

MI 401 DIGITAL COMMUNICATION AND SOCIETY
Michigan State University

Spring 2023

Thu 10:20-1:10pm
CAS 165

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Office hours: Immediately after class, or email to setup a Zoom appointment

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 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 provides historical context and is based around the argument that communication technologies are inherently social networks, linking people, organizations, and communities, on- and off-line. Topics include mental health, community, inequality, relationships, collective action, and political engagement. This subject is heavily weighted towards reading and evaluating original empirical studies that focus on how recent technological innovations may be changing the way we interact with our environments and those around us. Students will learn to critically examine the impact of new communication technologies on society through in-depth seminars and independent research.

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 an in-person format. At the discretion of the instructor, individual requests to attend class remotely (online) may be granted to students who are in quarantine or are sick. 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.

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

REQUIRED COURSE MATERIALS

All readings, files, and grades will be available from the course website: <https://d2l.msu.edu/>. Students are also required to use an online discussion system, <https://www.packback.co>. (There is no charge for MSU students to use Packback, if accessed through the provided links within d2l.)

GRADES

Final grades will be based on two exams (185 points x 2), contributing to an online discussion forum (200 points), a group project proposal presentation (50 points), a final group project presentation (30 points), a final group project (250 points), and class participation (100 points).

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

Points	Percentage	Grade
891-1000	90-100	4.0
821-890	83-89	3.5
741-820	75-82	3.0
691-740	70-74	2.5
661-690	67-69	2.0
621-660	63-66	1.5
600-620	60-62	1.0
< 600	< 60	0.0

Grading of Assignments and Presentations

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

ATTENDANCE AND PARTICIPATION

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

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

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

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

ASSIGNMENTS

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

200 points; 8 weeks of participation for full credit (look for an email with info on how to sign up)

There are 16 weeks in this semester. There are assigned readings for 9 weeks and students are required to participate in this assignment for 8 of those weeks.

We will be using an online discussion tool called *Packback* to raise questions and discuss ideas with each other outside of regular class meetings. Students will need to setup an account using the link on d2l (look under Handouts on d2l). 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 (5 points per question) and answer two questions that other students have posted (10 points per answer). Students can receive credit for contributing a

maximum of one question and two answers each week. To receive credit, the question that students contribute and the questions they answer must:

- Focus on the readings for that week (asking a question or answering a question that is not about the current week's readings will receive no credit),
- Provide evidence from the readings and explicitly mentioning at least two readings (answers that are completely opinion, recount personal experiences, or provide only anecdotal evidence will receive no credit),
- Have a minimum "curiosity score" of 65 (students will receive no credit for questions/answers with a curiosity score of less than 65).

IMPORTANT NOTE: YOU MUST ACCESS PACKBACK FROM THE LINK IN D2L TO RECEIVE CREDIT. ONLY THOSE READINGS ON THE SYLLABUS THAT ARE MARKED WITH AN ASTERISK ARE SUITABLE FOR DISCUSSION ON PACKBACK. OTHER ASSIGNED READINGS ARE GENERALLY NOT SUFFICIENTLY "SCHOLARLY." STUDENTS WILL NOT RECEIVE CREDIT FOR PACKBACK QUESTIONS/ANSWERS THAT FOCUS ON READINGS THAT ARE NOT MARKED WITH AN ASTERISK.

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 Wednesday, January 18).

Final Project (Due April 30 by 11:59pm)

250 points; one project submitted per group

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

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

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

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

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

Project Proposal Presentation (Mar 16, in class)

50 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. This group presentation should be 10 minutes long, use PowerPoint (or something similar), and follow the format of a formal conference presentation. *A paper copy of your presentation must be given to the instructor before your presentation.*

Presentations must include the following elements:

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

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

Final Presentation (Apr 27, in class)

30 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

185 points, exam #1: Complete in class on Feb 16

185 points, exam #2: Complete in class Apr 20

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 (you can use both sides, any size print). *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, 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. 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. Evidence of plagiarism, cheating, fabrication, facilitation, dishonesty, academic sabotage, criminal activity, or other violations of research or professional ethics will be dealt with severely. Use of any AI (artificial intelligence) to generate text or computer code for exams, projects, assignments, or discussion forums will be considered an act of plagiarism. If the instructor believes misconduct has occurred a penalty grade of “0.0” will be given on the assignment or in the course and an Academic Dishonesty Report will be submitted to the University. MSU Policies, Regulations and Ordinances Regarding Academic Honesty and Integrity can be found at <https://msu.edu/unit/ombud/academic-integrity/>.

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

COMMUNICATING WITH THE INSTRUCTOR

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

Limits to confidentiality

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

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

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

COURSE SCHEDULE

This portion of the syllabus is subject to change as the course evolves. 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.

WEEK 1 (Jan 12): Introduction

Video: Watch the “How Do Students Use Packback?” video (available on d2l).

WEEK 2 (Jan 19): 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>

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/>

*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=fb

*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>

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

WEEK 3 (Jan 26): Foundations

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

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. & 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.

*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.

WEEK 4 (Feb 2): Strong Ties / Weak Ties

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

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

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

*Hampton, K. 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.

*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*.

Group workshop: Picking a research question.

WEEK 5: (Feb 9) 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.

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

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. (January 7, 2018). 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. (April 13, 2016). 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*.

*Holloway, I. W., Dunlap, S., del Pino, H. E., Hermanstynne, 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.

WEEK 6 (Feb 16): Exam #1

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 (Feb 23): Mental Health

Jargon, J. (October 19, 2021). 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. (August 8, 2017). 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.

*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.

*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., & 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*.

WEEK 8 (March 2):

Group workshop: Preparing the presentation.

WEEK 9 (March 9): SPRING BREAK (No Class).

WEEK 10 (March 16): Proposal Presentations

Presentations: Project proposal.

WEEK 11 (March 23): Social Media

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>

*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., Hamilton, K., & Sandvig, C. (2015). "I always assumed that I wasn't really that close to [her]": Reasoning about Invisible Algorithms in News Feeds Proceedings of the 33rd Annual ACM Conference on Human Factors in Computing Systems, Seoul, Republic of Korea. (pp. 153-162).

*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.

Group workshop: Data collection

WEEK 12 (March 30): 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>

*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.

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

*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 13 (April 6): Political Engagement / Collective Action

Fletcher, R. (April 16, 2018). Shamed in his dog's death, Jeremy Quaille 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.

*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.

WEEK 14 (April 13): Digital Inequality

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

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

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

*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.

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

WEEK 15 (April 20): Exam #2

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 16 (April 27): Final Presentations

Presentations: Final Project.