

**MI 401 DIGITAL COMMUNICATION AND SOCIETY**  
**Michigan State University**

**Spring 2021**

**Mon 5:00-7:50pm (Zoom 992 4803 1884)**

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All course correspondence, including grades, announcements, readings, etc.,  
will be posted on D2L: <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.

**INSTRUCTIONAL 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.

**CLASS MEETING FORMAT**

This course is being offered in a synchronous online only format.

## REQUIRED COURSE MATERIALS

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

Students are required to have access to a computer and Internet connection to complete course assignments, as well as a webcam to attend the class remotely. Students are required to use Zoom (<https://msu.zoom.us/>), the CATME website (<https://catme.org/>), and to purchase a subscription to Packback (<https://www.packback.co> ; a subscription to Packback is \$25 for the entire semester).

## GRADES

Final grades will be based on two exams and two short quizzes/surveys (240 points for each exam, and 10 points for a short quiz on the syllabus, and 10 points for completing a Team Maker Survey), weekly in-class groupwork (260 points, and 75 points for completing weekly peer evaluations), contributing to online discussion forums (315 points), a final group project (450 points, and 100 points for a proposal presentation, and 100 points for a final presentation), and class participation (200 points).

Your final grade is made up of 2000 points, assigned according to the following scale:

points	percentage	Grade
1800-2000	90-100	4.0
1660-1780	83-89	3.5
1500-1640	75-82	3.0
1400-1480	70-74	2.5
1340-1380	67-69	2.0
1260-1320	63-66	1.5
1200-1240	60-62	1.0
< 1200	< 60	0.0

## 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

*200 points; over semester, assigned by instructor for active participation in class.*

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. Student-athletes are excused from class when competing in official events or games. 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>).

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 and a series of group activities. *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.

Students who remotely attend class meetings must do so 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 are required to display their full name and group number 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 of other people (e.g., friends, roommates, coworkers). To minimize activities that can be distracting to others, students are expected to maintain behaviors consistent with a classroom setting. For example, students should not engage in activities such as jogging, eating, etc. Similarly, 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 one or more of 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.

### **GROUP WORK**

*260 points; 13 weeks of group work for full credit.*

Weekly group activities will be graded by the instructor. Students with an unexcused absence will receive a grade of zero for that week.

A significant proportion of the grade in this course will result from work that a student starts or completes as part of a small group. Students will be involved in weekly group breakout activities designed to encourage critical reflection on course material (e.g., three-minute message, analytics teams, fact or opinion, support a statement, 3-2-1, jigsaw, invent the quiz, test-taking teams). This groupwork will be started and completed in class.

Students will also work with a group to complete a final group project. Students will have the opportunity to meet with their groups in class and to engage in a discussion with the instructor about the final project. While work on the final project will 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.

### **Team Maker Survey (Due January 20)**

*10 points; complete once at the start of the semester for full credit (look for an email with your user info).*

Students will be assigned to groups by the instructor based on a Team Maker Survey. We will be using the survey system in CATME to create groups. CATME is a university project that uses variables from the teamwork literature to form and evaluate student teams. Groups will be formed, as best as possible, with compatible time zones, and for diversity in terms of prior experience and background.

**Peer Evaluation Survey** (Due weekly after class, starting January 25)

*75 points; one peer evaluation practice, thirteen weeks of peer evaluation, and one peer evaluation of the final project for full credit.*

If you complete the evaluation, you will receive full points, if you do not, you will receive a zero (favorable evaluations of yourself or others does not impact this grade). Students should complete the peer evaluation immediately after class. Students will be assigned a required peer evaluation practice in the first week of the course. The peer evaluation pertaining to the final project is due at the same time as the final project. All peer evaluations will be completed on CATME (<https://catme.org/>). You will receive an email on how to sign into your CATME account.

Weekly peer evaluations will not immediately affect student's grades for weekly group work. It is expected that some students will do better some weeks than others (we all have good and bad days, and sometimes a student might struggle with the week's readings). Peer evaluations and comments will be used by the instructor to monitor groups for intervention. The instructor may attend group breakout sessions of teams that appear to be struggling, groups that appear to have formed internal cliques, and groups where individuals exhibit domineering or inappropriate behavior. Students will be contacted individually by the instructor if they are consistently rated lower, inflate their or other students' ratings, or are underconfident in rating their own contributions.

In most cases students in a group will receive the same grade for group work. However, at the end of the semester, the instructor reserves the right to scale individual grades higher or lower on for those who have not regularly demonstrated an equal level of participation (students who are performing lower will first have the opportunity to improve through peer feedback and feedback from the instructor).

**ASSIGNMENTS**

**Discussion Forum** (Due the night before class by 11:59pm)

*315 points; 7 weeks of participation for full credit (look for an email with info on how to sign up)*

There are 15 weeks in this semester. There are assigned readings for 9 of these weeks, and readings must be completed before the start of class. Students are required to participate in this assignment for 7 of those weeks.

We will be using Packback (<https://www.packback.co>) to raise questions and discuss ideas with each other outside of regular class meetings. Students will need to setup an account (it's \$25 for the entire semester). Packback is a discussion forum that is about asking big questions related to the course content. The goal is to start a discussion about the class readings before we meet. To participate, students must ask one good question (11 points per questions) and answer two questions (17 points per answer) that other students have posted.

To receive full credit, the questions and answers that you post must have a minimum "curiosity score" of 60. (Students will receive a maximum of half credit for questions/answers with a curiosity score of less than 60). Students can receive credit for contributing a maximum of one question and two answers each week.

*IMPORTANT NOTE: Only those readings marked with an asterisk are suitable for discussion on Packback. Other assigned readings are generally not sufficiently "scholarly," students should not create question on Packback directly related to these other readings (although they can be discussed as part of an answer to a Packback question).*

For each week that you choose to participate, you should post your question and your two responses by 11:59pm the day before class meets (e.g., week 2 Packback posts are due by 11:59pm on Sunday, January 24). Do this seven times for full credit.

You will receive an email with a link to help you subscribe to Packback. Alternatively, you can follow these steps:

- a) Go to <https://questions.packback.co/sign-up/create-account> (If you already have an account on Packback you can login with your credentials.)
- b) Make sure to register with your MSU email address and real first name and last name.
- c) Enter our class community's access code into the "Join a new Community" module on your dashboard. Our Community access code is: **ec25faa6-d918-4b55-a728-ffe9402cf398**
- d) Follow the instructions on your screen to finish your registration.

**Final Project** (Due April 28 by 11:59pm)

*450 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 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 (4-6 pages), a methods section (2-3 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. 12-15 pages in length (excluding tables and bibliography), written in APA style, and submitted through D2L as a Word or PDF file (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.*

**Project Proposal Presentation** (Mar 15, in class)

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

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 must be uploaded on d2l 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** (Apr 19, in class)

*100 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 procedure.
- Findings
- Conclusion

**EXAMS AND QUIZES**

*10 points, quiz on syllabus content: complete once at the start of the semester for full credit (may retake unlimited times before January 20).*

*240 points, exam #1: Complete in class on Feb 22*

*240 points, exam #2: Complete in class Apr 12*

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. Exams are open book. Exams will not be cumulative. Any student who arrives late may 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 <https://www.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.

### **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. 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 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 SCHEDULE

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.

*IMPORTANT NOTE: Only those readings marked with an asterisk are suitable for discussion on Packback. Other assigned readings are generally not sufficiently “scholarly,” students should not create question on Packback directly related to these other readings (although they can be discussed as part of an answer to a Packback question).*

### WEEK 1 (Jan 11): Introduction

The following materials can be found on d2l.

- Watch the video “Look Up”. This video gives an overview of some of the themes that will be explored in this course.
- Due Jan 20: Read the course syllabus in detail. And complete the “Syllabus Quiz” (this is an open book quiz on the content of the syllabus. You can retake any question you get wrong to improve your grade before the due date).
- Watch the video “About your CATME student account”. CATME is the website where you will provide peer evaluations of yourself and your group members.
- Watch the video on “How to Complete the CATME Team Maker Survey.”
- Watch the video on “How to Complete the CATME Practice Peer Evaluation.”
- Due Jan 20: Complete the CATME Team Maker Survey (you will get an email with a link to CATME for your account).
- Due Jan 20: Complete the practice peer evaluation on CATME (through the “Practice Required” link next to the team maker survey).
- Watch the “Welcome to Packback Questions” video.
- Subscribe to the course on Packback (you will get an email with an individual link from the instructor).
- Prepare to submit your first question and your first two answers on Packback ahead of the first class meeting (you can skip up to two weeks, but are strongly advised to participate this first week).

**Note: There is no class meeting on January 18 (Martin Luther King Jr. Day)**

### WEEK 2 (Jan 25): Harmful Effects?

**Readings:** 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>

\*Walther, Joseph. (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>

\*Turtle, 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=fb](https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/?utm_source=fb)

\*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 (Feb 1): Foundations**

**Video:** Norman, Donald. (1994). Affordances. [http://youtu.be/NK1Zb\\_5VxuM](http://youtu.be/NK1Zb_5VxuM)

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

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

\*Hampton, Keith and Barry Wellman. (2021). All the Lonely People? The Continuing Lament about the Loss of Community. In Leah Lievrouw and Brian Loader (Eds.), *Routledge Handbook of Digital Media and Communication*. Abingdon, UK. Routledge. 281-296.

\*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.

\*Putnam, Robert. (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.

### **WEEK 4 (Feb 8): 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>

\*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>

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

### **WEEK 5: (Feb 15) 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:** 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](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>

\*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>

\*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/](https://www.skeptic.com/reading_room/how-porn-is-messing-with-your-manhood/)

\*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*.

#### **WEEK 6 (Feb 22): Exam #1**

**Exam:** Note: The exam will be held at the start of the class, and then the class will meet as scheduled.

**Group workshop:** Designing your study.

#### **WEEK 7 (Mar 1): Place and Space**

**Readings:** 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>

\*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 8 (March 8): Social Media**

**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).

### **WEEK 9 (March 15): Proposal Presentations**

**Presentations:** Project proposal.

### **WEEK 10 (March 22): Search and News**

**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>

\*Lewis, Seth, Nechushtai, Efrat. (2018). Google News serves conservatives and liberals similar results, but favors mainstream media. *The Conversation*.

<https://theconversation.com/google-news-serves-conservatives-and-liberals-similar-results-but-favors-mainstream-media-102389>

\*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

**Group workshop:** Data collection

### **WEEK 11 (March 29): Health**

**Readings:** 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>

\*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.

\*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.

\*Diviani, N., van den Putte, B., Meppelink, C. S., & van Weert, J. C. M. (2016). Exploring the role of health literacy in the evaluation of online health information: Insights from a mixed-methods study. *Patient Education and Counseling*, 99(6), 1017-1025.

**WEEK 12 (April 5): Political Engagement**

**Readings:** Hagenah, Iliana (October 4, 2019). How The Women-Only Facebook Group Minbar-Shat Helped Overthrow The Sudanese Government. *Elle*.

<https://www.elle.com/culture/career-politics/a29355590/minbar-shat-facebook-sudan-revolution/>

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>

\*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>

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

\*Kasra, Mona. (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.

\*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.

**WEEK 13 (April 12): Exam #2**

**Exam:** Note: The exam will be held at the start of the class, and then the class will meet as scheduled.

**Group workshop:** Prepare presentation.

**WEEK 14 (April 19): Final Presentations**

**Presentations:** Final Project.