

University of Calgary
Department of Communication, Media and Film

COURSE NUMBER & SECTION COMS 481
COURSE NAME Advanced Topics: New Media and Society

TERM & YEAR Spring 2017

Start & end dates

Mon., May 15 – Mon., June 26 (excluding May 22)

Lectures, days, and time

Mondays and Wednesdays 1:00pm-3:45pm

Instructor: Mylynn Felt
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<https://d2l.ucalgary.ca/d2l/home/183997>
Office Hours: Mon./Wed. 12:00-12:45, or by appointment

Course Description

This course examines the nature, origins and social implications of new media with a focus on the Internet. Evolving forms of interpersonal, group and public communication based on the Internet will be assessed in terms of the role they play in identity formation, cultural integration, learning, political participation, commerce and work.

The specific focus of this course will be on social media. This is a term often used to collectively represent social networking sites such as Facebook and Instagram as well as microblogging sites such as Twitter and Weibo. The term can also be applied to certain content-sharing sites such as YouTube as well as to forums such as reddit and 4chan. These platforms, and others, allow users to access them through the Internet and often through mobile phone apps. They encourage content sharing, usually associated with a user profile, and foster the development of social networks.

Through lectures, discussions, and assignments, students will explore various facets of what it means to live in a social media-enriched society. Topics will include the role of social media and entertainment, fame, authenticity, government, news, civic engagement, relationships, identity, incivility, commodification, and work. As social media become an increasingly pervasive aspect of everyday life, critical awareness and self-reflection in their use are essential.

Objectives of the Course

This course will

- Provide students with a critical and theoretical vocabulary of social media
- Introduce a range of theoretical perspectives on social media at a senior level with a primary emphasis on how these are informed by a variety of social features

- Challenge students to critically engage with their own personal use of social media in various aspects of their life
- Challenge students to uncover the hidden norms, values, and assumptions embedded within social media platforms while questioning whose interests are best served by them
- Foster the development of social media competent communication
- Promote critical thinking, discussion, reading, and writing
- Provide opportunities for students to develop oral presentation as well as written analysis skills
- Encourage development of advanced critical media analysis
- Encourage the development of a pedagogical community through group work and discussion
- Develop advanced research skills in the production of a paper on a topic related to the course and based on social media use

Textbooks and Readings

Readings will be posted on the course D2L account and are all accessible through the library database, Ebrary, or attached pdfs. Each class consists of one or two required readings as well as a list of supplemental readings. Students must come to class having read the required piece(s). They are also encouraged to select one of the supplemental readings for the purpose of fostering deeper discussion and supporting assignments.

Internet and electronic communication device information

Because the topic of this course emphasizes social media, students are encouraged to bring internet-enabled devices to class. However, students should not engage in electronic entertainment unrelated to the daily activities and discussions. Use of electronic media that distracts other students or inhibits effective classroom discussion may lead to the prohibition of electronics. Students are encouraged to watch for cues from others for how to responsibly engage with social media in a way that enriches class participation.

Assignments and Evaluation

Weight	Course components	Due
10%	Participation – Based on attendance, reading, discussion, and group participation	June 26
10%	Social Media Discussion Artifacts – Complete 5, approx. 250 words each	June 26
20%	Personal Social Media Use Reflection & Proposal – 5-7 pages (2000-3000 words)	June 5
25%	Presentation – Based on one of the weekly supplemental readings, 15-20 min.	June 21
35%	Term Paper – Min. 5 scholarly sources, 10-12 pages (4000-5000 words)	June 21

Requirements for all typed assignments:

- 12-point, Times New Roman or Calibri font
- 1” margins
- Include name, date, and word count
- Double-spaced
- APA style should be used for all in-text and bibliographic citations

Social Media Discussion Artifacts (10%)

5 by June 26

There are 12 sessions for this course. In at least 5 of these sessions, you should contribute a social media artifact designed to spur discussion. Post your example to the course D2L “Discussions” tab as a new thread. Be careful to not post personal information with your examples, especially information for other people. Your example can include a description of an example or a screen capture. Either way, your paragraph (about 250 words) should explain how this example connects to one of the required or supplemental readings for the week and should be written in a way to pose questions for class discussion. You are also encouraged to comment on the posts of your peers. This will be part of your participation mark.

Participation

June 26

At some point during every class, students will be asked to complete a short reflection, written assignment which must be handed in at the end of class. It will often be based on the required reading for the week. This assignment, along with posts to the discussion threads for each week, will be used to evaluate attendance and participation and will not be graded nor returned. Excused absences may be granted for illness (accompanied with a doctor’s note), University of Calgary sporting events, or extenuating circumstances (to be evaluated on a case-by-case basis, usually in advance).

Personal Social Media Use Reflection & Proposal (20%)

June 5

This paper is designed to meet two purposes. *First*, it asks for a critical reflection and examination of your own personal social media habits and use. Consequently, this paper should be written in 1st person point-of-view. Though not required, it is encouraged that you create a method for tracking and monitoring your regular social media use for at least a one-week period of time. You should describe which platforms you use and how you are using them. You may answer some, or all, of the following questions as well as any others that arise in your self-analysis:

Do you post pictures, status updates, text, video; do you peruse and/or endorse the postings of others? Why do you go to social media at all? Is it for entertainment, to connect with others, to stay updated on the activities of others, to seek news or information, or other reasons? How often do you engage in social media use? Do you have profiles or downloaded applications which you rarely or never access? Why do you prefer certain platforms over others? How much response or engagement do you receive from others within your social network? Does this impact how you post? What audience do you have in mind when you post? Do you limit or screen how and what you say in any way? What considerations do you have in mind as you post, endorse, or view but do not respond to others?

Second, your paper should conclude by proposing your planned topic for your term paper. Details on the nature of the term paper are described below. This paper should be between 2000-3000 words in length. About 2/3 to 3/4 of your paper should focus on self-reflection with the remaining portion devoted to your proposed topic. It is not required, but suggested, that you include a table or chart at the end of the paper demonstrating your social media self-reflection. This is not included in the word count but allows for demonstration of data collected in your self-assessment.

Class Presentation (25%)

by June 21

The class presentation allows students to select a reading of interest from the supplemental reading list and share it with the class. The presentation should be approximately 15

minutes in length, allowing for 5-10 minutes of questions and discussion at the end of the presentation. Plan to conclude your presentation with questions or prompts designed to foster such discussion. The presentation should adequately convey the main ideas of the reading while making connections to the presenter's personal experience, to society at large, and/or to other readings for the class. A good presentation involves thoughtful critical analysis that engages the class in reflection.

Term Paper (35%)

June 21

The term paper should develop from your personal social media use reflection. After examining how you engage with social media on a regular basis, you should pose a question of critical reflection in which to engage, based on the topics of the course. It is suggested that you focus on one of the session topics and use the readings from that class as a launching point to interrogate your question. You may use other scholarly sources and must cite at least five in your paper. Although the personal reflection paper is specific to your social media habits and use, this paper is designed to function as a scholarly article. It should be written in 3rd person point-of-view. Be sure to support your claims with evidence. This paper should both demonstrate your mastery of the topic in question and allow for critical thinking and analysis. As you discuss the ideas of others, be certain to cite your sources, even when you are paraphrasing and not quoting directly. Your paper should not be a series of quotes from other authors but should add commentary and analysis to the topic. The paper should be between 4000-5000 words, before end citations. You should include a works cited, not a full bibliography. Unless previously approved by the instructor, the topic for your term paper should not be the same topic for which you completed your class presentation.

Registrar-scheduled Final Examination: No

Note:

All assignments and exams weighted more than 10% must be completed in order to receive a passing grade in the course.

Submission of Assignments: Please hand in your essays directly to your instructor if possible. If it is not possible to do so, a daytime drop box is available in SS320; a date stamp is provided for your use. A night drop box is also available for after-hours submission. Assignments will be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox.

Please include your name and ID number on all assignments, and be prepared to provide picture ID to pick up assignments or look at marked final exams in SS 320. Personal information is collected in accordance with the *Freedom of Information and Protection of Privacy (FOIP) Act*. For more information, see <http://www.ucalgary.ca/legalservices/foip/foip-hia>

Note: It is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted (particularly in courses requiring electronic submission). Including a version date in your file name may be useful.

Policy for Late Assignments

Assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

- Students seeking accommodation for transient illnesses (e.g., the flu) should contact their instructors. Whenever possible, students should advise their instructors in advance if they will be missing quizzes, presentations, in-class assignments, or group meetings.
- When accommodations are granted, they may take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.
- For information on Deferrals of Final Exams and Term Work, see sections G.6 and G.7 of the *University Calendar* at <http://www.ucalgary.ca/pubs/calendar/current/g-6.html> and <http://www.ucalgary.ca/pubs/calendar/current/g-7.html>

Writing Skills Statement

Department policy directs that all written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the Writing Centre. Visit the website for more details: <http://www.ucalgary.ca/ssc/writing-support>

Grading & Grade Scale of the Department of Communication, Media and Film

Final grades are reported as letter grades. In this course, letter grades will be used for written assignments, while percentage grades will be used for participation and artifacts.

The following chart outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film. In calculating final grades in this course, letter grades will be converted to the midpoint of the percentage range, as shown in the final column of the table below.

Grade Point Value	Description	Grade	Dept of CMF grade scale equivalents*	Letter grade % equivalent for calculations* *
4.00	Outstanding	A+	96 - 100%	98.0%
4.00	Excellent—superior performance, showing comprehensive understanding of subject matter.	A	90 - 95.99%	93.0%
3.70		A -	85 - 89.99%	87.5%
3.30		B+	80 - 84.99%	82.5%

3.00	Good--clearly above average performance with knowledge of subject matter generally complete.	B	75 - 79.99%	77.5%
2.70		B-	70 - 74.99%	72.5%
2.30		C+	65 - 69.99%	67.5%
2.00	Satisfactory—basic understanding of the subject matter.	C	60 - 64.99%	62.5%
1.70		C-	55 - 59.99%	57.5%
1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject	D+	53 - 54.99%	54.0%
1.00		D	50 - 52.99%	51.5%
0.00	Fail – unsatisfactory performance or failure to meet course requirements.	F	0- 49.99%	0%

* If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades.

** These percentage equivalents will be used for calculating final grades unless an alternative method of final grade calculation is outlined above.

Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

For information on citation and documentation styles (including APA, Chicago, IEEE, MLA, and others), visit the links provided at <https://ucalgary.ca/ssc/resources/writing-support/436>. If you have questions about how to document sources, please consult your instructor or the Writing Centre (3rd Floor TFDL, <http://www.ucalgary.ca/ssc/writing-support>).

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Research Ethics

Whenever you perform research with human participants (e.g., surveys, interviews, or observations) as part of your university studies, you are responsible for following university

research ethics guidelines. Your instructor must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, see <http://arts.ucalgary.ca/research/resources/ethics>

Important information, services, and contacts for students

For information about . . .	Visit or contact . . .
ARTS PROGRAM ADVISING (ASC)	SS 102 403-220-3580 artsads@ucalgary.ca
CAMPUS SECURITY <ul style="list-style-type: none"> • Calgary Police Service • Emergency Text Messaging • Emergency Evacuation & Assembly • Safewalk Program 	http://www.ucalgary.ca/security/ 403-220-5333 403-266-1234 Emergency: call 911 http://www.ucalgary.ca/emergencyplan/textmessage http://www.ucalgary.ca/emergencyplan/assemblypoints If you feel uncomfortable walking alone at any time, call Campus Security for an escort (220-5333). For more information, see http://www.ucalgary.ca/security/
DESIRE2LEARN (D2L) Support <ul style="list-style-type: none"> • IT help line 	http://elearn.ucalgary.ca/desire2learn/home/students 403-220-5555 or itsupport@ucalgary.ca
STUDENT SUCCESS CENTRE <ul style="list-style-type: none"> • Writing Support Services • Student Services Mobile App 	http://ucalgary.ca/ssc http://www.ucalgary.ca/ssc/writing-support http://ucalgary.ca/currentstudents
STUDENTS' UNION CONTACTS <ul style="list-style-type: none"> • Faculty of Arts Reps • Student Ombudsman 	https://www.su.ucalgary.ca/about/who-we-are/elected-officials/ http://www.ucalgary.ca/provost/students/ombuds
SU WELLNESS CENTRE <ul style="list-style-type: none"> • Counselling Services • Health Services • Distress centre 24/7 CRISIS LINE • Online resources and tips 	403-210-9355 (MSC 370), M-F, 9:00–4:30 pm http://ucalgary.ca/wellnesscentre/counselling http://ucalgary.ca/wellnesscentre/health 403-266-HELP (4357) http://ucalgary.ca/wellnesscentre/healthycampus If you're concerned about a friend or your own well-being, it is important to seek help early. Call or visit the SU Wellness Centre or the 24-hour crisis line.

Schedule of Lecture Topics and Readings

Monday May 15: Social Media Overview

Required Reading

Papacharissi, Z. (2011). Conclusion: A networked self. In Z. Papacharissi (Ed.), *A Networked Self: Identity, Community, and Culture on Social Network Sites* (pp. 304-318). New York: Routledge.

Supplemental Readings

Fuchs, C. (2015). Social media and labour time. In C. Fuchs, *Culture and Economy in the Age of Social Media*, (pp. 93-118). New York: Routledge.

Indaco, A. & Manovich, L. (2016). Social media inequality: Definition, measurements, and application. *Urban Studies and Practices*.

Murthy, D., Gross, A., & Pensavalle, A. (2016). Urban social media demographics: An exploration of Twitter use in major American cities. *Journal of Computer-Mediated Communication* 21, 33-49. Doi: 10.1111/jcc4.12144.

Porter, A. J., & Hellsten, L. (2014). Investigating participatory dynamics through social media using a multideterminant 'frame' approach: The case of climategate on YouTube. *Journal of Computer-Mediated Communication* 19, 1024-1041. Doi: 10.1111/jcc4.12065.

Whiting, A. & Williams, D. (2013). Why people use social media: A uses and gratifications approach. *Qualitative Market Research: An International Journal* 16(4), 362-369.

Stine, L. (Oct. 2013). 'Personal, not private': The sociability of social media. In L. Stine, *Routledge Studies in New Media and Cyberculture: Social Media, Social Genres: Making Sense of the Ordinary* (pp. 175-189). New York: Routledge.

Wednesday May 17: Social media, entertainment, fandoms, and copyright

Required Reading

Coppa, F. (2013). Pop culture, fans, and social media. In Hunsinger, J. & Senft, T. M. (Eds.), *The Social Media Handbook*, (pp.76-92). New York: Routledge.

Supplemental Readings

Ferguson, D. A. (2011). The trivial pursuits of mass audiences using social media: A content analysis of Facebook wall posts by fans of top-trending television programs. In Al-Deen, N., Hendricks, H. S., & Allen, J. (Eds.), *Social Media: Usage and Impact*, (pp. 40-51). Lanham: Lexington Books.

Fiske, J. (1992). The cultural economy of fandom. *The adoring audience: Fan culture and popular media*, 30-49.

Langlois, G. (2013). Participatory culture and the new governance of communication: The paradox of participatory media. *Television New Media* 14, (pp. 91-105). Doi: 10.1177/1527476411433519.

Rosen, J. (2012). The people formerly known as the audience. In M. Mandiberg (Ed.), *The Social Media Reader*, (pp. 13-16). New York: New York University Press.

Schwaback, A. (2011). The world of fan fiction. In A. Schwaback, *Fan fiction and copyright: Outsider works and intellectual property protection* (pp. 5-20). Farnham: Ashgate Publishing.

Wednesday May 24: Social media, spreadability, prosumers, fame, and memes

Required Reading

Davison, P. (2012). The language of internet memes. In M. Mandiberg (Ed.), *The Social Media Reader*, (pp. 120-136). New York: New York University Press.

Supplemental Readings

Gruzd, A. & Wellman, B. (2014). Networked influence in social media: Introduction to the special issue. *American Behavioral Scientist* 58(10), 1251-1259. Doi: 10.1177/0002764214527087.

Manovich, L. (2009). The practice of everyday (media) life: From mass consumption to mass cultural production? *Critical Inquiry* 35(2), 319-331.

Meikle, G. (2014). Social media, visibility, and activism: The Kony 2012 campaign. In M. Ratto & M. Boler (Eds.), *DIY Citizenship: Critical Making and Social Media*, (pp. 373-384). Cambridge: MIT Press.

Segev, E., Niaawnbaum, A., Stoler, N., & Shifman, L. (2015). Families and networks of internet memes: The relationship between cohesiveness, uniqueness, & quiddity concreteness. *Journal of Computer-Mediated Communication* 20, 417-433. Doi: 10.1111/jcc4.12120.

Shifman, L. (2013). Memes in a digital world: Reconciling with a conceptual troublemaker. *Journal of Computer-Mediated Communication* 18, (pp. 362-377). Doi: 10.1111/jcc4.12013.

Monday May 29: Social Media, participatory culture, videos, and authenticity

Required Viewing

https://www.youtube.com/watch?v=TPAO-IZ4_hU

Supplemental Readings

Schafer, M. T. (201). Participatory culture. In M. T. Schafer, *Bastard Culture! How User Participation Transforms Cultural Production*, (pp. 167-175). Amsterdam: Amsterdam University Press.

Shifman, L. (2011). An anatomy of a YouTube meme. *New Media & Society* 14(2), 187-203. Doi: 10.1177/1461444811412160.

Wednesday May 31: Social media, government, surveillance, and censorship

Required Reading

Trottier, D. (2012). Introducing social media surveillance. In D. Trottier *Social Media as Surveillance: Rethinking Visibility in a Converging World*, (pp. 1-32). New York: Routledge.

Supplemental Readings

Bauman, Z., Bigo, D., Esteves, P., Guild, E., Jabri, V., Lyon, D., & Walker, R. B. J. (2014). After Snowden: Rethinking the impact of surveillance. *International Political Sociology* 8, 121-144.

Hewitt, S. (2015). Forgotten surveillance: Covert human intelligence sources in Canada in a post-9/11 world. In M. Geist (Ed.), *Law, Privacy & Surveillance in Canada in the Post-Snowden Era*. Ottawa: University of Ottawa Press.

- Trottier, D. (2012). Policing Social Media. In D. Trottier *Social Media as Surveillance: Rethinking Visibility in a Converging World*, (pp. 135-154). New York: Routledge.
- van der Vlist, F. N. (2017). Counter-mapping surveillance: A critical cartography of mass surveillance technology after Snowden. *Surveillance & Society* 15(1), 137-157.

Monday June 5: Social media, news media, and truth

Required Readings

- Kirtley, J. (2012). 'It's about trust'. In B. Berrin & M. Haney (Eds.), *Social Media and the Value of Truth*, (pp. 79-92). Boulder: Lexington Books.
- Wilkins, L. (2012). I don't do the news. In B. Berrin & M. Haney (Eds.), *Social Media and the Value of Truth*, (pp. 63-78). Boulder: Lexington Books.

Supplemental Readings

- Allcott, H. & Gentzkow, M. (Jan. 2017). Social media and fake news in the 2016 election. *NBER Working Paper Series*. National Bureau of Economic Research. Online: <http://www.nber.org/papers/w23089>.
- Ananny, M. (2014). SocCritical news making and the paradox of 'do-it-yourself news'. In M. Ratto & M. Boler (Eds.), *DIY Citizenship: Critical Making and Social Media*, (pp. 359-371). Cambridge: MIT Press.
- Bowman, S. & Willis, C. (2003). We media: How audiences are shaping the future of news and information. *The Media Center at the American Press Institute*.
- Ceron, A. (2015). Internet, news, and political trust: The difference between social media and online media outlets. *Journal of Computer-Mediated Communication* 20, 487-503. Doi: 10.1111/jcc4.12129.
- Ferrara, E., Varol, O., Menczer, F., & Flammini, A. (2016). Detection of promoted social media campaigns. *Proceedings of the Tenth International AAAI Conference on Web and Social Media*, 563-566.
- Gallagher, S. E., Savage, T. (2015). 'What is, becomes what is right': A conceptual framework of newcomer legitimacy for online discussion communities. *Journal of Computer-Mediated Communication* 20, 400-416. Doi: 10.1111/jcc4.12122.
- Garrett, R. K., Weeks, B. E., & Neo, R. L. (2016). Driving a wedge between evidence and beliefs: How online ideological news exposure promotes political misperceptions. *Journal of Computer-Mediated Communication* 21, 331-348. Doi: 10.1111/jcc4.12164.
- Hermida, A., Fletcher, F., Korell, D., & Logan, D. (2012). Share, like, recommend: Decoding the social media news consumer. *Journalism Studies* 13(5-6), 815-824.
- Knobloch-Westerwick, S., Johnson, B. K., & Westerwick, A. (2015). Confirmation bias in online searches: Impacts of selective exposure before an election on political attitude strength and shifts. *Journal of Computer-Mediated Communication* 20, 171-187. Doi: 10.1111/jcc4.12105.
- Yang, J., Rojas, H., Wojcieszak, M., Aalberg, T., Coen, S., Curran, J., Hayashi, K., Iyengar, S., Jones, P. K., Mazzoleni, G., Papathanassopoulos, S., Woong Rhee, J., Rowe, D., Soroka, S., & Tiffen, R. (2016). Why are 'others' so polarized? Perceived political polarization and media use in 10 countries. *Journal of Computer-Mediated Communication* 21, 349-367. Doi: 10.1111/jcc4.12166.

Wednesday June 7: Social media, civic engagement, and social movements

Required Reading

Bakardjieva, M. (2009). Subactivism: Lifeworld and politics in the age of the internet. *The Information Society* 25(2), 91-104. Doi: 10.1080/01972240802701627.

Supplemental Readings

- Bennett, L. B. & Segerberg, A. (2012). The logic of connective action. *Information, Communication & Society* 15(5), 739-768. Doi:10.1080/1369118x.2012.670661.
- Bruns, A., Highfield, T., & Burgess, J. (2013). The Arab spring and social media audiences: English and Arabic Twitter users and their networks. *American Behavioral Scientist* 57(7), 871-898. Doi: 10.1177/0002764213479374.
- Castells, M. (2007). Communication, power and counter-power in the network society. *International Journal of Communication* 1, 238-266.
- Gerbaudo, P. (2015). Protest avatars as memetic signifiers: Political profile pictures and the construction of collective identity on social media in the 2011 protest wave. *Information, Communication & Society* 18(8), 916-929. Doi: 10.1080/1369118x.2015.1043316.
- Meraz, S. & Papacharissi, Z. (2013). Networked gatekeeping and networked framing on #Egypt. *The International Journal of Press/Politics* 18(2), 138-166. Doi: 10.1177/1940161212474472.
- Papacharissi, Z. (2014). Affective demands and the new political. Affective Publics: Sentiment, Technology, and Politics. Oxford Scholarship Online. Doi: 10.1093/acprof:oso/9780199999736.001.0001.
- Penney, J. (2015). Social media and symbolic action: Exploring participation in the Facebook red equal sign profile picture campaign. *Journal of Computer-Mediated Communication* 20, 52-66. Doi: 10.1111/jcc4.12092.
- Shirky, C. (2011). The political power of social media: Technology, the public sphere, and political change. *Foreign Affairs* 90(1), 28-41.
- Valenzuela, S., Park, N., & Kee, K. F. (2009). Is there social capital in a social network site?: Facebook use and college students' life satisfaction, trust, and participation. *Journal of Computer-Mediated Communication* 14, 875-901. Doi: 10.1111/j.1083-6101.2009.0147.x.
- Wojcieszak, M. (2009). 'Carrying online participation offline'—Mobilization by radical online groups and politically dissimilar offline ties. *Journal of Communication* 59, 564-586. Doi: 10.1111/j.1460-2466.2009.01436.x.
- Youmans, W. L. & York, J. C. (2012). Social media and the activist toolkit: User agreements, corporate interests, and the information infrastructure of modern social movements. *Journal of Communication* 62, 315-329. Doi: 10.1111/j.1460-2466.2012.01636.x.

Monday June 12: Social media, relationships, romance, family, and friendships

Required Reading

Raine, L. & Wellman, B. (2012). Networked families. In L. Raine & B. Wellman, *Networked: The New Social Operating System*, (pp. 147-170). Cambridge: MIT Press.

Supplemental Readings

Ellison, N. B., Vitak, J., Gray, R., & Lampe, C. (2014). Cultivating social resources on social network sites: Facebook relationship maintenance behaviors and their role in social

- capital processes. *Journal of Computer-Mediated Communication* 19, 855-870. Doi: 10.1111/jcc4.12078.
- Liu, D. & Yang, C. (2016). Media niche of electronic communication channels in friendship: A meta-analysis. *Journal of Computer-Mediated Communication* 21, 451-466. Doi: 10.1111/jcc4.12175.
- Ramirez, A., Sumner, E. M. B., Fleuriet, C., & Cole, M. (2015). When online dating partners meet offline: The effect of modality switching on relational communication between online daters. *Journal of Computer-Mediated Communication* 20, 99-114. Doi: 10.1111/jcc4.12101.
- Spitzberg, B. H. (2006). Preliminary development of a model and measure of computer-mediated communication (CMC) competence. *Journal of Computer-Mediated Communication* 11, 629-666. Doi: 10.1111/j.1083-6101.2006.00030.x.
- Thompson, D. & Filik, R. (2016). Sarcasm in written communication: Emoticons are efficient markers of intention. *Journal of Computer-Mediated Communication* 21, 105-120. Doi: 10.1111/jcc.12156.
- Vergeer, M. (2009). Consequences of media and internet use for offline and online network capital and well-being. A causal model approach. *Journal of Computer-Mediated Communication* 15, 189-210. Doi: 10.1111/j.1083-6101.2009.01499.x.

Wednesday June 14: Social media, identity, self-representation, gender, and ethnicity

Required Reading

- Rettberg, J. W. (2017). Self-representation in social media. *ResearchGate*. Forthcoming in Burgess, J. & Poell, T. (Eds.), *Sage Handbook of Social Media*.

Supplemental Readings

- Baym, N. K. (2015). New relationships, new selves? In N. Baym *Personal Connections in the Digital Age*, (pp. 112-140). Cambridge: Polity Press.
- Clark, M. (2015). Black Twitter: Building connection through cultural conversation. In N. Rambukkana (Ed.), *Digital Formations: Hashtag Publics: The Power and Politics of Discursive Networks*, (pp. 205-228). New York: Peter Lang Publishing.
- Elliott, D. (2012). The real name requirement and ethics of online identity. In B. Berrin & M. Haney (Eds.), *Social Media and the Value of Truth*, (pp. 21-29). Boulder: Lexington Books.
- Ellis, K. & Goggin, G. (2013). Disability and social media. In J. Hunsinger & T. M. Senft (Eds.), *The Social Media Handbook* (pp. 126-141). New York: Routledge.
- Lingel, J. & Golub, A. (2015). In face on Facebook: Brooklyn's drag community and sociotechnical practices of online communication. *Journal of Computer-Mediated Communication* 20, 536-553. Doi: 10.1111/jcc4.12125.
- Liu, X. & Fahmy, S. (2011). Exploring the spiral of silence in the virtual world: Individuals' willingness to express personal opinions in online versus offline settings. *Journal of Media and Communication Studies* 3(2), 45-57.
- Marwick, A. (2013). Gender, sexuality, and social media. In J. Hunsinger & T. M. Senft (Eds.), *The Social Media Handbook* (pp. 59-75). New York: Routledge.
- Richardson, K. B. (2012). Front-stage and back-stage Kantian ethics. In B. Berrin & M. Haney (Eds.), *Social Media and the Value of Truth*, (pp. 10-20). Boulder: Lexington Books.
- Senft, T. & Noble, S. U. (2013). Race and social media. In J. Hunsinger & T. M. Senft (Eds.), *The Social Media Handbook* (pp. 107-125). New York: Routledge.

- Spottswood, E. L., Walther, J. B., Holmstrom, A. J., & Ellison, N. B. (2013). Person-centered emotional support and gender attributions in computer-mediated communication. *Human Communication Research* 39, 295-316. Doi: 10.1111/hcre.12006.
- Trottier, D. (2012). Interpersonal social media surveillance. In D. Trottier *Social Media as Surveillance: Rethinking Visibility in a Converging World*, (pp. 61-83). New York: Routledge.
- Waters, S. & Ackermam, J. (2011). Exploring privacy management on Facebook: Motivations and perceived consequences of voluntary disclosure. *Journal of Computer-Mediated Communication* 17, 101-115. Doi: 10.1111/j.1083-6101.2011.01559.x.

Monday June 19: Social media, incivility, trolling, cyberbullying, flaming, and shaming

Required Reading

- Coleman, E. G. (2012). Phreaks, hackers, and trolls: The politics of transgression and spectacle. In M. Mandiberg (Ed.), *The Social Media Reader*, (pp. 99-119). New York: New York University Press.

Supplemental Readings

- Heirman, W., Angelopoulos, S., Wegge, D., Vandebosch, H., Eggermont, S., & Walrave, M. (2015). Cyberbullying-entrenched or cyberbully-free classrooms? A class network and class composition approach. *Journal of Computer-Mediated Communication* 20, 260-277. Doi: 10.1111/jcc4.12111.
- Maia, R. C. M. & Rezende, T. A. S. (2016). Respect and disrespect in deliberation across the networked media environment: Examining multiple paths of political talk. *Journal of Computer-Mediated Communication* 21, 121-139. Doi: 10.1111/jcc4.12155.
- Vishwanath, A. (2015). Habitual Facebook use and its impact on getting deceived on social media. *Journal of Computer-Mediated Communication* 20, 83-98. Doi: 10.1111/jcc4.12100.

Wednesday June 21: Social media, commodification, marketing, trackers, and datafication

Required Reading

- Fuchs, C. (2015). Social media's international division of digital labour. In C. Fuchs, *Culture and Economy in the Age of Social Media*, (pp. 207-245). New York: Routledge.

Supplemental Readings

- Andrejevic, M. (2011). Social network exploitation. In Z. Papacharissi (Ed.) *A Networked Self: Identity, Community, and Culture on Social Network Sites* (pp. 82-101). New York: Routledge.
- Herman, A. (2013). Production, consumption, and labor in the social media mode of communication and production. In J. Hunsinger & T. M. Senft (Eds.), *The Social Media Handbook* (pp. 30-44). New York: Routledge.
- Trottier, D. (2012). Market social media surveillance. In D. Trottier *Social Media as Surveillance: Rethinking Visibility in a Converging World*, (pp. 107-134). New York: Routledge.

Monday June 26: Social media, work, professional identity, and networking

Required Readings

Gilpin, D. R. (2011). Working the Twittersphere: Microblogging as professional identity construction. In Z. Papacharissi (Ed.) *A Networked Self: Identity, Community, and Culture on Social Network Sites* (pp. 232-250). New York: Routledge.

Jess3 & Chernov, J. (2009). *Social media playbook: Everything your company needs to know to succeed on the social web*. Eloqua. Online:

http://www.oracle.com/webfolder/mediateloqua/documents/Eloqua_Social_Media_Playbook_Public.pdf.

Supplemental Readings

Fieseler, C., Mechel, M., & Ranzini, G. (2014). Professional personae – How organizational identification shapes online identity in the workplace. *Journal of Computer-Mediated Communication* 20, 153-170. Doi: 10.1111/jcc4.12103.

Jin, Y., Liu, B. F., & Austin, L. L. (2014). Examining the role of social media in effective crisis management: The effects of crisis origin, information form, and source on publics' crisis responses. *Communication Research* 41(1), 74-94. Doi: 10.1177/0093650211423918.

Sacks, M. A. & Graves, N. (2012). How many 'friends' do you need? Teaching students how to network using social media. *Business Communication Quarterly* 75(1), 80-88. Doi: 10.1177.1080569911433326.