MI 401 DIGITAL COMMUNICATION AND SOCIETY
Michigan State University

Spring 2020

Mon 5:00-7:50pm (CAS 165)

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All course correspondence, including posted grades, announcements, additional readings, etc. will be posted on the D2L
website for this course: https://d2l.msu.edu/

COURSE DESCRIPTION

This upper level seminar provides an overview of recent research on the societal implications of new communication technologies (e.g., mobile phones, social media, 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 is based around the argument that communication technologies are inherently social networks, linking people, organizations and communities. This subject is heavily weighted towards the evaluation of 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.

PREREQUISITE

MI 101 and completion of Tier I writing requirement.

LEARNING OBJECTIVES

- Learn about the concept of digital communication 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.

ASSESSMENT

Students are not expected to have personal experience with the technologies discussed in this course. A major component of the course will involve the development and use of a personal blog. Students will receive access to the necessary blogging software and will be provided with basic instruction on how to maintain a blog.

Final grades will be based on an evaluation of 5 blog postings (15%), 10 comments on other students' blog postings (5%), two exams (15% each), a group presentation outlining the final project (10%), a final group project (25%), a final presentation (5%), and class participation (10%).

Final grades will be assigned according to the following scale:

4.0	90-100%
3.5	83-89%
3.0	75-82%
2.5	70-74%
2.0	67-69%
1.5	63-66%
1.0	60-62%
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.

Participation

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 must do the readings, or this class will be a waste of time. You can expect that the instructor will call on students at random to provide a summary of specific readings and to provide a basic comparison to prior course content.

Use of mobile phones and computing devices in class, for purposes unrelated to note taking and direct class participation, will adversely affect your participation grade.

Students are expected to attend all classes. Missing more than two classes may result in an automatic zero for the class participation grade. Students who experience a loss and receive an approved grief absence request are exempt from this policy (the grief absence request form is available at https://reg.msu.edu/StuForms/StuInfo/GriefAbsenceForm.aspx). Students are responsible for getting course notes from their classmates, the instructor will not provide you with notes, slides or exam guides.

Students are never granted permission to make audio or video recordings of the class.

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. Students will be allowed to form their own groups, but the instructor reserves the right to move students to different groups. 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. 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 always be possible to complete group activities within the class period. Group members should exchange contact information to arrange meetings and coordinate research activities.

Blogs

Students are responsible for submitting 5 short blog posts on subjects assigned by the instructor (600-700 words). The goal is to provide a review of key course concepts and to promote discussion between students outside of the classroom. Blog posts are intended to be less formal than a class paper (but must follow traditional guidelines for academic integrity). Students are encouraged to include pictures, videos, and links to external content. To allow time for peers and the instructor to comment, blog posts must be posted to a student's personal blog by 5:00pm the day before the class meeting. Students are welcome to make additional posts on their blog on class related subjects.

Note: Depending on current events and the interests of the class, the topics of the blogging assignments may change, do not begin an assignment more than one week prior to the due date.

Post #1 (Jan 26 by 5:00pm): Compare a pre-Internet technology that you or your family have used/owned (e.g., Walkman, home phone, radio, etc.) with one of your favorite new technologies that serves a similar purpose (e.g., a website, app, device, video game, etc.). What activities or functions does the new technology provide that are similar and different to the original? What do you think the consequences are of widespread adoption, or replacement by this new technology for both individuals and larger society?

Post #2 (Feb 9 by 5:00pm): Over a period of two days, keep a diary that tracks your communication with your closest friends/family (including contact you receive, but do not reciprocate, such as text messages). Note the type of medium you use, the duration of contact, frequency of contact, and the purpose of the contact. How does your contact with your closest ties vary by medium? Do you use multiple or different media with different types of ties? How do different technologies compare to face-to-face in terms of what was communicated in the exchange? (Note: don't use your friends'/family's real names in your blog post).

Post #3 (Mar 8 by 5:00pm): Spend at least two hours observing people in a public space, such as a coffee shop or park. Compare and contrast how people using different technologies behave in the space (e.g., using books, mobile phones, laptops, music players, etc.). How are their interactions the same/different? What do you think are some of the costs/benefits of using the different technologies you observed, for the individuals, the people around them, and the space they inhabited?

Post #4 (Mar 29 by 5:00pm): Review the advertising categories assigned to you by either Facebook OR Google (see below instructions for accessing these). Identify two ad categories that accurately represent you or your interests AND two ad categories that do NOT accurately represent you or your interests. For all four categories: 1) Explain how the category is either accurate/inaccurate; 2) Discuss why you think you were categorized in this way. In other words, what kind of data do you think was used to infer this categorization of you? Looking at *all* the categories assigned to you, discuss 1) how well the categories represent you overall; 2) two interests or aspects of your identity (two ways *you* define yourself) that are missing from the Facebook/Google categories; 3) why you think Facebook's/Google's algorithms didn't "know" about these parts of your identity? 4) how you think the ads displayed to you in Google products (e.g. YouTube, Gmail, Google Search)/Facebook products (e.g. Facebook, Instagram) would change if these parts of your identity were "known" to the platforms' algorithms?

To view your Google Ad categories: visit https://adssettings.google.com/ (you will need to login)

To view your Facebook Ad categories:

1) *Login and go to **Settings** on Facebook (under the little downward facing arrow on the top right-hand side*

2) *Click the link on the bottom left that says, "**Ads**"*

3) *Click on the section labeled "**Your Interests**" (should be at the top). Note that there are multiple categories of interests (e.g. "Business and industry," "People," "Hobbies and activities") you may tab through.*

Post #5 (Apr 19 by 5:00pm): Select a recent news story from a popular news site (a story that has not been discussed in class and is less than three months old) that discusses the effects of social media on society or a related course theme. Provide only limited summary, analyze the story and the story's source(s) (e.g., a paper/report) and discuss whether the claims and evidence in the story are valid (remember to post a link to the

story). Your response should be based on more than your personal opinion and experience with social media, it should primarily focus on a critical reflection on the position presented in the story. Provide other evidence as needed. As part of your post you must cite and reflect on a minimum of three scholarly articles or book chapters from the course syllabus (include in text citations with author's name and year of publication). Remember to post a link to your example.

Each student is responsible for contributing a total of 10 comments on fellow students' blogs (you can only receive credit for two comments per assignment). Comments should be a minimum of 150 words and offer a critique, seek clarification, compare or contrast postings, or provide additional evidence or new information (such as a link to a related article, website, etc.). Each student must contribute a minimum of 10 comments in total, credit will be given for a maximum of two comments per blogging assignment, students cannot receive credit for commenting on the same blog more than two times over the duration of the course. Comments must be posted by 5:00pm on the day after a blog assignment is due (i.e., 5:00pm on the day the class meets). Students are encouraged to reply to comments and discuss with their classmates. At the end of the semester, students will be given access to an online form to submit permalinks to their comments, to receive credit for commenting students must submit this form by the provided deadline.

If you submit your blog post on time, if it meets the minimum requirements for length, and it fulfills the terms of the assignment you will receive 100%. If the blog post 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 send you feedback on your blog posts to let you know how you are doing, but given the volume of posts/comments and the size of the class, do not expect feedback on all of your posts. Blogs are intended to be a peer driven and a peer evaluated exercise.

Many questions you might have about blogging for this course can be answered by reading the Blogging 101 handout.

Final Project (April 30 by 8:00pm)
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 café or shopping mall.
5) A study of surveillance that involves mapping the location of video cameras located in public spaces.
6) A survey of students' awareness of privacy settings in their use of social media.
7) 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 (5-6 pages), a methods section (2-4 pages), findings (3-6 pages), a conclusion (1-2 pages), and a bibliography. The paper must be double spaced, have 1-inch margins, should be approx. 15 pages in length (excluding tables and bibliography), written in APA style, and submitted through D2L as a Word or PDF file (not in-person and not by email). 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.

Proposal Presentation (Mar 16, in class)

The in-class presentation is as an opportunity for students to receive immediate feedback from the instructor and classmates on plans for their final project. The group 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 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. If a group receives a low grade for their presentation, the group will be able to improve their grade when they submit their final project; if the grade on the final project is higher, the higher grade will replace the grade for the proposal presentation.

Final Presentation (Apr 20, in class)

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 procedure.
> -Findings
> -Conclusion

Exams

Exam #1: Feb 17

Exam #2: Apr 13

In-class exams may include multiple choice, fill in the blank, or short answer 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. Students may bring in one 4" x 6" card with notes into the exam. Exams will not be cumulative. Any student who arrives late will not be allowed to take the exam. There is no final exam in this course.

Late Assignments and Missed Exams

If you miss an exam, to be allowed to make up the exam, 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 an exam or submit a late assignment are a) an illness that can be substantiated by a note from a medical professional, 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) an accommodation related to a disability, d) a holiday related to your religion. Makeup exams may differ from the original exam in format as well as content. 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 on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("VISA") form. Present this form to the instructor within two weeks of the start of the semester and again two weeks prior to the accommodation date (test, project, etc). Requests received after this 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.

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. 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 an in person 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. Do not expect a detailed response by email to requests for advice or review of materials (some things are still best done in person!)

Mandatory Reporting Policy
Faculty at Michigan State University have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals here https://caps.msu.edu/

COURSE MATERIALS
All readings, files, and grades will be available from the course website (generally in the form of a PDF or a link to content): https://d2l.msu.edu/.

COURSE OUTLINE

This portion of the syllabus is subject to change as the course evolves. I may add or remove material based on the interests and pace of the class. At times, I 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 6): Introduction and Blogging 101
    Readings: None

WEEK 2 (Jan 13): Harmful Effects?
    Readings: 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, Jean M (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

            Dizik, Alina (2017, April 17). The addiction that's worse than alcohol or drug abuse. BBC. http://www.bbc.com/capital/story/20170417-the-addiction-thats-worse-than-alcohol-or-drug-abuse

            Facebook 'linked to rise in syphilis'. (2010). *The Telegraph*. http://www.telegraph.co.uk/technology/facebook/7508945/Facebook-linked-to-rise-in-syphilis.html

            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.

            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.

Note: There is no class meeting on January 20 (Martin Luther King Jr. Day)

WEEK 3 (Jan 27): Foundations
    Readings: 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, Pippa. (1996). Does Television Erode Social Capital? A Reply to Putnam. *PS: Political Science and Politics 29*:474-480.

            Hampton, Keith and Barry Wellman. (in press). All the Lonely People? The Continuing Lament about the Loss of Community. In Leah Lievrouw and Brian Loader (Eds.), *Handbook of Digital Media and Communication*. Abingdon, UK. Routledge.

    Video: Norman, Donald. (1994). Affordances. http://youtu.be/NK1Zb_5VxuM

    Blog: Blog post #1 (due 5:00pm the day before).

WEEK 4 (Feb 3): Close Relationships

Readings: Khrais, Reema. (2012, September 25). Phone Home. *NPR*.
http://www.npr.org/2012/09/25/161716306/phone-home-tech-draws-parents-college-kids-closer

Jiang, J. (2018). Teens who are constantly online are just as likely to socialize with their friends offline. Washington D.C.: Pew Research Center. http://www.pewresearch.org/fact-tank/2018/11/28/teens-who-are-constantly-online-are-just-as-likely-to-socialize-with-their-friends-offline/

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

Workshop: Picking a research question.

WEEK 5: (Feb 10) Intimacy

(Note: This week's class meetings deal with controversial issues about sex and pornography. If you are likely to be troubled by this topic, you should contact the instructor before the start of the class).

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

Reist, Melinda Tankard (2016, March 7). Growing Up in Pornland: Girls Have Had It with Porn Conditioned Boys. *Australian Broadcasting Corporation*. http://www.abc.net.au/religion/articles/2016/03/07/4420147.htm

Jeltsen, Melissa (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, Julia (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

Mitchell, Kimberly J., David Finkelhor, Lisa M. Jones, and Janis Wolak. (2012). Prevalence and Characteristics of Youth Sexting: A National Study. *Pediatrics*.

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.

Cacioppo, John T, Stephanie Cacioppo, Gian C Gonzaga, Elizabeth L Ogburn, and Tyler J Van der Weele. (2013). Marital Satisfaction and Break-Ups Differ across On-Line and Off-Line Meeting Venues. *Proceedings of the National Academy of Sciences*.

Blog: Blog post #2 (due 5:00pm the day before).

WEEK 6 (Feb 17): Mobile Life

Exam: Exam #1.

Readings: Andrew-Geey, Eric. (2018, April 10). Our smartphone 📱 is making you👆 stupid, antisocial 🙈 and unhealthy 😖. So why can't you put it down ❔ ⁉️. *The Globe and Mail*.

https://www.theglobeandmail.com/technology/your-smartphone-is-making-you-stupid/article37511900/

Friedman, Richard A. (2018, September 7). The Big Myth About Teenage Anxiety. *The New York Times*. https://www.nytimes.com/2018/09/07/opinion/sunday/teenager-anxiety-phones-social-media.html?login=smartlock&auth=login-smartlock

Samuel, Alexandra (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/

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

Humphreys, L. (2005). Cellphones in public: social interactions in a wireless era. *New Media & Society*, 7(6), 810-833.

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.

WEEK 7 (Feb 24): Place and Space

Readings:
Willett, M. (2016, July 17). 17 heartwarming stories about people playing 'Pokémon GO'. *Tech Insider*. http://www.techinsider.io/pokemon-go-heartwarming-stories-2016-7/

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

Joh, Elizabeth. (2019, September 24). The Rise of Networked Vigilante Surveillance. Slate. https://slate.com/technology/2019/09/flock-automatic-license-plate-readers-neighborhood-surveillance.html

Matsakis, Louise. (2019, July 12). On TikTok, Teens Meme the Safety App Ruining Their Social Lives. *Wired*. https://www.wired.com/story/life360-location-tracking-families/

Vincent, James. (2019, June 10). Facial recognition smart glasses could make public surveillance discreet and ubiquitous. *The Verge*. https://www.theverge.com/2019/6/10/18659660/facial-recognition-smart-glasses-sunglasses-surveillance-vuzix-nntc-uae

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.

Video: Social Capital & New Information and Communication Technologies https://youtu.be/J3Zzgv_WnPc

Workshop: Designing your study.

Note: There is no class meeting on March 2 (Spring Break)

WEEK 8 (March 9): Social Media I

Readings:
Honan, M. (2014, August 11). I Liked Everything I Saw on Facebook for Two Days. Here's What it Did to Me. *Wired Magazine*. https://www.wired.com/2014/08/i-liked-everything-i-saw-on-facebook-for-two-days-heres-what-it-did-to-me/

Brandom , Russell. (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

Marwick, Alice E. and danah boyd. (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). 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).

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

Blog: Blog post #3 (due 5:00pm the day before).

WEEK 9 (March 16): Proposal Presentations
Presentations: Project proposal.

WEEK 10 (March 23): Social Media II
Readings: Sunstein, C (2016, January 8). How Facebook Makes Us Dumber. *Bloomberg View*. https://www.bloomberg.com/view/articles/2016-01-08/how-facebook-makes-us-dumber

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

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

Workshop: Project data collection.

WEEK 11 (March 30): Political Engagement I
Readings: Gladwell, Malcolm (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

Fletcher, Robson (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

Blake, John. (May 27, 2019). How an Internet Mob Falsely Painted a Chipotle Employee as Racist. CNN. https://www.cnn.com/2019/05/25/us/false-racism-internet-mob-chipotle-video/index.html

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

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Blog: Blog post #4 (due 5:00pm the day before).

WEEK 12 (April 6): Political Engagement II

    Readings: Armed man arrested after travelling to D.C. pizzeria cited in fake news story (2016, December 4). *CBC News*. http://www.cbc.ca/news/world/assault-arrest-pizzeria-fake-news-1.3881268

        Goldman, Adam. (2016, December 7). The Comet Ping Pong Gunman Answers Our Reporter's Questions. The New York Times. https://www.nytimes.com/2016/12/07/us/edgar-welch-comet-pizza-fake-news.html?mcubz=3

        Ingram, Mathew (2017, November 10). Here's Why Facebook Is Partly to Blame for the Rise of Donald Trump. *Fortune*. http://fortune.com/2016/11/10/facebook-blame-trump/

        Rogers, Kaleigh (2019, June 4). Russian Twitter trolls tested out multiple techniques to disrupt U.S. election https://www.cbc.ca/news/technology/twitter-russia-trolls-presidential-election-nato-analysis-1.5160734

        Nyhan, Brendan (2019, October 31). Americans Trust Local News. That Belief Is Being Exploited. *The New York Times*. https://www.nytimes.com/2019/10/31/upshot/fake-local-news.html

        Hampton, Keith (2018) Social Media or Social Inequality: Trump's 'Unexpected' Election. In Zizi Papacharissi and Pablo Boczkowski (Eds), *Trump and the Media*. Cambridge, MA: MIT Press.

        Guess, A., Nyhan, B., & Reifler, J. (2018). Selective Exposure to Misinformation: Evidence from the consumption of fake news during the 2016 U.S. presidential campaign. *European Research Council*.

        Linvill, Darren L., & Warren, Patrick L. (2018). Troll Factories: The Internet Research Agency and State-Sponsored Agenda Building. *Resource Centre on Media Freedom in Europe*.

WEEK 13 (April 13): Exam and Workshop

    Exam: Exam #2.
    Workshop: Prepare presentation

WEEK 14 (April 20): Final Presentations

    Presentations: Final Project.
    Blog: Blog post #5 (due 5:00pm the day before).