TC 401-002
SOCIAL MEDIA IN SOCIETY
FALL 2011

Class Time: Tuesdays and Thursdays, 10:20am to 11:40am

Location: 106 Ernst Bessey Hall

Class Dates: September 1 – December 8

Instructor: Jessica Vitak

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Office Hours: Wednesdays, 10am-12pm

        Immediately after class (in classroom)

        Other hours by appointment

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Office Hours: Wednesdays, 12pm-2pm

        Immediately after class (in classroom)

        Other hours by appointment

Course Description

This course focuses on the social impacts, both practical and theoretical, of computer-mediated communication (CMC) systems. CMC includes many different types of technologies, such as social networking sites, email, forums, chat, and online games. We will focus on the analysis of CMC practices, the social processes and structures that emerge when people use these applications, and the problems and barriers that emerge from use. Key concepts such as privacy, identity, the digital divide and virtual communities will be discussed and critiqued.

We will primarily take a social scientific approach to computer-mediated communication (including research from psychology, social psychology, economics, and sociology). We will investigate questions such as: How do we represent identity and perceive others in CMC environments? How does interpersonal communication differ online and face-to-face? Can we develop meaningful relationships, and perhaps even love, purely through CMC? Is privacy dead? How do people use social media to find information, get social support, and evoke political change?

Required text

There is no required textbook for this class. All readings will be available on the ANGEL website for this class (Lessons → Readings) or via a website link included in the syllabus. See schedule at the end of the syllabus for the list of readings. Please note, there will be required and recommended readings for each class. Everyone in the class is expected to come to class having read the required reading for that class. Students will be assigned to read and report on the recommended readings, which are provided to give students additional resources on each topic covered during the semester.

You will need regular access to a computer with Internet access in order to get the online readings. Students are responsible for checking ANGEL and their MSU email accounts regularly to stay up-to-date on announcements. If you don't check your MSU email account, you should forward it to an account that you do check. You may also forward your ANGEL mail to a non-MSU account. Students are responsible for any information distributed via email and/or ANGEL.

Grading Scheme

The final grade of record will be based on students' achievements in the following areas and weighted according to the following:

Participation	10 points
In-Class Presentation on Reading	20 points
Six Forum Posts on Weekly Topic	30 points
Group Project on Social Media Topic	40 points
TOTAL POSSIBLE	**100 points**

Students are responsible for viewing their grades in ANGEL and informing the instructors of any discrepancies. Also, students must keep copies of any work submitted until final grades are submitted. If you are concerned about your grade please make an appointment to discuss the situation with the teaching assistant or professor as early in the semester as possible. After the exam date (December 15), the only basis for changing your grade will be to correct errors on our part in recording or calculating your grades.

The total number of points each student earns will be calculated, and the final grade of record will be determined according to the following scale:

4.0 = 90 to 100 points	2.0 = 70 to 74.9 points
3.5 = 85 to 89.9 points	1.5 = 65 to 69.9 points
3.0 = 80 to 84.9 points	1.0 = 60 to 64.9 points
2.5 = 75 to 79.9 points	0 = 60 and under

Participation

The success of this class is dependent, in part, on your participation, both in and out of the classroom. While there is no formal attendance policy, it is expected that students will come to each class prepared and will participate in class discussions about the day's topic. In addition, there will be a number of (non-required) opportunities for students to participate outside of the class, including, but not limited to: sharing class-related content with classmates (see Dropbox in Lessons → Dropbox for Content Related to Class), participating in our Twitter experiment, and completing the "Getting to Know You" Survey (link located under Lessons tab). Content related to the class can also be shared by emailing me directly or by posting to Twitter (see below).

Students who participate in and out of class regularly will receive full credit for participation (10% of your final grade). Students who do not join in class discussions or participate outside of class will be penalized an amount deemed appropriate by the professor based on observations throughout the semester.

In-Class Presentation on Reading

During the first full week of class (i.e., week of September 4), each student will be assigned a reading to present in class during the semester. Students will be expected to have read the article assigned to them, complete a one-page handout to be shared with the class (via ANGEL), and give a 6-8 minute presentation to class on the reading. Below are key points:

- The handout should include (1) a summary of the reading, including the research questions/hypotheses (or rationale for the article if it is not presenting results from a study) and key findings/points; (2) at least two questions the article raises that we can discuss in class; (3) a link to at least one news story related to this topic (that is not already on the syllabus); and (4) why this study is (or isn't) important to our understanding of social media. **DO NOT** copy text directly from the reading unless it highlights a specific point, and if this is done, make sure proper citation is provided (quotation marks around quoted text, page(s) from reading quoted).
- Handouts must be submitted, via a Dropbox on ANGEL (Lessons → Individual Presentations on Readings) by **12pm the day before class.** The rest of class should

read through the handouts before class. There will be an opportunity after each presentation for students to ask questions about the reading.

- Be creative with the presentation. You are not required to use PPT. You are encouraged to use social media to illustrate points (if relevant). Do NOT simply read from your handout.
- The handout and presentation will each be worth 50% of your total grade.
- A sample handout can be found on ANGEL (Lessons → Individual Presentations on Readings → Sample Handout).

Forum Posts on Weekly Topic

Each week (from the first week of September through last week of November), I will post a weekly discussion question that reflects the topic(s) we will cover in the upcoming week. Therefore, there will be 13 discussion topics posted throughout the semester. You are required to respond to at least six of the topics throughout the semester. Below are key points:

- Topics will be posted by Monday at noon. You must post a reply by the following Sunday at 11:59pm in order to receive credit for that week.
- Responses should be *at least* 350 words (approximately the length of one page of double-spaced text).
- Responses should critically reflect on the topic of the week and incorporate classroom discussions and readings.
- Each response will be worth five points. Students receiving full credit will write thoughtful responses that demonstrate an understanding of the topic. Students will be penalized for poor spelling and grammar. I suggest writing responses in Word (or a similar application) and using the built-in spellcheck feature BEFORE pasting into ANGEL.
- Students can respond to more than six topics. If they do this, only the six highest grades will be counted.
- Students will be able to view classmates' responses to the weekly question AFTER they have posted a comment. If it is determined that students are abusing this system (e.g., changing their posts after seeing other students' posts), this feature will be disabled.

Group Project on Social Media Topic

Forty percent of students' grades will be based on a group project on a social media topic. For this project, students will work in **groups of three** to develop a question related to social media and propose a study to test this question or design a solution to that problem. Topics will be selected by the groups and must be approved by the instructor. Topics can be

theoretically, practically, or design driven. There will be multiple due dates for this project throughout the semester, culminating in an in-class presentation and a paper.

Potential social media that groups may want to study for their project (this list is in no way exhaustive!):

- Texting / Smartphones
- Delicious/social bookmarking
- YouTube
- Flickr
- Facebook/MySpace/etc

- Twitter
- Blogging
- Google+
- Instant messaging
- Second Life
- Digg/Reddit/etc

- RSS
- Wikis
- Slideshare
- World of Warcraft
- Online games
- Mobile applications

Students may want to look at the weekly themes for class (in schedule below) to get some ideas for possible topics to cover in their project. Also, because many students in TISM have a design background, there are two options for the project.

> **Option 1 (non-design-based):** Groups will write a 3000-3500 word paper that describes a theoretical or practical question/problem related to social media and proposes a way to study and/or answer this question/problem. Final papers will have the following sections: (1) an introduction; (2) a review of related literature that highlights what other researchers have found related to the chosen topic; (3) research questions; (4) a proposed method, including how the research questions would be tested (e.g., survey, interviews, usability testing, etc.) and sample questions; and (5) what the theoretical and/or practical implications of this study are expected to be. Final papers should have at least 15 references.
>
> > **Example:** *Recently, sites like Google+ and Facebook have drawn attention for their "real name" policies. I want to study what the privacy implications are for individuals because of these policies. Therefore, I am going to look at literature on identity and privacy online and propose a study to measure people's concerns related to sharing this information.*
>
> **Option 2 (design-based):** Groups will propose and design a social media solution for an organization (can be real or imaginary, for profit or non-profit). Solutions may be single-focused (e.g., a mobile application) or multi-focused (a Facebook page, a Twitter account, and a blog). Groups will need to provide justification for why each of the solutions is being proposed. Students will present their solution during their presentation at the end the semester. In addition, students must submit a 1200-

2500* word paper with the following sections: (1) an introduction; (2) a review of other research that has also looked at this or similar problems and/or designed related solutions; (3) a description of their proposed solution and the process through which it was developed; and (4) a discussion of the potential impact of the solution, as designed.

* For students choosing the design option, the word count requirement will be based on the level of difficulty and expected amount of work required to develop the solution. Groups choosing to complete a design-based project should speak directly with the instructor to develop requirements for the final paper.

> ***Example:*** *A local non-profit environmental group wants to spread its message regarding water conservation in Michigan. To help out this organization, I plan to develop desktop and mobile applications that tell individuals how much water they use for various daily activities.*

Key dates:

- **September 22:** Groups should submit names of group members by class time. I have set up a discussion forum in ANGEL (Lessons → Group Projects → Forum for Students…) where students can post about their interests and find other classmates interested in similar topics. **Note:** All students must work in groups for this project. Any students who are not in a group by this date will be assigned to a group by the instructor.

- **October 6:** Groups should submit a 1-2 page overview of their project by class time. Feedback will be provided within one week, including if topic revisions are necessary. The more information groups can provide at this stage, the more feedback I can provide.

- **October 27:** Groups should submit a list of at least six sources that they plan to use in their final paper. Acceptable sources are academic articles (such as those listed below in the schedule for the semester) that have been published in journals, articles in reputable magazines such as *Time, PC World, Newsweek,* etc.), newspaper articles (e.g., *New York Times*), and books/book chapters. Opinion articles (Op-Eds) should not be included. Other sources may be accepted as long as groups have at least six sources from the above listed categories. Wikipedia articles **are not** an acceptable source. Articles should be formatted in APA style (see free online APA style guide: http://owl.english.purdue.edu/owl/resource/560/01/)

- **November 10:**
  - NON-DESIGN: Groups should submit 1-2 pages describing their research questions and the literature that informed those research questions. In other words, all research questions should be based on what previous researchers have found (or not found). Text submitted for this component can be incorporated into the final paper.
  - DESIGN: Groups should submit 1-2 pages describing the problem they are trying to solve, the steps they have taken so far in developing the solution (e.g., application, interactive website, etc.), and describe what the group still needs to complete in terms of designing the solution. Text submitted for this component can be incorporated into the final paper.
- **December 1, 6, & 8:** Groups will give 12-minute presentations to the class on their topic. All group members should speak during the presentation. Depending on time, follow-up questions may be asked of groups following their presentation. Presentations should be submitted to the instructor **prior to class** so that the presentations can be loaded and ready to go when class starts.
- **December 8, 13, & 15:** Final papers and group member evaluations are due (based on date of presentation). One group member should submit the paper via the Dropbox (Lessons → Group Projects → Final Paper Dropbox) and each group member should submit their own peer/individual evaluations (Lessons → Group Projects → Individual & Group Member Evaluations Dropbox).

Grading for Group Project:	POINTS
1-2 page overview	3
10 references	3
Research questions/design update	4
Group members' evaluations	10
Presentation	10
Final Paper	10
TOTAL POINTS	40

Additional points for all students:
- Feedback will be provided to each group within 24 hours of their presentation. Final **papers must be submitted electronically by noon, one week after their presentation** (e.g., a group presenting on December 6 must submit their final paper by December 13 at noon).
- Late papers **WILL NOT** be accepted.
- Final papers should include a minimum of 15 (non-design groups) or 8 (design groups) references.

- Papers that do not format references in APA style or contain significant grammatical errors will be docked points. If you are concerned about the quality of your writing, you can visit the MSU Writing Center (http://writing.msu.edu/) for help or have a friend proofread your paper.
- All students will complete evaluations of their own and group members' contributions to the project. These evaluations will constitute 10% of students' final grade.
- I will review drafts of the final paper that are submitted up to **one week** prior to the group presentation and provide groups with feedback. After that time, I will be unable to provide substantial feedback, but will still respond to questions from the groups up until the due date.

Social Media

As this is a class about social media, we will be engaging with various social media throughout the course of the class. **Note:** I am not requiring students to join any social media sites as part of this class, and many of these sites can be viewed without signing up for an account.

During the first class, I will introduce a class-wide experiment using Twitter. Depending on the level of interest, this experiment may continue throughout the semester. In addition, anyone who wishes to share content with the class via Twitter should use the hashtag **#tc401**. If students have suggestions for other social media we can use as part of the class, these can be shared in class or over email.

Extra Credit

Extra credit assignments may be assigned throughout the semester at the instructor's discretion. Students are responsible for checking that ANGEL has correctly registered their participation and will have one week to inform the instructor about any problems. After this, scores will not be adjusted. Regardless of how many extra credit opportunities are offered, students can receive a maximum of 4 points in extra credit during the semester.

Academic Honesty

Academic Honesty: Article 2.3.3 of the Academic Freedom Report states: "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, TC-401 adheres to the policies on academic honesty specified in General Student Regulation 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00,

Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including forum posts and in-class presentations, without assistance from any source. **Plagiarism of other sources of material for any component of this class will not be tolerated.** Students who violate MSU rules may receive a penalty grade, including but not limited to a failing grade on the assignment or in the course.

Courtesy to Fellow Students and Instructors

Please try to come on time so your arrival is not disruptive. If you do come in late, please enter from the back and choose a seat quietly. If you need to have a conversation with your neighbor, please step outside the classroom or pass a short note so that others in the classroom are not distracted. When you are in the classroom, it is expected that you are actively engaged in the class and not another activity, such as texting or reading the newspaper. Bringing your laptop and engaging in non-class related activities is distracting to others and to the instructor. Additionally, it defeats the purpose (learning) of coming to class. If you bring a laptop, limit its use to taking notes or supplementing the discussion with online research. Students who engage in activities that detract from the educational experience of other students will be asked to leave the classroom. After three requests to leave, students will receive a failing grade in the course.

Additional Resources

Below is a list of websites that may be useful to you when looking for additional information on a research topic.

- Howard Rheingold's book The Virtual Community
- Psychological Aspects of Cyberspace book (Azy Barak, editor)
- John Suler's online book The Psychology of Cyberspace
- Barry Wellman's publications on online community and social networks
- danah boyd's lists of studies on social networking and Twitter
- List of academic studies about Wikipedia
- Overview of Communication Theories
- Joe Walther's 471 things to read about CMC
- Journal of Computer-Mediated Communication
- CyberPsychology, Behavior, & Social Networking [journal]
- Cyberpsychology: Journal of Psychosocial Research in Cyberspace

Content and Reading Schedule

Note: Any aspect of this syllabus, including the content and reading schedule, may be adjusted throughout the semester. Any changes will be announced in class and via ANGEL. Students are responsible for checking ANGEL on a regular basis.

Date	Topic	Readings
Thursday, 9/1	Introduction & Syllabus	n/a
Tuesday, 9/6	Historical Perspective; Intro to CMC Theory	**Required:** Wikipedia: Computer-Mediated Communication http://en.wikipedia.org/wiki/Computer-mediated_communication **Required:** The History and Evolution of Social Media: http://www.webdesignerdepot.com/2009/10/the-history-and-evolution-of-social-media/ **Recommended:** Kiesler, S., Siegel, J. & McGuire, T.W. (1984). Social psychological aspects of computer-mediated communication. *American Psychologist, 39*, 1123-1134. [ANGEL] **Recommended:** Daft, R. L., & Lengel, R. H. (1986). Organizational information requirements, media richness and structural design. *Management Science, 32*, 554-571. [ANGEL] **Recommended:** Suler, J. (2004). The online disinhibition effect. *CyberPsychology & Behavior, 7,* 321-326. [ANGEL]
Thursday, 9/8	CMC theories	**Required:** Read the following three blog posts summarizing Joe Walther's work on CMC theories: (1) CMC as impersonal: http://blog.timebarrow.com/2010/07/cmc-impersonal-walther/ (2) CMC as interpersonal: http://blog.timebarrow.com/2010/07/cmc-interpersonal-walther/ (3) CMC as hyperpersonal: http://blog.timebarrow.com/2010/07/cmc-hyperpersonal-walther/ **Recommended:** Walther, J. B. (1996). Computer-mediated communication: Impersonal, interpersonal, and hyperpersonal interaction. *Communication Research, 23*, 3-43. [ANGEL] **Recommended:** Walther, J. B. (1992). Interpersonal effects in computer-mediated interaction: A relational perspective. *Communication Research*, *19*, 52-90. [ANGEL] **Recommended:** Papacharissi, Z., & Rubin, A. M. (2000). Predictors of Internet use. *Journal of Broadcasting & Electronic Media, 44*, 175-196. [ANGEL]

Tuesday, 9/13	Virtual Self Day 1: Anonymous Me	**Required:** Wired interview with Sherry Turkle: http://www.wired.com/wired/archive//4.01/turkle_pr.html

Recommended: Curtis, P. (1997). Mudding: Social phenomena in text-based virtual realities. In S. Kiesler (Ed.), *Culture of the Internet* (pp. 121-142). Mahwah, NJ: Lawrence Erlbaum Associates. [ANGEL]

Recommended: Bessiere, K., Seay, A. F., & Kiesler, S. (2007). The ideal elf: Identity exploration in World of Warcraft. *CyberPsychology & Behavior, 10*, 530-535. [ANGEL] |
| Thursday, 9/15 | Virtual Self Day 2: Visible Me | **Required:** Madrigal, Alexis. (2011). Why Facebook and Google's Concept of 'Real Names' Is Revolutionary. *The Atlantic*. http://m.theatlantic.com/technology/archive/2011/08/why-facebook-and-googles-concept-of-real-names-is-revolutionary/243171/

Required: boyd, d. (2011, Aug. 8). Real Names' Policies Are an Abuse of Power: http://www.zephoria.org/thoughts/archives/2011/08/04/real-names.html

Recommended: Vasalou, A., Joinson, A., Banziger, T., Goldie, P., & Pitt, J. (2008). Avatars in social media: Balancing accuracy, playfulness and embodied messages. *International Journal of Human-Computer Studies, 66,* 801-811. [ANGEL]

Recommended: Papacharissi, Z. (2002). The presentation of self in virtual life: Characteristics of personal home pages. *Journalism and Mass Communication Quarterly, 79*, 643-660. [ANGEL]

Recommended: Zhao, S., Grasmuck, S., & Martin, J. (2008). Identity construction on Facebook: Digital empowerment in anchored relationships. *Computers in Human Behavior, 24*, 1816-1836. [ANGEL] |
| Tuesday, 9/20 | Online Communities | **Required:** Rheingold's *The Virtual Community*: Read Introduction & Chapter 1: http://www.rheingold.com/vc/book/

Recommended: Bernstein et al. (2011): 4chan and /b/: An Analysis of Anonymity and Ephemerality in a Large Online Community. [ANGEL]

Recommended: Parks, M. (2010). Social network sites as virtual communities. In Z. Papacharissi (Ed.), *The networked self: Identity, community and culture on social network sites* (pp. 124-145)*.* New York: Routledge. [ANGEL]

Recommended: Wellman, B., & Gulia, M. (1999). Net surfers don't ride alone: Virtual communities as communities. In M. A. Smith & P. Kollack (Eds.), *Communities in cyberspace* (pp. |

		167-194). Berkeley: University of California Press. [ANGEL]
Thursday, 9/22	Relationship Formation & Maintenance	**Required:** Tong, S., & Walther, J. B. (2011). Relational maintenance and CMC. In K. B. Wright and L. M. Webb (Eds.), *Computer-mediated communication in personal relationships* (pp. 98-118). New York: Peter Lang Publishing. [ANGEL] **Recommended:** Parks, M. R., & Floyd, K. (1996). Making friends in cyberspace. *Journal of Communication, 46,* 80-97. http://www.usc.edu/dept/annenberg/vol1/issue4/parks.html **Recommended:** Yum, Y.-O., and Hara, K. (2005). Computer-mediated relationship development: A cross-cultural comparison. *Journal of Computer-Mediated Communication, 11*(1). [ANGEL] **Recommended:** Whitty, M., & Gavin, J. (2004). Age/Sex/Location: Uncovering the Social Cues in the Development of Online Relationships. *Cyberpsychology & Behavior, 4,* 623-630. [ANGEL]
Tuesday, 9/27	SNSs	**Required:** boyd, d. m., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication, 13*, 210-230. [ANGEL] **Recommended:** Ellison, N. B., Steinfield, C., & Lampe, C. (in press). Connection strategies: Social capital implications of Facebook-enabled communication practices. *New Media & Society.* [ANGEL] **Recommended:** Donath, J., and boyd, d. (2004) Public displays of connection. In BT Technology Journal 22(4). [ANGEL]
Thursday, 9/29	Online Dating	**Required:** Ellison, N. B., Heino, R. D., & Gibbs, J. L. (2006). Managing impressions online: Self-Presentation processes in the online dating environment. *Journal of Computer-Mediated Communication*, *11*(2). [ANGEL] **Recommended:** Whitty, M. (2008). The joys of online dating. In E. A. Konijn, S. Utz, M. Tanis & S. B. Barnes (Eds.), *Mediated interpersonal communication* (pp. 234-251). New York: Routledge. [ANGEL] **Recommended:** Fiore, A. T., & Donath, J. S. (2004). Online personals: An overview. In *Proceedings of the Conference on Human Factors in Computing Systems* (pp. 1395-1398). New York: ACM. [ANGEL]
Tuesday, 10/4	Deception	**Required:** Van Gelder, L. (1985, October). The strange case of the electronic lover. *Ms. Magazine.* In C. Dunlop & R. Kling (Eds.), *Computerization and controversy: Value conflicts and*

		social choices (pp. 364-375). Boston: Academic Press. [ANGEL]
		Recommended: Donath, J. (1998) Identity and Deception in the Virtual Community. In Smith, M., and P. Kollock (Eds.) Communities in Cyberspace. London: Routledge. [ANGEL]
		Recommended: Hancock, J.T. (2007) Digital deception: Why, when and how people lie online. In Joinson, A., McKenna, K., Postmes, T., and U-D. Reips (Eds.) *The Oxford Handbook of Internet Psychology.* Oxford, England: Oxford University Press. [ANGEL]
		Recommended: Toma, C. L., Hancock, J. T., & Ellison, N. B. (2008). Separating fact from fiction: An examination of deceptive self-presentation in online dating profiles. *Personality and Social Psychology Bulletin, 34*, 1023-1036. [ANGEL]
Thursday, 10/6	Online Games, MMOs, & Virtual Worlds	**Required:** Yee, N. (2006). The Psychology of MMORPGs: Emotional Investment, Motivations, Relationship Formation, and Problematic Usage. In R. Schroeder & A. Axelsson (Eds.), *Avatars at work and play: Collaboration and interaction in shared virtual environments* (pp. 187-207). London: Springer-Verlag. [ANGEL]
		Required: Chen, J. (2007). Flow in games and everything else. *Communications of the ACM, 50*(4), 31-33. http://www.jenovachen.com/flowingames/p31-chen.pdf
		Recommended: Jones, Donald E. 2005. "I, Avatar: Constructions of Self and Place in Second Life and the Technological Imagination. *gnovis,* http://gnovisjournal.org/journal/i-avatar-constructions-self-and-place-second-life
		Recommended: Steinkuehler, C. & Williams, D. 2006). Where everybody knows your (screen) name: Online games as "third places." *Journal of Computer-Mediated Communication, 11*(4). http://jcmc.indiana.edu/vol11/issue4/steinkuehler.html
		Recommended: Castronova, E. (2005). *Synthetic worlds.* Chicago: University of Chicago Press.
Tuesday, 10/11	Norms & Governance	**Required:** Dibbel, J. (1993, Dec 23). A rape in cyberspace: How an evil clown, a Haitian trickster spirit, two wizards, and a cast of dozens turned a database into a society. *The Village Voice*; http://www.juliandibbell.com/texts/bungle_vv.html
		Recommended: Yee, N., Bailenson, J. N., Urbanek, M., Chang, F., & Merget, D. (2007). The unbearable likeness of being digital: The persistence of nonverbal social norms in online virtual environments. *CyberPsychology & Behavior, 10*, 115-121. [ANGEL]

		Recommended: Golder, S. A., & Donath, J. (2004). Social roles in electronic communities. *Internet Research, 5*, 19-22. [ANGEL]
Thursday, 10/13	Wikipedia, Collaboration, & Collective Action	**Required:** Wikipedia: About. In Wikipedia. (Read intro only paragraphs before table of contents.) http://en.wikipedia.org/wiki/Wikipedia **Required: Schiff, S.** (2006). Know it all: Can Wikipedia conquer expertise? The New Yorker, July 31, 36-43. http://www.newyorker.com/fact/content/articles/060731fa_fact **Recommended:** Overview of how Wikipedia Works: http://upload.wikimedia.org/wikipedia/commons/b/bd/Welcome2WP_English_PROD_12-21-2010.pdf **Recommended:** Postmes, T., & Brunsting, S. (2002). Collective Action in the Age of the Internet. *Social Science Communication Review, 20,* 290-301. [ANGEL] **Recommended:** Viégas, F.B., Wattenberg, M., Kriss, J., & van HaTalk, D. (2007). Talk Before You Type: Coordination in Wikipedia. In *Proceedings of the 40th Hawaii International Conference on System Sciences.* [ANGEL] **Recommended:** Forte, A., & Bruckman, A. (2006). From Wikipedia to the Classroom: Exploring Online Publication and Learning. In *Proceedings of the 7th international conference on Learning sciences*. [ANGEL]
Tuesday, 10/18	Education & Learning	**Required:** Carr, N. (2008). Is Google Making Us Stupid? *The Atlantic.* http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/6868/ **Required:** Hamilton, A. (2009). What Facebook Users Share: Lower Grades." *TIME.* http://www.time.com/time/printout/0,8816,1891111,00.html **Recommended:** Junco, R., G. Heiberger and E. Loken. 2010. The effect of Twitter on college student engagement and grades. *Journal of Computer Assisted Learning, 27,* 119-132. [ANGEL] **Recommended:** Pasek, J., more, e., & Hargittai, E. (2009). "Facebook and Academic Performance: Reconciling a Media Sensation with Data." *First Monday* 5. http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/viewArticle/2498/2181#author) **Recommended:** Gabriel, T. (2011, May 12). Speaking Up in Class, Silently, Using Social Media. *New York Times.*

		http://www.nytimes.com/2011/05/13/education/13social.html?_r=2
Thursday, 10/20	Journalism, Blogs & Microblogs	**Required:** How to: use RSS and social media for newsgathering (http://www.journalism.co.uk/skills/how-to-use-rss-and-social-media-for-newsgathering/s7/a531343/) **Required:** Fear of Links (http://www.salon.com/technology/col/rose/1999/05/28/weblogs/) **Recommended:** Huberman, B., Romero, D.M., & Wu, F. (2009). Social Networks that Matter: Twitter Under the Microscope. *First Monday, 14*(1). http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/2317/2063 **Recommended:** Honeycutt, C., & Herring, S. C. (2009). Beyond Microblogging: Conversation and Collaboration via Twitter. In *Proceedings of the 42nd Hawaii International Conference on System Sciences.* [ANGEL]
Tuesday, 10/25	Online Video, Memes, and Viral Content	**Required:** Watch this video → An anthropological introduction to YouTube (55 minutes): http://www.youtube.com/watch?v=TPAO-lZ4_hU&list=FLhbkyxGPtfLQ&index=13 **Recommended:** Burgess, J. & Green, J. (2009). *YouTube: Online video and participatory culture.* Chapter 3: YouTube's popular culture (pp. 38-57). Malden, MA: Polity Press. **Recommended:** Vellar, A. (in press). Spreading the cult body on YouTube: A case study on "Telephone" derivative videos. *Transformative Works and Cultures*. [ANGEL] **Recommended:** Bauckhage, C. (2011). Insights into Internet memes. In *Proceedings of the Fifth International AAAI Conference on Weblogs and Social Media.* [ANGEL]
Thursday, 10/27	Gender & Race	**Required:** Henry Jenkins article on race: http://www.technologyreview.com/web/12797/ **Required:** Blogging's Glass Ceiling: http://www.nytimes.com/2008/07/27/fashion/27blogher.html?_r=2&sq=blogher%20women%20blogging&st=cse&adxnnl=1&scp=1&adxnnlx=1228493929-MAKTyKJ3qiW/+fidCwXbFg **Recommended:** Jones, S., Johnson-Yale, C., Millermaier, S., & Perez, F. S. (2009). US college students' internet use: Race, gender and digital divides. *Journal of Computer-Mediated Communication, 14*, 244–264. [ANGEL]

		Recommended: Hargittai, E. (2007). Whose Space? Differences Among Users and Non-Users of Social Network Sites. *Journal of Computer-Mediated Communication, 13*(1). [ANGEL] **Recommended:** Hargittai, E., & Shafer, S. (2006). Differences in actual and perceived online skills: The role of gender. *Social Science Quarterly, 87*(2), 432-448. [ANGEL] **Recommended:** Thelwall, M. (2011). Privacy and gender in the social web. In S. Trepte & L. Reinecke (Eds.), *Privacy online* (pp. 251-266). New York: Springer.
Tuesday, 11/1	Health & Social Support	**Required:** Kraut, R., Lundmark, V., Patterson, M., Kiesler, S., Mukopadhyay, T., & Scherlis, W. (1998). Internet paradox: A social technology that reduces social involvement and psychological well-being? *American Psychologist, 53*, 1017–1031. [ANGEL] **Recommended:** Turner, J. W., Grube, J. A., & Meyers, J. (2001). Developing an optimal match within online communities: An exploration of CMC support communities and traditional support. *Journal of Communication, 51*, 231-251. **Recommended:** Fox, S. (2011). The social life of health information, 2011. Pew Internet Project: http://pewinternet.org/Reports/2011/Social-Life-of-Health-Info.aspx (only read pp. 1-20) **Recommended:** Kim, J. & Lee, J. E. (2011). The Facebook paths to happiness: Effects of the number of Facebook friends and self-presentation on subjective well-being. *CyberPsychology, Behavior, and Social Networking*. [ANGEL]
Thursday, 11/3	Celebrities, Cyberbullies & Addiction	**Required:** Rolling Stone article on Kiki Kannibal: http://www.rollingstone.com/culture/news/kiki-kannibal-the-girl-who-played-with-fire-20110415 **Recommended:** Lenhart, A. Cyberbullying 2010: What the research tells us. Pew Internet Project: http://www.pewinternet.org/Presentations/2010/May/Cyberbullying-2010.aspx **Recommended:** Young, K. (1998). Internet addiction: The emergence of a new clinical disorder. *CyberPsychology and Behavior, 1,* 237-244. [ANGEL]
Tuesday, 11/8	Mobile Technology & Language	**Required:** Lenhart, A., Ling, R., Campbell, S., & Purcell, K. (2010). Teens and mobile phones. Pew Internet Project. READ CHAPTERS 1 (pp. 14-29), 3 (pp. 65-75), and 5 (pp. 86-89). [ANGEL] **Recommended:** Baron, N.S. (2008) Ch. 8: "Whatever": Is the Internet Destroying Language?. In Always On: Language in an

		Online and Mobile World. Oxford University Press. **Recommended:** Carter, M., Thatcher, J. B., Applefield, C., & Mcalpine, J. (2011). What cell phones mean in young people's daily lives and social interactions. In *Proceedings of the Southern Association for Information Systems Conference* (pp. 29-33). [ANGEL]
Thursday, 11/10	Social Media & Political Movements	**Required:** Opposing views on Egypt: Gladwell (http://www.newyorker.com/online/blogs/newsdesk/2011/02/does-egypt-need-twitter.html#ixzz1CqneJJOu) and response by Brian Solis (http://www.briansolis.com/2011/02/malcom-gladwell-your-slip-is-showing/) **Recommended:** Clay Shirky, "The Political Power of Social Media": http://www.gpia.info/files/u1392/Shirky_Political_Poewr_of_Social_Media.pdf **Recommended:** The Revolution Will Be Networked: http://ssc.sagepub.com/content/28/1/75.full.pdf+html **Recommended:** Zhuo, X., Wellman, B. & Yu, J. (2011). Egypt: The first Internet revolt? *Peace Magazine.* (http://www.peacemagazine.org/archive/v27n3p06.htm).
Tuesday, 11/15	Privacy & Security Day 1: Is Privacy Dead?	**Required:** Read and watch this (http://mashable.com/2010/01/10/facebook-founder-on-privacy/) then read this (http://www.readwriteweb.com/archives/why_facebook_is_wrong_about_privacy.php) **Recommended:** boyd, d., & Hargittai, E. (2010). Facebook Privacy Settings: Who Cares? *First Monday, 15*(8). http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/3086/2589 **Recommended:** Barnes, S.B. (2006). A privacy paradox: Social networking in the United States. *First Monday, 11*(9). http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/1394/1312 **Recommended:** Joinson, A. N., Houghton, D. J., Vasalou, A., & Marder, B. L. (2011). Digital crowding: Privacy, self-disclosure, and technology. In S. Trepte & L. Reinecke (Eds.), *Privacy online* (pp. 33-45). New York: Springer.
Thursday, 11/17	Privacy & Security Day 2: Protecting Your Data	**Required:** Google And Facebook's Privacy Illusion http://www.forbes.com/2010/04/05/google-facebook-twitter-technology-security-10-privacy.html **Required:** Facebook's facial recognition system, why it's scary (http://www.cbsnews.com/8301-501465_162-20088678-

		[501465.html](#))
		Recommended: Acquisti, A. & Gross, R. (2009). Predicting Social Security numbers from public data. *Proceedings of the National Academy of Sciences, 106*, 10975-10980. [ANGEL] **Recommended:** Jernigan, C. & Mistree, B.F.T. (2009). Gaydar: Facebook friendships exposure sexual orientation. *First Monday, 14*(10). [http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/2611/2302](#) **Recommended:** Rose, C. (2010). The Security Implications of Ubiquitous Social Media. In *EABR & ETLC Conference Proceedings*. [ANGEL]
Tuesday, 11/22	CLASS CANCELED	n/a
Thursday, 11/24	Thanksgiving – NO CLASS	n/a
Tuesday, 11/29	Future of the Internet	**Required:** Anderson, J.Q., and Rainie, L. (2010). The future of social relations. Washington, DC: Pew Internet Project. JUST READ OVERVIEW (pp. 2-3). [ANGEL] **Required:** Metz, C. (2007). Web 3.0. *PC Mag.* [http://www.pcmag.com/print_article2/0,1217,a=202870,00.asp?hidPrint=true](#) **Recommended:** Imagining the Internet: [http://www.elon.edu/predictions/](#) **Recommended:** Turkle, S. (2011). *Alone together: Why we expect more from technology and less from each other*. Philadelphia, PA: Basic Books.
Thursday, 12/1	Group Presentations: Day 1	n/a
Tuesday, 12/6	Group Presentations: Day 2	n/a
Thursday 12/8	Group Presentations: Day 3	n/a