

**QUESTIONS FROM THE MIDTERM:**

Overall, the final is *not* cumulative, *except* when concepts are very relevant in both the first and second part of the class. There will be at least FOUR questions asked on the following concepts introduced in the first part of the class. (These were the most-missed questions on the midterm.) These are not the exact questions, but if you know the answers to these study questions you will do well.

What does it mean that ‘technology is constitutive?’ (from Lecture 1)

What is digital convergence? (from Lecture 9)

What is ‘The Garden of Forking Paths’? (covered in several lectures)

What is the main point of the *C&T* Chapter on Globalization (Ch. 16)? (also relates to *The Tailenders*)

**FINAL ESSAY QUESTION:**

The final exam will contain one very short essay (about one page.) Question topics may be: (1) discuss passages from *1984* and their relation to specific course material, (2) relate course material of your choice to examples you choose from *Civilization IV*. You will choose between two or three questions that relate to one (or both) of these topics. (These are study questions – the exact wording may differ on the exam.)

**MATERIAL TO REVIEW FROM LECTURES:**

Examples are listed as a way of refreshing your memory of what was discussed. You are not responsible for memorizing examples, but it may help to recall what an example was supposed to demonstrate.

- Lecture 13: **Summary of Course So Far.** Midsemester Evaluations. Norm Experiment Discussion and Help Session. Key concepts: norm
- Lecture 14: **You Keep in Touch with Friends (community)** Key concepts: norm, community (includes sociability, support, information, belonging, identity), *gesellschaft*, *gemeinschaft* Examples: apartment building layouts and communication, Social Networks on Facebook/MySpace, The “Signascrip” automated signature machine
- Lecture 15: **You Live in an Interconnected World (globalization revisited)** Key concepts: cultural imperialism, a “global village,” propaganda, c.t. as a weapon Examples: Commander Solo, The Peacefire Circumventor, The Great Firewall of China
- Lecture 16: **It sells you things, it is sold to you, Pt. I. (advertising)** Key concepts: the certainty trough, the configured user, the diffusion of innovations (including innovators, early adopters, early majority, late majority, laggards) Examples: Analyzing Ads to look for diffusion, The Motorola TV (1951), Say NO to Pay TV!, Magnavox Star System, The First Cellular Telephone Commercial (useful for when you get lost on the way to your private dock)
- Lecture 17: **It sells you things, it is sold to you, Pt. II.** (diffusion/globalization revisited) Further discussion of material from Lecture 16. Key concepts: c.t. globalization and development Examples: NYT article on late adopters
- Lecture 18: **The Tailenders** Key concepts: globalization, assumptions in the design of c.t., problems of translation, contingency in c.t. design, how does c.t. design impact reception of content? Examples: The Tailenders, un-tunable (pre-tuned) radio receivers, the disembodied voice; repetition of the message “makes it true”
- Lecture 19: **Civilization IV and The Tailenders (cont’d)** Key concepts: cultural imperialism is one way of the main ways to win the game, the relationship between c.t., religion, and capitalism, mediascapes revisited Examples: The Tailenders, “the strongest message received may be the technology itself”

- Lecture 20: **Simulation and The Tailenders (cont'd)** (Also included a review of research methods covered in this course.) Key concepts: definition of simulation, procedural representation, the “immersive fallacy,” Why is adding “more realism” often *not* useful in a simulation? Examples: the Mystery of the Anasazi, Schilling’s simulation of housing segregation, Chess, Monopoly, Tetris, SimCity
- Lecture 21: **You Resist it (resistance to technology)** Key concepts: technology rejectors, appropriate technology, participatory design, four difficulties with resistance movements (tools only, focus on individuals, no consistent standards for resistance, role of publicity) Examples: Amish, Luddites, The Appropriate Technology Movement, The Participatory Design Movement, Adbusters, The TV-B-Gone, TV Turnoff Week
- Lecture 22: **You Use it to Grow Up (childhood)** Key concepts: socialization, communication technology and virtue (that is, some c.t.s are virtuous, some are not) Examples: “Kill Your Television” bumper stickers, the “Seduction of the Innocent” anti-comic book campaign, the classroom of the future (education by TV), ICRA, the San Francisco Electronic Libraries Project, TLC ad (“What are your kids learning?”)
- Lecture 23: **You Try to Get a Date (interpersonal communication and identity)** Key concepts: The Cues-Filtered-Out Approach, language hybridity, identity play, user autonomy Examples: “a woman's touch” on the telegraph key, the invention of e-mail, Me and You and Everyone We Know [ ]<>(( [ ] , The Turing Game (also in discussion section)
- Lecture 24: **You Use it to Find Information (search), Pt. I** Key concepts: search engines as infrastructure, crawl/spider, index, query processor / engine, the politics of search engines, the long tail of search queries, bell curve vs. power law distributions in c.t. networks Examples: make your own search engine, Google “bombing”
- Lecture 25: **You Use it to Find Information (search), Pt. II** Key concepts: the politics of search engines, the difficulty with “objective” search, search and addressing as general problems Examples: American Airlines and the Sabre System, yellow pages, white pages, set-top boxes and electronic program guides, official post office place names, Internet domain names
- Lecture 26: **Technological utopias and dystopias** Key concepts: dystopian, technological utopianism/dystopianism, “Orwellian,” language as technology, historical context of 1984, Orwell's influence on other stories about comm tech, role of information in the control of society Examples: Brazil, The Apple Macintosh “1984” ad

### **MATERIAL TO REVIEW FROM READINGS / SCREENINGS / SIMULATIONS:**

You are responsible for the main point of each reading/screening/simulation, and the vocabulary and/or concepts listed below:

Electronic Readings:

**Case study: aloha.net (Theroux)** Key concepts: notice examples of the presentation of online identity

**The Search (Bartelle)** Key concepts: algorithm, crawl/spider, index, query processor/engine, the long tail of search queries, what do people search for on the Internet? Examples: 2bigfeet.com, digital cameras on Google

**Image Sizes, Scene Changes, and Subliminal Messages (Reeves & Nass)** Key concepts: semantic activation without awareness, the orienting response, memory effects, positive/negative evaluation effects

**The Tailenders (Horne)** Key concepts: “hand crank”, language as technology, the complexity of translation, diffusion of innovations, cultural imperialism, tech and development, user responses to new techs, efforts to control reception through c.t. design Examples: Global Recordings Network and their c.t.s

**Games as Simulation (Salen & Zimmerman)** Key concepts: definition of simulation, design of simulations, Robinett's features of simulation (abstraction, systemic, numerical, limited), what is the proper relation between a simulation and reality? The "immersive fallacy"

*The Handbook of New Media* (Red Book)

**Ch. 1: Interpersonal Life Online** Key concepts: Cues-filtered-out, Effects of c.t. on interpersonal interaction, How c.t. changes language use, identity play with c.t.

**Ch. 2: Creating Community** Key concepts: What is community? Why is it important? What is "virtual" community? What are examples of c.t. effects on community?

**Ch. 3: Children** Key concepts: educational role of c.t., c.t. "nightmares" and dystopias about children, effects of computer games as c.t.s, problems with effects studies of computer games, children's culture and new c.t.s

**Ch. 12: Diffusion vs. Social Shaping** Key concepts: diffusion of innovations, social shaping, contingency vs. determination in new tech development

**Ch. 14: Globalization** Key concepts: globalization, cultural imperialism, "global village," globalization and the structure of c.t. industries and media productions

*Culture & Technology* Book

**Ch. 5. Luddism** Key concepts: Historical and contemporary Luddism

**Ch. 6. Appropriate Technology** Key concepts: The definition of "Appropriate Technology" (AT) and the related AT movement, problems with the AT approach

**1984** (Orwell)

**Key plot elements closely related to class material:** the treasonous diary; Winston's job; Winston's proof of the falsified past; Winston's attempt to discover the past; Winston's affair with Julia; Winston joins the resistance; Julia's job in the Fiction Department; Julia's disinterest in the true past; Winston's capture, torture, re-education, and betrayal; O'Brien's explanations of reality; newspeak grammar and vocabulary

**Important themes in the book you need to understand:** the role of comm tech in the authoritarian state, the mind of the individual as a safeguard against a repressive state, the importance (or unimportance) of information about the past and future, the effects of the control of information on the perception of reality, the control of language as a communication technology, information/communication as power

**Key Examples:** telescreen, versificator, novel-writing machines, memory hole, MiniTrue (Ministry of Truth), Goldstein's book: *The Theory and Practice of Oligarchical Collectivism*, the explanation of doublethink, "2 + 2 = 5", crimestop, Room 101, newspeak

**Civilization IV** Key concepts: Consider Civilization IV as a simulation, understand the concept of "culture" in Civilization IV and its game mechanics, you should be familiar enough with Civ IV that you can relate it to other course concepts.

**MATERIAL TO REVIEW FROM ASSIGNMENTS:**

**Finally**, be familiar with the material covered in the required blog assignments. Completing these assignments was also a way to study for the exam.