**MI 960 MEDIA AND TECHNOLOGY**
**Michigan State University**

**Fall 2022**

**Thu 9:10-12:00pm (CAS 405 – Quello Center conference room)**

Prof. Keith Hampton
Email: khampton@msu.edu
Office Hours: Email to setup an appointment in CAS 435 or by Zoom.

Note: Interdepartmental course with ADV, JRN. If you wish to have your enrollment in this course appear on your record as ADV 960 or JRN 960 enroll in this section and contact Nicole Bond.

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 notifications in D2L or they may miss important, timely information.  More information on turning on D2L notifications can be found here: https://help.d2l.msu.edu/node/4410

**COURSE DESCRIPTION**
This course examines how digital media and emerging communication technologies (e.g., mobile phones, Internet, social media, video games, locative media) affect social relationships and society, and the importance of social forces in adoption and usage patterns.

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. Topics include news, health, community, inequality, relationships, collective action, political engagement, and place and space. This subject is heavily weighted towards the evaluation of empirical studies that focus on how new technologies may be changing the way we interact with our environments and those around us. Often, readings will contrast different disciplinary, theoretical, and methodological approaches. Examples of questions that will be explored in this course include:
- Are new forms of communication responsible for large-scale social change?
- Do new media replace existing forms of communication, such as face-to-face contact?
- Does the use of social media, or mobile technologies increase social isolation, depression, anxiety, etc.?
- Is democratic engagement changing, becoming more polarized, etc. as a result of new media?

**PREREQUISITS**
No prerequisites.

**INSTRUCTIONAL OBJECTIVES**
- Learn about the concept of media and technology and its social, economic, and political implications.
- Understand and be critically aware of the influence of new communication technologies on themselves, other individuals, social institutions and societies.
- Develop problem-solving and analytical skills in observing the social uses of new communication media.

- Critically review the theory, methodology, and findings of a research study published on the topic of new information and communication technologies.
- 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. This course will generally not be available to students as a hybrid (synchronous online) format without permission from both the College and the instructor. At the discretion of the instructor, individual requests to attend class remotely (online) may be granted to students who are in quarantine, are sick, are traveling, or out of the country. At the discretion of the University or the instructor, in the event of inclement weather, or a perceived risk to the safety of class participants or the community, this course may move to an online synchronous format.

**REQUIRED COURSE MATERIALS**

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

**ASSESSMENT**

Students are not expected to have personal experience with the technologies discussed in this course.

Final grades will be based on an evaluation of contributions to an online discussion forum about the weekly course readings (30%), a presentation outlining the final project (10%), a final project (50%), and class participation (10%). Students are urged to pay close attention to due dates, late assignments will not be graded.

Final grades will be assigned according to the following scale:

| | |
|---|---|
| 4.0 | 93-100% |
| 3.5 | 87-92% |
| 3.0 | 80-86% |
| 2.5 | 77-79% |
| 2.0 | 70-76% |
| 1.5 | 67-69% |
| 1.0 | 60-66% |
| 0.0 | below 60% |

**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**

*10%; over semester, assigned by instructor 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 with a verified illness or who experience the loss of a loved one and receive an approved grief absence request are excused from class (the grief absence request form is available at https://reg.msu.edu/StuForms/StuInfo/GriefAbsenceForm.aspx).

In the event that the course is moved to a synchronous online format, or a student is given special permission to attend class remotely, students must attend class meetings through the provided course system (Zoom). In an effort to promote engagement, students are asked to appear on video for the duration of the class meeting. Students should display their full name in their Zoom profile. To ensure that all students feel free to share their thoughts and opinions, students should make every attempt to join the class from a space that is free from distraction. Students are expected to maintain behaviors consistent with a classroom setting. For example, students should not engage in activities such as jogging, cooking, etc. Unless a student is sick or has an approved accommodation from the Resource Center for Persons with Disabilities, they should not join the class while lying in bed. Students joining remotely are expected to participate fully and should "raise hand" or use a similar means to indicate that they have a question or comment. Students who anticipate that their situation will make it difficult to follow these guidelines should communicate in advance with the instructor to reach a reasonable accommodation.

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. Commercialization of lecture notes and university-provided course materials is not permitted in this course.

**ASSIGNMENTS**

**Discussion Forum** (The "question" portion of the assignment is due the day before class by 4:00pm; "answers" are due by midnight the day before class).

*30%; 10 weeks of participation for full credit*

There are 15 weeks in this semester. There are assigned readings for 11 of these weeks, and readings must be completed before the start of class. Students are required to participate in this assignment for 10 of those weeks.

The class will be using the d2l discussions feature to raise questions about course readings with each other outside of regular class meetings. The goal is to start a discussion about the class readings before we meet. To participate, students must ask one good question (with a description) and answer one question that other students (or the instructor) have posted. Follow these guidelines:

1. In the Discussion section of d2l, "start a new thread". Write your question in the subject field, and then add a description bellow. You should ask an open-ended "big question," not quiz your fellow students on the readings. Big questions often start with "why," "how," or "does," rarely do they start with "what." An open-ended question is one where there are many possible answers. For the description, add your point of view based on *evidence and critique* of the week's readings. You can provide context and relate personal experiences, but keep in mind that this alone does not qualify as evidence. The question and description should be 300-400 words.

2. Only after you ask a question will you be able to view questions submitted by other students. You must answer another student's (or the instructor's) question from the same week of readings. You cannot answer the same person's question two weeks in a row. More than one person can respond to the same question, and you are encouraged to build or expand on other people's responses.

3. Answer a question by replying to the thread. Your answer should state your position and include *supporting evidence with examples from the course readings* (the current week or other weeks) and any other sources you want to include. As much as possible, limit your summary of the readings (everyone should have read them), focus on the readings' strengths and limitations, methods, and evidence, or a comparison/contrast with other readings (from in or outside of class). A response to a question should be 400-600 words.

4. Questions and answers are intended to be less formal than a class paper (but must follow traditional guidelines for academic integrity). Formal citations are not required, but if citing material from outside the class, a link must be provided to the source. Weekly readings often include a number of short, non-scholarly articles, intended to spur discussion. While these readings can be used to inspire your questions/answers, they are not intended to serve as evidence. *Students are expected to focus on scholarly works*.

5. Questions and answers are generally graded as pass/fail. If you submit your post on time, if it meets the minimum requirements for length, and it fulfills the terms of the assignment (i.e., commentary not summary!) you will receive 100%. If the question/answer is not submitted, submitted late, does not meet the minimum length, is not on the assigned subject matter, or otherwise does not meet the terms of the assignment, you will get a zero. The instructor will occasionally post their questions and provide feedback on your answers to let you know how you are doing, but do not expect weekly feedback. The discussion forum is intended to be a peer driven and a peer evaluated exercise.

**Final Project (Due: Dec 16)**
The final project can take on one of a number of different forms to be negotiated individually with the instructor. Projects should deal with course themes focusing on a topic of interest to the student. Possibilities for the final paper/project include a full research proposal, software or a website, or a paper of near publishable quality based on the analysis of existing data or data collected as part of an original research project (18-20 double spaced pages, not including references or tables). Informal project approval must be obtained in advance of the proposal presentation.

**Proposal Presentation (Due: Oct 27)**
The in-class presentation is as an opportunity for students to explore individual interests and to receive immediate feedback from the instructor and classmates on plans for their final project. The presentation should be 10 minutes long, use PowerPoint (or something similar), and follow the format of a formal conference presentation. A copy of your presentation (on paper) must be given to the instructor at the time of your presentation. Presentations should include the following elements:

- A research question(s).
- A justification for why the question is of sufficient social importance and/or scientific relevance.
- 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.

**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.

**ACADEMIC INTEGRITY**
The consequences of scholastic dishonesty are very serious. Evidence of plagiarism, cheating, fabrication, facilitation, dishonesty, academic sabotage, criminal activity, or other violations of research or professional ethics will be dealt with severely – at a minimum students will receive a grade of "F" in the course. Types of plagiarism include verbatim copying without quotation marks, not using in-test citations to attribute quotations to the original source, paraphrasing or summarizing other works without using in-text citations, and quoting or paraphrasing large segments of others' work without adding critical analysis. Students are strongly urged to review the video on "When do I cite" at https://libguides.lib.msu.edu/academic_integrity

Students are expected to fulfil the spirit of the Spartan Code of Honor. "As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do." Student conduct that is inconsistent with the academic pledge will be addressed through existing policies, regulations, and ordinances governing academic honesty and integrity. 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. 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." The tool does 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 many 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 OUTLINE**

This portion of the syllabus is subject to change as the course evolves. 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 (Sep 1): Introduction**

**WEEK 2 (Sep 8): Harmful Effects?**

Well, G., Horwitz, J., & Seetharaman, D. (2021, September 14). Facebook Knows Instagram Is Toxic for Teen Girls, Company Documents Show. *The Wall Street Journal*. https://www.wsj.com/articles/facebook-knows-instagram-is-toxic-for-teen-girls-company-documents-show-11631620739

Turkle, S. (2012, April 21). The Flight From Conversation. *New York Times*. http://www.nytimes.com/2012/04/22/opinion/sunday/the-flight-from-conversation.html

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

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/

Kamenetz, A. (2021, October 6). Facebook's own data is not as conclusive as you think about teens and mental health. *NPR*. https://www.npr.org/2021/10/06/1043138622/facebook-instagram-teens-mental-health

Walther, J. (2019). Facebook doesn't fool me – but I worry about how it affects you. *The Conversation*. https://theconversation.com/facebook-doesnt-fool-me-but-i-worry-about-how-it-affects-you-117296

Twenge, J. M., Haidt, J., Blake, A. B., McAllister, C., Lemon, H., & Le Roy, A. (2021). Worldwide increases in adolescent loneliness. *Journal of Adolescence.*

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 (Sep 15): Foundations**

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

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

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.

Hampton, K. N. & 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.

Davis, J. L., & Chouinard, J. B. (2016). Theorizing Affordances: From Request to Refuse. *Bulletin of Science, Technology & Society*, 36(4), 241–248.

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 & Neuroeconomics*, 4, 11-23.

Hampton, K. N. (2017). Studying the Digital: Directions and Challenges for Digital Methods. *Annual Review of Sociology*, 43, 167-188.

**WEEK 4 (Sep 22): Strong Ties / Weak Ties**

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

Haythornthwaite, C. (2005). Social Networks and Internet Connectivity Effects. *Information, Communication & Society, 8*(2), 125 - 147.

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. in *CHI 2014*, edited by M. Jones and P. Palanque. Toronto, Canada.

Vriens, E., & van Ingen, E. (2017). Does the rise of the Internet bring erosion of strong ties? Analyses of social media use and changes in core discussion networks. *New Media & Society* 20(7), 2432-2449.

Campbell, Scott (2015). Mobile Communication and Network Privatism: A Literature Review of the Implications for Diverse, Weak, and New Ties. *Review of Communication Research* 3(1).

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*.

**WEEK 5 (Sep 29): Intimacy**

Sanders, S. (2018, August 6). Less Sex, Fewer Babies: Blame The Internet And Career Priorities. *NPR*. https://www.npr.org/2019/08/06/747571497/less-sex-fewer-babies-blame-the-internet-and-career-priorities

Jeltsen, M. (September 5, 2019). When Teens Are Treated Like Child Pornographers For Sexting. Huffpost. https://www.huffpost.com/entry/teens-child-pornography-sexting_n_5d6ff6d1e4b09bbc9ef8f108?ncid=NEWSSTAND0001

Belluz, J. (2017, November 13). Tinder and Grindr don't want to talk about their role in rising STDs. https://www.vox.com/science-and-health/2017/11/13/16620286/online-dating-stds-tinder-grindr

Jones, M. (2018, Feb 7). What Teenagers Are Learning From Online Porn. *The New York Times Magazine*. https://www.nytimes.com/2018/02/07/magazine/teenagers-learning-online-porn-literacy-sex-education.html

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

Mitchell, K. J., Finkelhor, D., Jones, L. M., & Wolak, J. (2012). Prevalence and Characteristics of Youth Sexting: A National Study. *Pediatrics*.

Barrense-Dias, Y., Berchtold, A., Surís, J.-C., & Akre, C. (2017). Sexting and the Definition Issue. *Journal of Adolescent Health*, 61(5), 544-554

McFarlane, M., Bull, S. S., and Rietmeijer, C. A. (2000). The Internet as a newly emerging risk environment for sexually transmitted diseases. *JAMA 284*(4): 443-6.

Holloway, I. W., Dunlap, S., del Pino, H. E., Hermanstyne, 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.

Bőthe, B., Tóth-Király, I., Potenza, M. N., Orosz, G., & Demetrovics, Z. (2020). High-Frequency Pornography Use May Not Always Be Problematic. *The Journal of Sexual Medicine*, 17(4), 793-811.

**WEEK 6 (Oct 6): Mental Health**

Jargon, J. (2021, Oct 19). Teen Girls Are Developing Tics. Doctors Say TikTok Could Be a Factor. *The Wall Street Journal*. https://www.wsj.com/articles/teen-girls-are-developing-tics-doctors-say-tiktok-could-be-a-factor-11634389201

Samuel, A. (2017, August 8). Yes, Smartphones are Destroying a Generation, but not of Kids. *JSTOR Daily*. https://daily.jstor.org/yes-smartphones-are-destroying-a-generation-but-not-of-kids/

Hunt, M. G., Marx, R., Lipson, C., & Young, J. (2018). No more FOMO: Limiting social media decreases loneliness and depression. *Journal of Social and Clinical Psychology*, 37(10), 751-768.

Busch, P. A., & McCarthy, S. (2021). Antecedents and consequences of problematic smartphone use: A systematic literature review of an emerging research area. *Computers in Human Behavior*, 114, 106414.

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.

Beyens, I., Pouwels, J. L., van Driel, I. I., Keijsers, L., & Valkenburg, P. M. (2020). The effect of social media on well-being differs from adolescent to adolescent. *Scientific Reports*, 10(1), 10763.

Hampton, K. N., & Shin, I. (2022). 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*, 08944393221117466

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.

Hampton, K. N. (2019). Social Media and Change in Psychological Distress Over Time: The Role of Social Causation. *Journal of Computer-Mediated Communication*, 5(24), 205-222.

**WEEK 7 (Oct 13): Social Media**

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

Eslami, M., Rickman, A., Vaccaro, K., Aleyasen, A., Vuong, A., Karahalios, K., ... & Sandvig, C. (2015, April). I always assumed that I wasn't really that close to [her]": Reasoning about invisible algorithms in the news feed. In *Proceedings of the 33rd Annual SIGCHI Conference on Human Factors in Computing Systems* (pp. 153-162).

Cotter, K. (2019). Playing the visibility game: How digital influencers and algorithms negotiate influence on Instagram. *New Media & Society*, 21(4), 895-913.

Ramirez, F., Denault, V., Carpenter, S., & Wyers, J. (2021). 'But her age was not given on her Facebook profile': minors, social media, and sexual assault trials. *Information, Communication & Society*, 1-17.

## WEEK 8 (Oct 20): Search and News

Darcey, O. (2021, January 8). Analysis: TV providers should not escape scrutiny for distributing disinformation. *CNN*. https://www.cnn.com/2021/01/08/media/tv-providers-disinfo-reliable-sources/index.html

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

Dubois, E., & Blank, G. (2018). The echo chamber is overstated: the moderating effect of political interest and diverse media. *Information, Communication & Society*, 21(5), 729-745.

Terren, L., & Borge-Bravo, R. (2021). Echo Chambers on Social Media: A Systematic Review of the Literature. *Review of Communication Research*, 9, 99-118.

Guess, A. M., Nyhan, B., & Reifler, J. (2020). Exposure to untrustworthy websites in the 2016 US election. *Nature Human Behaviour*, 4(5), 472-480.

Fletcher, R., & Nielsen, R. K. (2018). Are people incidentally exposed to news on social media? A comparative analysis. *New Media & Society 20*(7), 2450-2468

Boczkowski, P.J., Mitchelstein, E. & Matassi, M. (2018). News Comes Across When I'm in a Moment of Leisure: Understanding the Practices of Incidental News Consumption on Social Media. *New Media & Society* 20(10), 3523-3539

## WEEK 9 (Oct 27): Presentations

Presentation of final project proposal.

## WEEK 10 (Nov 3): Political Engagement / Collective Action

Fletcher, R. (2018, April 16). Shamed in his dog's death, Jeremy Quaile took his own life. *CBC News*. http://www.cbc.ca/news/canada/calgary/jeremy-quaile-knightley-dog-death-calgary-1.4602948

Gladwell, M. (2010, October 4). Small Change: Why the Revolution Will Not be Tweeted. *The New Yorker*. http://www.newyorker.com/magazine/2010/10/04/small-change-malcolm-gladwell

Clarke, K., & Korhan K. (2018). Launching Revolution: Social Media and the Egyptian Uprising's First Movers. *British Journal of Political Science*, 1-21.

Kasra, M. (2017). Vigilantism, public shaming, and social media hegemony: The role of digital-networked images in humiliation and sociopolitical control. *The Communication Review*, 20(3), 172-188

Earl, J., Maher, T. V., & Pan, J. (2022). The digital repression of social movements, protest, and activism: A synthetic review. Science Advances, 8(10), eabl8198.

Hampton, K. N., Shin, I., & Lu, W. (2017). Social media and political discussion: when online presence silences offline conversation. *Information, Communication & Society, 20*(7), 1090-1107.

Boxell, L., Gentzkow, M., & Shapiro, J. M. (2017). Greater Internet use is not associated with faster growth in political polarization among US demographic groups. *Proceedings of the National Academy of Sciences*, 114(40), 10612-10617

Linvill, D. L., & Warren, P. L. (2020). Troll Factories: Manufacturing Specialized Disinformation on Twitter. *Political Communication*, 37(4), 447-467.

Shin, I., & Hampton, K. N. (2021). New media use and the belief in a just world: awareness of life events and the perception of fairness for self and injustice for others. *Information, Communication & Society*, 1-17

**WEEK 11 (Nov 10): Place and Space**

Huffaker, C. (2016, July 28). There are fewer Pokemon Go locations in black neighborhoods, but why? http://amp.bnd.com/news/nation-world/national/article89562297.html

Brandom, R. (2019, March 28). 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

Hampton, K.N. and Wellman, B. (2003). Neighboring in Netville: How the Internet Supports Community and Social Capital in a Wired Suburb. *City and Community 2*(4), 277-311.

Hampton, K. N., Lee, C. J., & Her, E. J. (2011). How New Media Afford Network Diversity: Direct and Mediated Access to Social Capital Through Participation in Local Social Settings. *New Media & Society 13*(7), 1031-1049.

Hampton, K. N., Goulet, L. S., & Albanesius, G. (2015). Change in the social life of urban public spaces: The rise of mobile phones and women, and the decline of aloneness over thirty years. *Urban Studies, 52*(8), 1489-1504.

Lane, J., & Stuart, F. (2022). How Social Media Use Mitigates Urban Violence: Communication Visibility and Third-Party Intervention Processes in Digital Urban Contexts. *Qualitative Sociology*.

Asplund, J., Eslami, M., Sundaram, H., Sandvig, C., & Karahalios, K. (2020). Auditing Race and Gender Discrimination in Online Housing Markets. *Proceedings of the International AAAI Conference on Web and Social Media*, 14(1), 24-35.

**WEEK 12 (Nov 17): Digital Inequality**

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., Ems, L., & Suri, V. R. (2016). Cell phone disconnection disrupts access to healthcare and health resources: A technology maintenance perspective. *New Media & Society*, 18(8), 1422–1438

Hampton, K. N., Robertson, C. T., Fernandez, L., Shin, I., & Bauer, J. M. (2021). How variation in internet access, digital skills, and media use are related to rural student outcomes: GPA, SAT, and educational aspirations. *Telematics and Informatics*, 63, 101666.

Yang, T., Ticona, J., & Lelkes, Y. (2021). Policing the Digital Divide: Institutional Gate-keeping & Criminalizing Digital Inclusion. *Journal of Communication*, 71(4), 572-597.

**WEEK 13 (Nov 24):  NO CLASS (University holiday).**

**WEEK 14 (Dec 1): Artificial Intelligence**

Hill, Kashmir (2022, Aug 21). A Dad Took Photos of His Naked Toddler for the Doctor. Google Flagged Him as a Criminal. *The New York Times*.
https://www.nytimes.com/2022/08/21/technology/google-surveillance-toddler-photo.html

Sundar, S. S. (2020). Rise of Machine Agency: A Framework for Studying the Psychology of Human–AI Interaction (HAII). *Journal of Computer-Mediated Communication*, 25(1), 74-88.

Joyce, K., Smith-Doerr, L., Alegria, S., Bell, S., Cruz, T., Hoffman, S. G., Noble, S. U., & Shestakofsky, B. (2021). Toward a Sociology of Artificial Intelligence: A Call for Research on Inequalities and Structural Change. *Socius, 7*, 2378023121999581.

Fountain, J. E. (2022). The moon, the ghetto and artificial intelligence: Reducing systemic racism in computational algorithms. *Government Information Quarterly, 39*(2), 101645.

Brandtzaeg, P. B., Skjuve, M., & Følstad, A. (2022). My AI Friend: How Users of a Social Chatbot Understand Their Human–AI Friendship. *Human Communication Research*, 48(3), 404-429.

**WEEK 15 (Dec 8):**

Catchup and informal discussion/presentation of final projects.