

# **MI 401 DIGITAL COMMUNICATION AND SOCIETY**

Michigan State University

Spring 2026

**Thu 10:20-1:10pm**

**CAS 171**

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Office hours: Immediately after class, or email to setup an appointment before class.

All course correspondence, including grades, announcements, readings, etc.,  
will be posted on D2L: <https://d2l.msu.edu/>

It is highly recommended that students turn on email forwarding in D2L or they may miss important, timely information. More information on turning on D2L email forwarding can be found here:

<https://help.d2l.msu.edu/node/4410>

The instructor reserves the right to make changes to the syllabus as deemed necessary (i.e., in the case of a health, safety, or weather emergency). Students will be notified in a timely manner of any changes.

## **COURSE DESCRIPTION**

This upper-level seminar provides an overview of recent research on the societal implications of communication technologies (e.g., mobile phones, social media, AI, etc.). New communication technologies are often regarded as a source of transformative change, responsible for undermining morality, destroying institutions, increasing surveillance and control, and for the decline of community. This course provides historical context and is based around the argument that communication technologies are inherently social networks, linking people, organizations, and communities, on- and off-line. Topics include mental health, community, inequality, relationships, collective action, and political engagement. This subject is heavily weighted towards reading and evaluating original empirical studies that focus on how recent technological innovations may be changing the way we interact with our environments and those around us. Students will learn to critically examine the impact of new communication technologies on society through in-depth seminars and independent research.

Completion of this course fulfills the University's Tier II writing requirement.

## **PREREQUISITE**

MI 101 and completion of Tier I writing requirement.

## INSTRUCTIONAL OBJECTIVES

- a) Learn about the concept of digital communication and its social, economic, and political implications.
- b) Understand and be critically aware of the influence of new communication technologies on themselves, other individuals, social institutions and societies.
- c) Develop problem-solving and analytical skills in observing the social uses of new communication media.
- d) Critically review the theory, methodology, and findings of a research study published on the topic of new information and communication technologies.
- e) Apply appropriate theory and methods to the study of new forms of digital communication.

## CLASS MEETING FORMAT

This course is being offered in an in-person format. At the discretion of the University or the instructor, in the event of inclement weather, or a health or safety emergency, this course may move to an online synchronous format.

In the unusual event that the University or instructor decides to move this course to a fully synchronous online format, the syllabus is subject to change. In particular, synchronous online course lectures will include additional required, for credit, graded group work, including additional peer review of group members. The number and weight of other course work may be adjusted as deemed necessary by the instructor.

## REQUIRED COURSE MATERIALS

All readings, files, and grades will be available from the course website: <https://d2l.msu.edu/>.

Students are expected to bring a laptop to class. In class quizzes will be administered on d2l using the LockDown Browser.

## GRADES

Final grades will be based on five quizzes (100 points x 5), a group project proposal presentation (50 points), a final group project presentation (50 points), a final group project (300 points), and class participation (100 points). Students have the opportunity to receive 10 bonus points by completing an optional syllabus quiz before the end of the first day of class (11:59pm).

Your final grade is made up of 1000 points, assigned according to the following scale:

Points	Percentage	Grade
891-1000	90-100	4.0
821-890	83-89	3.5
741-820	75-82	3.0
691-740	70-74	2.5
661-690	67-69	2.0
621-660	63-66	1.5
600-620	60-62	1.0

< 600	< 60	0.0
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The instructor reserves the right to adjust the scale down (i.e., in the students' favor) but will never adjust the scale up (i.e., to the students' detriment).

## Grading of Assignments and Presentations

A grade equivalent to a 4.0 will be awarded to an assignment that both fills the terms of the assignment and shows evidence of out-of-the-ordinary, creative, analytical, and interesting thought. A 3.0 will be awarded if the terms of the assignment have been fulfilled thoroughly and thoughtfully, with some evidence of originality and creativity. Assignments that merely fulfill the terms of the assignment will receive a 2.0. Assignments that fail to fulfill the terms of the assignment will receive a grade equivalent to a 1.0. An assignment that does not approximate the terms of the assignment will receive a 0.0. All grades are final. Please do not ask to have your grade changed for reasons other than mathematical error. A grade of "incomplete" will not be assigned except in the most unusual, extreme (and generally emergency) circumstances.

## Attendance and Participation

*100 points; over semester, assigned by instructor at the end of the semester for active participation in class.*

Class meetings will be in a seminar format, there will be a limited amount of lecturing, instead students and instructor will explore key concepts through a guided dialogue. **Students are expected to have read all of the week's readings in advance of the course meeting.** Participation grades will be based on demonstrated familiarity and critical reflection on the readings, involvement in classroom activities and exercises, and engagement in discussions. **The participation grade is assessed above and beyond your attendance, just showing up for class will not earn you any participation points.** You can expect that the instructor will call on students to provide a summary of specific readings and to provide a basic comparison to prior course content.

Students are expected to attend all classes and to arrive on time. Missing or arriving late to more than two classes may result in an automatic zero for the participation grade. Students who are sick, quarantined, or who experience the loss of a loved one and receive an approved grief absence request are excused from class.

Students are responsible for getting course notes from their classmates, the instructor will not provide you with notes or slides. Lectures will not be recorded, and students are never granted permission to take still images, make audio or video recordings of the class. Smart glasses (e.g., Meta AI glasses, Solos AirGo) may not be worn in class. Commercialization of lecture notes and university-provided course materials is not permitted in this course.

## Quizzes (Due: in class and unscheduled)

*Five unscheduled in class quizzes (i.e., pop quizzes); 100 points x 5 (500 points total).*

Quizzes will begin at the start of class. Any student who arrives after the start of the quiz will not be allowed to take the quiz.

Students will need to use their own laptop, sign in to d2l, and complete the quiz using the Respondus LockDown browser.

All quizzes will be multiple choice and true/false type questions. Exams will cover all readings and class materials, this includes assigned readings, lectures, videos, any additional readings, and all other

material discussed in class. *Quizzes will not be cumulative.* Each quiz will be based on material covered since the last quiz.

Quizzes are closed book, during the exam, students may not use their notes, readings, internet sources, AI, or other human beings. Students must remove all items from their desk, including mobile phones, and must store smart watches (e.g., Apple Watch, Fitbit) and smart glasses in a bag (smart glasses are never allowed to be worn in class).

To be equitable and fair, no questions can be asked/answered during the quiz. Quiz grades will be posted in the D2L Gradebook approx. 48 hours after the exam. Exam questions will not be posted online for review. If you have a question about an exam or would like to review the exam, the exam key will be made available during office hours.

There is no final exam in this course.

**Quiz grade replacement policy:** To help you recover from a low quiz (e.g., you were sick, didn't prepare, had a bad day), your lowest score will be replaced with the average score of all five quizzes. You must take all five quizzes to qualify for this policy.

## Group Work

A significant proportion of the final grade in this course will result from work that a student starts or completes as part of a small group. In most cases students in a group will receive the same grade for group work. However, the instructor reserves the right to vary individual grades for those who do not demonstrate an equal level of participation. Each student will also submit a confidential description of their work and the work of their team members. (Students who fail to submit the peer evaluation by the final project due date may receive a zero on the final assignment). Individual work statements will be taken into account when deciding to give any team member a higher or lower grade. The course is designed so that all group work can be started during class time. During group workshops students will have the opportunity to meet with their groups and to engage in a discussion with the instructor. While all group work can be started in class, it will not be possible to complete all group activities within the class period. Group members should exchange contact information to arrange meetings and coordinate research activities.

## Final Project (Due: April 26 by 11:59pm)

*300 points; one project submitted per group*

Projects should deal with course themes and focus on a topic of interest. The topic must relate to the course content and must involve the collection of primary data (e.g., interviews, survey, observations, etc.) or the analysis of secondary data (e.g., content analysis, census data, etc.). There are a large range of possible topics, examples of possible topics/methods include:

- 1) A survey of students that explores gender differences in "internet addiction".
- 2) An experiment that measures the consequences of not using a communication technology over a period of time.
- 3) A media diary that answers a hypothesis about the use of a specific technology and an outcome, such as frequency of physical activity.
- 4) Observations of how people use a communication technology in a public setting, such as a public park.
- 5) A survey of students' awareness of privacy settings in their use of social media.
- 6) A content analysis of social media posts over time or by medium related to questions about political participation, affective content, or identity.

The final project is due in the form of a short research paper. The research paper must include an introduction (1-2 pages), a literature review (4-5 pages), a methods section (2-3 pages), findings (3-4 pages), a conclusion (1-2 pages), and a bibliography. *The paper must be double spaced, have 1-inch margins, should be approx. 10-12 pages in length (excluding tables and bibliography), written in APA style, and submitted through D2L as a Word or PDF file (not by email).* All students are required to submit a formal peer evaluation of their work and the work of their group members (a template will be provided), students who fail to submit the peer evaluation by the final project due date may receive a zero on the final assignment.

Note: The final project for this course is a classroom exercise. As such, your group's project should not require IRB review (all projects must be approved by the instructor as part of the proposal presentation before students can collect any data for the project).

*Many questions you might have about the final project, including specific expectations and a writing timeline can be answered by reading the Final Project Guide handout (on d2l, found in Contents → Handouts).*

### **Project Proposal Presentation (Due: Mar 19, in class)**

*50 points; meet all requirements on the presentation rubric for full credit.*

The in-class presentation is an opportunity for students to receive immediate feedback from the instructor and classmates on plans for their final project. This group presentation should be 10 minutes long, use PowerPoint (or something similar), and follow the format of a formal conference presentation. *A paper copy of your presentation must be given to the instructor before your presentation.* Presentations must include the following elements:

- A research question.
- A justification for why the question is of sufficient social importance and/or scientific relevance.
- A minimum of three citations and a brief review of key research in the area.
- Hypotheses (if appropriate).
- Research methods and procedure.
- Main strengths and weaknesses of your methods.
- A list of responsibilities assigned to each group member.

*The group's topic and research method/procedure must be approved by the instructor at the time of the proposal presentation before data can be collected for the final project.*

### **Final Presentation (Due: Apr 23, in class)**

*50 points; update proposal presentation and include findings for full credit.*

This is an opportunity to update the class on your group's project. This is also your final opportunity to receive feedback from the instructor in advance of submitting your final project paper. Group members will give a 5–7-minute presentation of their findings. Presentations must include the following elements:

- Research question.
- Hypotheses (if appropriate).
- Research methods and procedures.
- Findings
- Conclusion

## **Bonus Points (Dune: 11:59pm first day of class, on d2l)**

*10 points; syllabus exam.*

This is the only opportunity to receive bonus points in this class. To receive full points you must score 100% on a short syllabus quiz. The quiz is open book but must be completed using the LockDown Browser on d2l (print a copy of the syllabus!).

## **Late Assignments and Missed Quizzes**

Any student who arrives after the start of a quiz will not be allowed to take the quiz. If you miss a quiz, to be allowed to make up the quiz, you must: 1) have an acceptable excuse, and 2) contact the instructor before the time of the exam/assignment.

The only acceptable excuses to miss a quiz or submit a late assignment are a) a health emergency causing hospitalization, b) the death of a friend or family member accompanied by an approved grief absence request (the grief absence request form is available at <https://reg.msu.edu/StuForms/StuInfo/GriefAbsenceForm.aspx>), c) a holiday related to your religion. Makeup quizzes may differ from the original exam in format as well as content (e.g., you may be asked to attend office hours and to respond to a series of short answer questions). If you should become unable to attend class for an extended period of time due to a serious health or personal issue, please contact The College of Communication Arts and Sciences Academic and Student Affairs Office for guidance. Following this discussion, please contact the instructor to discuss potential accommodation.

Students should pay close attention to due dates; late assignments will not be graded.

## **DISABILITY INCLUSION**

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at (517) 884-RCPD or at [rcpd.msu.edu](http://rcpd.msu.edu). Once your eligibility for an accommodation has been determined, you will be issued an Accommodation Letter. Present this letter to the instructor within 7 days of the start of the semester or at least 7 days prior to the needed accommodation (i.e., the due date for the assignment, test, project, etc.). Requests received after these date will be honored whenever possible.

## **POLICY ON RELIGIOUS OBSERVANCE**

It is the policy of Michigan State University to permit students to observe holidays set aside by their chosen religious faith. If you plan on being absent from class on your religious holiday, notify the instructor within two weeks of the start of the semester and again two weeks prior to the date. Requests received after this date will be honored whenever possible.

## **STUDENT ATHLETES**

If you plan on being absent from class, student-athletes must bring a team schedule to the instructor within two weeks of the start of the semester to verify the excused absences. Notify the instructor again two weeks prior to the date. Requests received after this date will be honored whenever possible.

## ACADEMIC INTEGRITY

The consequences of scholastic dishonesty are very serious. Students are expected to fulfil the spirit of the Spartan Code of Honor. Evidence of plagiarism, cheating, fabrication, facilitation, dishonesty, academic sabotage, criminal activity, or other violations of research or professional ethics will be dealt with severely. Use of any AI (e.g., generative AI like ChatGPT) for quizzes or assignments will be considered an act of plagiarism or cheating (including, but not limited to the use of ChatGPT and Grammarly Premium). Submitting the same coursework to multiple courses also violates academic integrity unless previously disclosed to the instructor, and the resubmitted work is substantially changed and cited as previous work.

Wearing a smart watch (e.g, Apple Watch, Fitbit) or smart glasses (e.g., Meta AI glasses) or having a mobile phone on the desk or within reach during an exam will be treated as academic misconduct.

If the instructor believes misconduct has occurred a penalty grade of “0.0” will be given on the quiz, assignment, or in the course and an Academic Dishonesty Report will be submitted to the University.

MSU Policies, Regulations and Ordinances Regarding Academic Honesty and Integrity can be found at <https://msu.edu/unit/ombud/academic-integrity/>.

Consistent with MSU’s efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, MSU now provides instructors with a number of tools that compare a student’s work with multiple sources (e.g., Turnitin on d2l). These tools compare each student’s work with an extensive database of prior publications and papers, providing links to possible matches and a “similarity score.” In addition, other external tools may be used by the instructor to estimate the probability that students’ work was generated using AI. These tools do not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student’s work. All submissions to this course may be checked using these tools.

## COMMUNICATING WITH THE INSTRUCTOR

The instructor is here to help, please ask questions, share your ideas, and visit often during office hours. However, keep in mind that when seeking advisement and support, email is no substitute for a live meeting. Students seeking help with the content of this course should consult with the instructor at the start of class, during office hours, or by requesting a separate appointment. Plan ahead and consult in advance of any due dates. The instructor may take up to 24 hours to respond to email requests and may not respond over weekends or holidays. Do not expect a detailed response by email to requests for advice or review of materials (some things are still best done live!).

### Limits to Confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. The instructor must report the following information to other University offices (including the Department of Police and Public Safety) if you share:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child;
- Allegations of sexual assault, relationship violence, stalking, or sexual harassment; and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the MSU Counseling and Psychiatric Services.



## COURSE SCHEDULE

This portion of the syllabus is subject to change as the course evolves. With notice, the instructor may add or remove material based on the interests and pace of the class. At times, the instructor will distribute new and timely material that appears in the news or has been recently published. It is your responsibility to learn of any changes by regularly attending class, visiting the course website, and reading your email.

### WEEK 1 (Jan 15): Introduction

### WEEK 2 (Jan 22): Harmful Effects?

Duboust, O. (2024, May). China's restrictive approach to children's screen time and homework showing promising benefits. *Euro News*.

<https://www.euronews.com/health/2024/05/14/chinas-restrictive-approach-to-childrens-screentime-and-homework-showing-promising-benefit>

Riley, N. S. (2019). The real digital divide isn't about access to the Internet. *Washington Post*.  
<https://www.washingtonpost.com/opinions/2019/04/18/real-digital-divide-isnt-about-access-internet/>

Twenge, J. (2017, September). Have Smartphones Destroyed a Generation? *The Atlantic*.  
[https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/?utm\\_source=fbb](https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/?utm_source=fbb)

Haidt, J. (2024, March). End the Phone-Based Childhood Now. *The Atlantic*.

McPherson, M., Smith-Lovin, L., & Brashears, M. E. (2006). Social Isolation in America: Changes in Core Discussion Networks over Two Decades. *American Sociological Review*, 71, 353-375.

### WEEK 3 (Jan 29): Foundations

Colleran on Bicycle Morals. (1899, May 16). *Chicago Daily Tribune*.

Wants the Electric Lights Put Out. (1888, Nov 25). *The New York Times*.

Littledale, C.S. (1941, March). What to Do About the "Comics". *Parents' Magazine*. p26-27

Lee, S. (1996, Feb 19). Dungeons and Dragons is not a good game for youths. *The Daily Courier*. pA4.

Davis, J. (1994). Affordances. <https://www.instagram.com/p/CYXMbKfMIDI/>

Fischer, C. (2025). An Epidemic of the "Epidemic of Loneliness," Part 1: There Probably is No Epidemic and It May Not Be Loneliness. Made in America.  
<https://madeinamericathebook.wordpress.com/2023/09/12/an-epidemic-of-the-epidemic-of-loneliness-part-1-there-probably-is-no-epidemic-and-it-may-not-be-loneliness/>

Fischer, C. (2023). An Epidemic of the "Epidemic of Loneliness," Part 2: Naming and Talking Loneliness. Made in America. <https://madeinamericathebook.wordpress.com/2023/09/27/an-epidemic-of-the-epidemic-of-loneliness-part-2-naming-and-talking-loneliness/>

Putnam, R. (1995). Tuning In, Tuning Out: The Strange Disappearance of Social Capital in America. *Political Science and Politics*, 28(4), 664-683.

Norris, P. (1996). Does Television Erode Social Capital? A Reply to Putnam. *PS: Political Science and Politics* 29:474-480.

#### **WEEK 4 (Feb 5): Strong Ties / Weak Ties**

Hampton, K. N., Sessions, L., & Ja Her, E. (2011). Core Networks, Social Isolation, and New Media: Internet and Mobile Phone Use, Network Size, and Diversity. *Information, Communication & Society*, 14(1), 130-155.

Burke, M., & Kraut R. (2014). Growing Closer on Facebook: Changes in Tie Strength Through Social Network Site Use. *CHI 2014*. Toronto, ON. (read summary by Burke)  
<https://www.facebook.com/notes/facebook-data-science/growing-closer-on-facebook/10152086044728859?fref=nf>

Gergen, K. J. (2010). Mobile Communication and the New Insularity. *QWERTY* 5(1), 14-28.

Hampton, K. & Wellman, B. (2021). All the Lonely People? The Continuing Lament about the Loss of Community. In L. Lievrouw and B. Loader (Eds.), *Routledge Handbook of Digital Media and Communication*. Abingdon, UK. Routledge. 281-296.

**Group workshop:** Picking a research question.

#### **WEEK 5: (Feb 12): Dating, Porn, and Companionship**

Vallance, C. (January 4, 2023). Porn website age checks introduced in Louisiana. *BBC News*.  
<https://www.bbc.com/news/technology-64153375>

Zimbardo, P., Wilson, G., & Coulombe, N. (April 13, 2016). How Porn is Messing With Your Manhood. *Skeptic*. [https://www.skeptic.com/reading\\_room/how-porn-is-messing-with-your-manhood/](https://www.skeptic.com/reading_room/how-porn-is-messing-with-your-manhood/)

Singer, N. (2024, April 22). Spurred by Teen Girls, States Move to Ban Deepfake Nudes. *The New York Times*. <https://www.nytimes.com/2024/04/22/technology/deepfake-ai-nudes-high-school-laws.html>

Liao, T., Rodwell, E., & Porter, D. (2024). Media frames, AI romantic relationships, and the perspectives of people in relationships; mapping and comparing news media themes with user perspectives. *Information, Communication & Society*, 27(12), 2314–2332.

Alsing K.K., Sejersen T.S., & Jemec G.B.E. (2021). Geosocial Dating Applications Mirror the Increase in Sexually Transmitted Diseases. *Acta Derm Venereol*, 101(1).

Holloway, I. W., Dunlap, S., del Pino, H. E., Hermansteyne, K., Pulsipher, C., & Landovitz, R. J. (2014). Online Social Networking, Sexual Risk and Protective Behaviors: Considerations for Clinicians and Researchers. *Current Addiction Reports*, 1(3), 220-228.

Cacioppo, J. T., Cacioppo, S., Gonzaga, G. C., Ogburn, E. L., & Van der Weele, T. J., (2013). Marital Satisfaction and Break-Ups Differ across On-Line and Off-Line Meeting Venues. *Proceedings of the National Academy of Sciences*.

Dorrance-Hall, E. (November 15, 2023). Unpacking the Online Dating Effect. *Psychology Today*.  
<https://www.psychologytoday.com/gb/blog/dating-in-the-digital-age/202310/unpacking-the-online-dating-effect>

**WEEK 6: (Feb 19) Addiction**

Chatterjee, Rhitu (2025, June 18). Screen addiction and suicidal behaviors are linked for teens, a study shows. *NPR*. <https://www.npr.org/sections/shots-health-news/2025/06/18/nx-s1-5436951/jama-screens-teens-addiction-suicide-abcd>

Fisher, C.E. (2016). Food, Sex, Gambling, the Internet: When is it Addiction? *Scientific American*. <https://www.scientificamerican.com/article/food-sex-gambling-the-internet-when-is-it-addiction/>

Griffiths, M. (2005). A 'components' model of addiction within a biopsychosocial framework. *Journal of Substance Use*, 10(4), 191–197.

Pontes, H. M., Kuss, D. J., & Griffiths, M. D. (2015). Clinical psychology of Internet addiction: a review of its conceptualization, prevalence, neuronal processes, and implications for treatment. *Neuroscience and Neuroeconomics*, 4, 11–23.

van Rooij, A. J., Ferguson, C. J., Colder Carras, M., et al. (2018). A weak scientific basis for gaming disorder: Let us err on the side of caution. *Journal of Behavioral Addictions*, 7(1), 1-9.

Satchell, L.P., Fido, D., Harper, C.A. et al. (2021). Development of an Offline-Friend Addiction Questionnaire (O-FAQ): Are most people really social addicts?. *Behavior Research Methods* 53, 1097–1106 (2021).

**Group workshop:** Designing your study.

**WEEK 7 (Feb 26): Group work**

Note: The class will not meet at the scheduled time, you are expected to meet and work independently with your group.

**WEEK 8 (March 5): SPRING BREAK (No Class).**

## **WEEK 9 (March 12): Mental Health**

Gilbert, C., & Meigar, L. (2024, April 30). Americans are sleeping more than ever. See how you compare. *The Washington Post*.

<https://www.washingtonpost.com/wellness/interactive/2024/sleep-data-survey-americans/>

Odgers, C. (2024). The great rewiring: is social media really behind an epidemic of teenage mental illness? *Nature*. <https://www.nature.com/articles/d41586-024-00902-2>

Piore, A. (2024, April 22). Could helicopter parenting and a decline in 'free play' be causing the youth mental health crisis? *Boston Globe*.

<https://www.bostonglobe.com/2024/04/22/metro/depression-teens-social-media-free-play-childhood/>

Kelley, J. (2023). The Kids Online Safety Act is Still A Huge Danger to Our Rights Online. EFF.

<https://www.eff.org/deeplinks/2023/05/kids-online-safety-act-still-huge-danger-our-rights-online>

Orben, A. (2020). Teenagers, screens and social media: a narrative review of reviews and key studies. *Social Psychiatry and Psychiatric Epidemiology*, 55(4), 407-414.

Steinsbekk, S., Nesi, J., & Wichstrøm, L. (2023). Social media behaviors and symptoms of anxiety and depression. A four-wave cohort study from age 10–16 years. *Computers in Human Behavior*, 147.

Hampton, K. N., & Shin, I. (2023). Disconnection More Problematic for Adolescent Self-Esteem than Heavy Social Media Use: Evidence from Access Inequalities and Restrictive Media Parenting in Rural America. *Social Science Computer Review*, 41(2), 626-647.

Hampton, K. (2025). Worse than Mega-Silliness: The Quality of Experimental Studies on Social Media and Adolescent Mental Health. Working paper.

**Group workshop:** Preparing the presentation.

## **WEEK 10 (March 19): Proposal Presentations**

**Presentations:** Project proposal.

## **WEEK 11 (March 26): Social Media and Algorithms (and finishing group presentations)**

Marwick, Alice E. and danah boyd. (2010). I Tweet Honestly, I Tweet Passionately: Twitter Users, Context Collapse, and the Imagined Audience. *New Media & Society*.

Vecchione, B., Barocas, S., & Levy, K. (2021). Algorithmic Auditing and Social Justice: Lessons from the History of Audit Studies. *EAAMO '21: Proceedings of the 1st ACM Conference on Equity and Access in Algorithms, Mechanisms, and Optimization*. p1-9.

Bakshy, E., Messing, S., & Adamic, L. A. (2015). Exposure to ideologically diverse news and opinion on Facebook. *Science*, 348(6239), 1130-1132.

Robertson, R.E., Green, J. Ruck, D.J., Ognyanova, K., Wilson, C., & Lazer, D. (2023). Users choose to engage with more partisan news than they are exposed to on Google Search. *Nature*, 618, 342-348.

**Group workshop:** Data collection.

## **WEEK 12 (April 2): Digital Inequality**

Brandom, Russell. (March 28, 2019). Facebook Has Been Charged With Housing Discrimination by the US Government. *The Verge*. <https://www.theverge.com/2019/3/28/18285178/facebook-hud-lawsuit-fair-housing-discrimination>

Robinson, L., Cotten, S. R., Ono, H., Quan-Haase, A., Mesch, G., Chen, W., Schulz, J., Hale, T. M., & Stern, M. J. (2015). Digital inequalities and why they matter. *Information, Communication & Society*, 18(5), 569-582.

Gonzales, A. L. (2016). The contemporary US digital divide: from initial access to technology maintenance. *Information, Communication & Society*, 19(2), 234-248.

Hales, G. E., & Hampton, K. N. (2025). Rethinking screen time and academic achievement: gender differences and the hidden benefit of online leisure through digital skills. *Information, Communication & Society*, 1–19.

Campos-Castillo, C., Groh, A., & Laestadius, L. (2024). Latino adolescents' experiences of residential risks on social media and mental health implications. *Sociology of Health & Illness*.

**Group workshop:** Data analysis.

## **WEEK 13 (April 9): Political Engagement**

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## **WEEK 14 (April 16): The next panic?**

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**Group workshop:** Final presentation preparation.

## **WEEK 15 (April 23): Final Presentations**

**Presentations:** Final Project.