuntary absences due to illness or personal emergencies, upon presentation of documentary proof of illness or emergency.

Religious and National Holidays:

Due to the large number of nationalities and faiths represented at the University, religious and national holidays (other than those on the academic schedule) will not be excused by Student Affairs.

Academic Affairs will excuse an absence for students' participation in study trips related to their

courses.

Lateness to course meetings:

If a student arrives at course meetings more than 10 minutes late without documentation for one of the above scenarios, it will be considered an *unexcused* absence.

All documentation must be submitted to the Office of Student Affairs within ONE WEEK following the first day of the absence.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR AND FOR ARRANGING TO MAKE UP MISSED WORK RESTS SOLELY WITH THE STUDENT.

Whether an absence (excused or unexcused) is accepted or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive excused and unexcused absences, it is up to the professor or the department to decide if the student will receive an “F” for the course. An instructor may recommend the withdrawal of a student whose absences from any course, *excused or not*, have made it impossible to continue in the course at a satisfactory level. The professor may consult with Student Affairs for additional information.

Students must be mindful of this policy when making their travel arrangements, and **especially during the Drop/Add and Exam Periods.**

ENGLISH LANGUAGE PROFICIENCY STATEMENT: As an Anglophone university, The American University of Paris is strongly committed to effective English language mastery at the undergraduate level. Most courses require scholarly research and formal written and oral presentations in English, and AUP students are expected to strive to achieve excellence in these domains as part of their course work. To that end, professors include English proficiency among the criteria in student evaluation, often referring students to the university Writing Lab where they may obtain help on specific academic assignments. Proficiency in English is monitored at various points throughout the student's academic career, most notably during the admissions and advising processes, while the student is completing general education requirements, and during the accomplishment of degree program courses and senior theses.

OUTLINE:

Module 1: Introductions to the Internet and Globalization

Tuesday, September 9th

Introduction to course (overview of reading materials, Blackboard, requirements and expectations for the course, sign up for class presentations, etc.)

Wednesday, September 10th

Origins, Scope, and Trajectory of the Internet

- McPhail, Thomas. “The Internet: New Frontier.” *Global Communication: Theories, Stakeholders, and Trends*. Wiley-Blackwell, 2005. 290-331.

Tuesday, September 16th

An information revolution?

- Robins, Kevin, and Frank Webster. "The Long History of the Information Revolution." *Times of the Technoculture: From the Information Society to the Virtual Life*. London: Routledge, 1999. 89-110.

Writing Assignment: Was the development of the Internet the result of short-term technological and political transformations or long-term social change? Last week McPhail explained the rise of the Internet with a focus on post-World War II changes in technology, politics, society and economy. Today's reading focused on a "long history" of social and political transformations, unfolding over the course of centuries. Compare and contrast these two arguments, explaining which you find more plausible.

Wednesday, September 17th

An information age?

- Castells, Manuel. "An Introduction to the Information Age," *The Blackwell City Reader*, Ed. Gary Bridge & Sophie Watson. Malden, Mass.: Blackwell Publishing, 2002.

Student presentation: Case Study in Media History: The (Counter-) Cultural Origins of the Internet

Module 2: The Fate of Place in the Age of the Global Networks

Tuesday, September 23rd

Bridging Space: Internet as global village?

- "The Geography of the Internet." *The Internet Galaxy: Reflections on the Internet, Business, and Society*. Oxford: Oxford University Press, 2001. 207-24.

Writing Assignment: Does the Internet tend to overcome geographical, cultural and economic differences, or reinforce them? In answering this question compare today's Castells's claims with more recent measurements of global, cultural and geographic diversity among web users from two or more of the following links (for extra credit, find sites of your own to supplement this data, and post the links within your response):

<http://www.internetworldstats.com/stats.htm> (links to Internet usage according to region, language, etc, explore various pages)

<http://www.internettrafficreport.com/main.htm>

<http://www.internetworldstats.com/stats7.htm>

<http://www.pewinternet.org/PPF/c/2/topics.asp> (one of the leading Internet research centers, and a useful resource for all things related to this class)

www.netdimes.org (good set of visualization tools, may require downloads and lots of memory on your computer, but well worth the effort)

<http://www.akamai.com/html/technology/nui/retail/charts.html> (Akami site includes especially interesting data on commercial and retail uses of the Internet)

Wednesday, September 24th

Bridging Space: Internet as global village?

- Castells, Manuel. "The Geography of the Internet." *The Internet Galaxy: Reflections on the Internet, Business, and Society*. Oxford: Oxford University Press, 2001. 224-247.

Student Presentation: Marshall McLuhan and his Critics on "the Global Village"

Tuesday, September 30th

Local Meanings in Global Media

- Meyerovitz, Joshua. "The Rise of Glocality." *A Sense of Place: The Global and the Local in Mobile Communications*. Vienna: Passagen Verlag, 2005. <21st.century.phil-inst.hu/Passagen_engl4_Meyrowitz.pdf>.
- Light, Jennifer S. "From City Space to Cyberspace." *Virtual Geographies: Bodies, Space, and Relations*. Ed. Mike Crang, Phil Crang, & Jon May. London: Routledge, 1999. 109-130.

Writing Assignment: Is the Internet promoting a renewed concern or sensitivity to local community? It has often been said that the Internet promotes the annihilation or collapse of space and time. For this session we've read two authors who suggest the Internet may be re-affirming users' relationship to local spaces and communities. Find examples of websites, podcasts, etc, *from your region of origin* that try to sustain or improve local community. Discuss how these artifacts support or undermine Meyerowitz's and Light's claims.

Wednesday, October 1st

Local Meanings in Global Empire

- Poster, Mark. "Perfect Transmissions: Evil Bert Laden." *Information Please: Culture and Politics in the Age of Digital Machines*. Durham: Duke University Press, 2006. 9-25.

Student Presentation: Case Study in Media History: The Telegraph as Victorian Internet?

Module 3: Modulating Bodies and Identity Online

Tuesday, October 7th

Online Disembodiment

- Stone, Allucquère Rosanne. "Will the Real Body Please Stand Up?" *The Cybercultures Reader*. Ed. David Bell. London: Routledge, 2007. 504-528.
- Writing assignment:** Do online or virtual environments enable you to modulate or suspend normative experiences of your identity or body? Use concrete examples from your own experiences online, and discuss whether they are typical of most online activity. Use this to argue for or against Stone's claims in today's reading.

Wednesday, October 8th

Critiquing Disembodiment

- Robins, Kevin. "Cyberspace and the World We Live in." *Body & Society* 1.3-4 (1995): 135-155.

Student Presentation: Posthuman Body Art: Stelarc and Orlan.

Tuesday, October 14th

Experimenting with Race and Ethnicity Online: Art

- **Writing Assignment:** How (if at all) does the Internet provide unique or "medium-specific" techniques for interrogating race, class, ethnicity, national identity, and gender in a globalizing world? Today we are considering examples of online art that use the internet as a forum for web-surfers to explore identities, communities, cultures, that are not their own. Often these artists use humor, irony, and satire. Visit the websites below, and discuss how they use (or not) the technologies of the Internet to investigate race and ethnicity both on- and offline.
- Rent-a-negro: <http://www.rent-a-negro.com/>
- Cybracero: <http://www.cybracero.com/>. Also see the short film at <http://www.invisibleamerica.com/whycybraceros.shtml>
- Cunnilingus in North Korea
http://www.yhchang.com/CUNNILINGUS_IN_NORTH_KOREA.swf
- Dystopia + Identity in the Age of Global Communications
<http://www.tribes.org/dystopia/artists.html>

Wednesday, October 15th

Experimenting with Race and Ethnicity Online: Ethnic Tourism

- Nakamura, Lisa. "Race In/For Cyberspace: Identity Tourism and Racial Passing on the Internet." *The Cybercultures Reader*. Ed. David Bell. London: Routledge, 2007. 712-720.

Student Presentation: Is Identity a Construction? Experiments at Stanford's *Virtual Human Interaction Lab*

Tuesday, October 21st

Experimenting with Race and Ethnicity Online: E-Dating Across Borders

- Schaeffer-Grabel, Felicity. "Flexible Technologies of Subjectivity and Mobility across the Americas." *American Quarterly* 58.3 (2006): 891-914.
- **No Writing Assignment. Prepare for exam.**

Wednesday, October 22nd

Mid Term Exam: In-class.

Module 4: The Internet as World Political Technology

Tuesday, October 28th

National Identity under Assault

- Poster, Mark. "National Identities and Communications Technologies." *The Information Society* 15 (1999): 235-240.
- Dewan, Shaila. "Chinese Student in U.S. Is Caught in Confrontation." *The New York Times* 17 Apr 2008. 8 Aug 2008
<http://www.nytimes.com/2008/04/17/us/17student.html?_r=1&partner=rssnyt&mc=rss&pagewanted=print&oref=slogin>.

Writing assignment: Is the Internet reinforcing or undermining national identities? One of today's readings suggested that the Internet undermines national identities, while another suggested it provides a space for reaffirming national identities. Compare and contrast these two readings. Using an example from an Internet forum or site of your own selection, discuss whether the Internet tends to affirm or fracture national identities.

Wednesday, October 29th

Mobilizing National Identity

- Mitra, Ananda. "Virtual commonality: Looking for India on the Internet." *The Cybercultures Reader*. Ed. David Bell. London: Routledge, 2007. 676-696.

Student Presentation: Case Study in Media History: The Role of the Press in Creating National Identity

Tuesday, November 2nd

Grassroots Activism Online: Blogging

- Drezner, Daniel W., and Henry Farrell. "Web of Influence." *Foreign Policy* 145 (2004): 32-41.

Writing Assignment: Are blogs creating new varieties of politics and political debate? Spend 45 minutes visiting different political blogs. Explain how (or not) link-backs, comments, rapid updating, etc, shape the types of political debate and discussion taking place there. Discuss whether Drezner's claims for blogs are supported by what you see.

Wednesday, November 5th

Grassroots Activism Online: Protest and Counter-Publics

- Kahn, Richard, and Douglas Kellner. "New Media and Internet Activism: From the 'Battle of Seattle' to Blogging." *New Media Society* 6.1 (2004): 87-95.
- Kalathil, Shanthi. "Dot Com for Dictators." *Foreign Policy* Mar-April (2003): 43-48.

Student Presentation: A Case Study in Contemporary Media History: Salam Pax, "The Baghdad Blogger" in the Press, Film, and Online

Module 5: Network Warfare

Tuesday, November 11th

Fall Break

Wednesday, November 12th

Electronic Warfare: War, on the Net

- Webster, Frank. "Information Warfare in an Age of Globalisation." Ed. Daya Kishan Thussu & Des Freedman. London: Sage, 2003. 57-69.

Student Presentation: Case Study in Media History: The Military-Entertainment Complex, or, "Video Games and the Past Future of Warfare"

Tuesday, November 18th

Electronic Warfare: Netwar

- Kittler, Friedrich. "Cold War Networks or Kaiserstr. 2, Neubabelsberg." *New Media, Old Media: A History and Theory Reader*. Ed. Wendy Hui Kyong Chun & Thomas Keenan. New York: Routledge, 2006. 181-186.
- Arquilla, John, and David Ronfeldt. "The Advent of Netwar (Revisited)." *The Advent of Netwar*. Santa Monica, Ca.: RAND, 2000. 1-25.
- Takahashi, Dean. "Terrorists in Second Life." *Foreign Policy* Mar-Apr (2008): 93.

Writing Assignment: Have visions of electronic warfare changed since the advent of electronic computing in the 1940s and 1950s? After finishing the readings, watch the following 1950s United States Air Force promotional film for the Sage Missile Defense system (<http://www.youtube.com/watch?v=06drBN8nlWg>). How are the political, technological, and military ideals in this video similar or different from those in today's readings?

Wednesday, November 19th

Guest Speaker, TBA, date subject to change.

Module 6: New Markets and Symbolic Capital

Tuesday, November 25th

Fan communities Online

- Jenkins, Henry. "Quentin Tarantino's Star Wars? Digital Cinema, Media Convergence, and Participatory Culture." *Convergence Culture: Where Old and New Media Collide*. New York: New York University Press, 2006. 131-168.
- **Writing Assignment:** Does the Internet liberate fans from the corporate controls associated with film, broadcasting, and print media? Using today's reading as a starting point, discuss whether such fan communities online are "liberated" from the constraints of traditional media, or simply provide an additional outlet for extending traditional media's influence. **Alternative Writing Assignment:** Create your own story, video, or other media artifact that appropriates from another source, post it to the Internet, and post a link to that artifact on Blackboard.

Wednesday, November 26th

Transnational and Transmedia Production

- Derecho, Abigail. "Performing Transnational Anti-Fandom: Filipinos Protesting The Daily Show and Desperate Housewives Online."

Student Presentation: Case Study in Media History: Interactivity, or "A short

history of marginal and sleazy media.”

Tuesday, December 2nd

The Long Tail

- Anderson, Chris. “The Long Tail [Promotional Extract].” 110-139.
- Google “The Long Tail” online, and look for different spin-off platforms and artifacts Anderson used to promote his book online.

Writing assignment: How do Chris Anderson’s marketing strategies for “The Long Tail” illustrate his theoretical claims? Chris Anderson not only theorizes the “Long Tail,” but also used the Internet as an experimental site using Long Tail-marketing strategies to promote his own book and reputation (for example, the essay you read is a freely distributed supplement meant to cultivate long tail-style sales). Surf the Internet and find examples of other methods by which Anderson used nontraditional Internet distributions to promote his book and his ideas. Discuss the distinct types of texts, communities, and strategies associated with these examples.

Wednesday, December 3rd

From “New Media” to “Social Media”

- Manovich, Lev. “The Practice of Everyday Media Life.”
<www.manovich.net/DOCS/manovich_social_media.doc>.

Student Presentation: Rethinking the Long Tail: Anderson’s Critics (and his Response)

Tuesday, December 9th

“Free” Markets

- Stallman, Richard. “The GNU Manifesto.”
<<http://www.gnu.org/gnu/manifesto.html>>.
- Kelty, Christopher M. *Two Bits: The Cultural Significance of Free Software*. Durham, NC: Duke University Press, 2008. Skim the Introduction, Read Chapter 8 (243-268).
- Explore <http://twobits.net/>

Writing Assignment: Write a response to *Two Bits* on an appropriate section in <http://twobits.net/>. Provide a link to your response on Blackboard.

Wednesday, December 10th

No class, study for exam

Tuesday, December 16th

Final Exam, 15h30-18h00

BIBLIOGRAPHY:

According to your interests, some of the following may be useful as additional source materials, especially for class presentations. Please feel free to contact me for guidance.

- Abbate, Janet. "Government, Business, and the Making of the Internet." *Business History Review* 75.1 (2001): 147-176.
- Anderson, Benedict R. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso, 2006.
- Anderson, Chris. "Debating the Long Tail - Harvard Business Online's Conversation Starter." *Harvard Business Review* 27 Jun 2008. 14 Aug 2008
<http://conversationstarter.hbsp.com/2008/06/challenging_the_long_tail.html>.
- . *The Long Tail: Why the Future of Business Is Selling Less of More*. New York: Hyperion, 2006.
- Bailenson, J. N., and N. Yee. "Digital Chameleons: Automatic assimilation of nonverbal gestures in immersive virtual environments." *Psychological Science* 16.10 (2005): 814-819.
- Bailenson, J. N., and J. Tecarro. "Sciencepunk: The influence of informed science fiction on virtual reality research." Ed. Margret Grebowicz: Open Court Publishing, 2006.
- Bailenson, J. N. , and M. Turk. "Transformed Social Interaction, Augmented Gaze, and Social Influence in Immersive Virtual Environments." *Human Communication Research* 31.4 (2005): 511-537.
- Bailenson, Jeremy N, and Nick Yee. *Facial Identity Capture and Presidential Candidate Preference [Paper was presented at the 55th Annual Conference of the International Communication Association]*.
- Bardini, Thierry. *Bootstrapping: Douglas Engelbart, coevolution, and the Origins of Personal Computing*. Stanford: Stanford University Press, 2000.
- Bell, David, ed. *The Cybercultures Reader*. London: Routledge, 2007.
- Blascovich, J. , and J. N. Bailenson. "Immersive virtual environment technology as a methodological tool for social psychology." *Psychological Inquiry* 13 (2002): 103-124.
- Carey, James W. *Communication as Culture: Essays on Media and Society*. Boston: Unwin Hyman, 1989.
- Castells, Manuel. *The Rise of the Network Society*. Oxford: Blackwell Publishers, 2000.
- Douglas, Susan J. *Listening in: Radio and the American Imagination*. Minneapolis, Minn: University of Minnesota Press, 2004.
- Edwards, Paul N. *The Closed World: Computers and the Politics of Discourse in Cold War America*. Cambridge, Mass.: MIT Press, 1996.
- Fukuyama, Francis. *Our Posthuman Future: Consequences of the Biotechnology Revolution*. New York: Farrar Straus & Giroux, 2002.
- Galloway, Alexander R. "Social Realism in Gaming." *Game Studies* 4.1 (2004).
<<http://www.gamestudies.org/0401/galloway/>>.
- Galloway, Alexander R. *Gaming: Essays On Algorithmic Culture*. Univ Of Minnesota Press, 2006.
- Gitelman, Lisa. *Always Already New Media, History and the Data of Culture*. Cambridge, Mass: MIT Press, 2006.

- Hansen, Mark B. N. *New philosophy for a new media*. Cambridge, Mass.: MIT Press, 2004.
- Hansen, Mark B. N. *Bodies in Code: Interfaces with Digital Media*. Routledge, 2006.
- Haraway, Donna Jeanne. "A Manifesto for Cyborgs: Science, Technology, and Socialist Feminism in the 1980s." New York: Routledge, 1985. 7-46.
- Hayles, N. Katherine. "Flesh and Metal: Reconfiguring the Mindbody in Virtual Environments." *Configurations* 10.2 (2003): 297-320.
- . *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics*. Chicago: University of Chicago Press, 1999.
- . *Writing machines*. Cambridge, Mass.: MIT Press, 2002.
- Jameson, Frederic. "Progress Versus Utopia; or, Can We Imagine the Future?." *Science-Fiction Studies* 9.2 (1982): 147-158.
- Jenkins, Henry. *Convergence Culture: Where Old and New Media Collide*. New York: New York University Press, 2006.
- . *Fans, Bloggers, and Gamers: Exploring Participatory Culture*. New York: New York University Press, 2006.
- . *Textual Poachers Television Fans & Participatory Culture*. New York: Routledge, 1992.
- Lévy, Pierre. *Collective Intelligence: Mankind's Emerging World in Cyberspace*. New York: Plenum Trade, 1997.
- . *Cyberculture*. Minneapolis, Minn: University of Minnesota Press, 2001.
- . *L'Intelligence Collective: Pour Une Anthropologie Du Cyberspace*. Paris: Editions La Découverte, 1994.
- Lenoir, Timothy. "All But War Is Simulation: The Military-Entertainment Complex." *Configurations* 8.3 (2000): 289-335.
- Light, Jennifer S. *From Warfare to Welfare: Defense Intellectuals and Urban Problems in Cold War America*. Baltimore: Johns Hopkins University Press, 2003.
- Marvin, Carolyn. *When Old technologies Were New: Thinking About Electric Communication in the Late Nineteenth Century*. New York: Oxford University Press, 1988.
- McLuhan, Marshall. *The Medium Is the Massage*. New York: Random House, 1967.
- . *Understanding Media: The Extensions of Man*.
- . *War and Peace in the Global Village; an Inventory of Some of the Current Spastic Situations That Could Be Eliminated by More Feedforward*. New York: McGraw-Hill, 1968.
- Morley, David. *Home Territories: Media, Mobility and Identity*. London: Routledge, 2000.
- Murray, Janet Horowitz. *Hamlet on the holodeck : the future of narrative in cyberspace*. New York: Free Press, 1997.
- Nakamura, Lisa. *Cybertypes: Race, Ethnicity, and Identity on the Internet*. New York: Routledge, 2002.
- . *Digitizing Race: Visual Cultures of the Internet*. Minneapolis: University of Minnesota Press, 2008.
- Parks, Lisa. *Cultures in Orbit: Satellites and the Televisual*. Durham [N.C.]: Duke University Press, 2005.
- Pax, Salam. *Salam Pax: The Clandestine Diary of an Ordinary Iraqi*. Grove Press, 2003.

- Penley, Constance. *NASA/Trek: popular science and sex in America*. New York: Verso, 1997.
- Poster, Mark. *Information Please: Culture and Politics in the Age of Digital Machines*. Durham: Duke University Press, 2006.
- . *What's the matter with the Internet?* Minneapolis: University of Minnesota Press, 2001.
- Sconce, Jeffrey. *Haunted Media: Electronic Presence from Telegraphy to Television*. United States of America: Duke University Press, 2000.
- Shneiderman, Ben. *Designing the User Interface: Strategies for Effective Human-Computer Interaction*. Boston: Pearson/Addison Wesley, 2004.
- Smith, Marquard, and Joanne Morra, eds. *The Prosthetic Impulse: From a Posthuman Present to a Biocultural Future*. Cambridge, Mass: MIT Press, 2006.
- Spigel, Lynn, and Jan Olsson, eds. *Television after TV : essays on a medium in transition*. Durham: Duke University Press, 2004.
- Standage, Tom. *The Victorian Internet: The Remarkable Story of the Telegraph and the Nineteenth Century's Online Pioneers*. London: Weidenfeld & Nicolson, 1998.
- Streeter, Thomas. "The Moment of Wired." *Critical Inquiry* 31.4 (152): 755-779.
- Wardrip-Fruin, Noah, and Nick Montfort. *The new media reader*. Cambridge, Mass.: MIT Press, 2003.
- Webster, Frank. *Culture and Politics in the Information Age: A New Politics?* London: Routledge, 2001.
- . *Theories of the Information Society*. London: Routledge, 2002.
- Whitlock, Gillian. *Soft Weapons: Autobiography in Transit*. Chicago: University of Chicago Press, 2007.
- Williams, Raymond. *Television: Technology and Cultural Form*. New York: Routledge, 1974.
- Zylinska, Joanna, ed. *The Cyborg Experiments: The Extensions of the Body in the Media Age*. Malden, Mass.: Continuum International Publishing Group, 2002.