

SI 315 Interpersonal & Psychological Implications of Social Media

Fall 2021 Course Syllabus

Instructor: Dr. Oliver Haimson

(course adapted from syllabus by Nicole Ellison)

Overview

This course provides students with a strong theoretical foundation for understanding:

- ★ how social media platforms impact and shape interpersonal relationships' initiation, maintenance, and development
- ★ social media sites' implications for psychological and social human processes



street art by Banksy

Class meetings, Contact Information, and Office Hours

Class meetings: Tuesdays and Thursdays, 1:00-2:30pm at Palmer 2062

Instructor: Dr. Oliver Haimson

Email: haimson@umich.edu (put [SI 315] in the subject line so that I am sure to see your email)

Office Hours: Thursdays 3-5pm ET, or by appointment, at North Quad 3380 or on Zoom at

<https://umich.zoom.us/my/haimson>

Before we get started, I want to acknowledge that these are challenging times, and many students are struggling. I aim to be flexible and accommodating in this course. Please reach out to me if you are experiencing challenges and we can discuss how to adjust the course to meet your needs. The main goal here is for you to learn, and I am here to help support you in learning.

Learning Objectives

This course provides students with a strong theoretical foundation for understanding and analyzing: 1) how social media platforms impact and shape interpersonal relationships' initiation, maintenance, and development, and 2) social media sites' implications for psychological, cognitive, social, and emotional human processes. In addition to providing an overview of relevant theories and empirical findings, it will provide insights about students' daily technologically-mediated experiences and a critical lens through which to interpret popular press coverage of new online technologies.

At the end of this course, a student should be able to:

- ★ Apply interpersonal, social, and psychological theories, concepts, and empirical research to explore how social media technologies are being used by individuals to initiate, maintain, develop, and terminate their interpersonal connections with romantic partners, family members, friends, and professional ties.
- ★ Be familiar with prominent theories and research which address psychological aspects of social media use such as social comparison, selective self-presentation, and self-esteem.
- ★ Describe the basic principles of computer-mediated communication theories and how they can be applied to social and interpersonal dynamics online.
- ★ Critique how popular press coverage presents and frames research on social media.
- ★ Apply empirical and theoretical work to one's own social media practices and interpersonal relationships.

Course Format

This course will be held in-person. The class sessions will involve lecture, discussions, and in-class activities. Some activities will involve the whole class, and other activities will involve small group interaction. Please see the [Attendance and Class Participation](#) section for more information about my expectations for student participation in class.

Covid-19 Classroom Culture of Care

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person basis is conditional upon your adherence to all safety measures mandated by the State of Michigan and the University, including being vaccinated or receiving an exemption, and properly wearing a face covering in class. Safety measures are described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Your ability to participate in this course in-person as well as your grade may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact [Office for Institutional Equity](#). If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis (if available) or to disenroll from the class. I also encourage you to

review the [Statement of Students Rights and Responsibilities](#), which includes a [COVID-related Statement Addendum](#).

Course Communication

The best way to reach me is by email.

Office hours are a great opportunity to ask questions or just to chat about course content. If you can't make the scheduled office hours time, email me and we can set up another time to meet. You are welcome to come to my office hours to discuss matters pertaining to your ideas, research interests and aspirations, or your career goals. That is to say, my office door is open, and you should feel free to stop by. I am here to help. Office hours will take place both in person or on Zoom (I will be available via both modalities) and will be 1-1. If more than one student shows up in person, please wait outside my office until I invite you to come in. If more than one student joins the office hours Zoom link at the same time, you will be in the "waiting room" until I let you in for your 1-1 office hours session. I will be able to see that you are waiting.

Students are responsible for checking Canvas and their email accounts regularly to stay up-to-date on announcements. Students are responsible for any information distributed via email and/or Canvas. Any changes to this syllabus and reading schedule will be announced via Canvas and in class.

When you email me, we are interacting in a professional context. Please use appropriate etiquette, such as suitable salutations and signatures. Do not use text message slang or Internet slang. Please use "[SI 315]" at the start of the subject header in emails so that I am sure to see your email.

While I will do my best to respond to your inquiries as soon as possible, you can expect that it may take me up to 2 business days to respond to your emails. Questions that require discussions lengthier than a short (5 minutes or less) response will be better addressed in office hours. Please do not expect emails on weekends or over holidays. If you need a response by a certain time, please make sure to plan accordingly.

Texts

The required textbook for this class is *It's Complicated: The Social Lives of Networked Teens* (2014) by danah boyd (ISBN 9780300199000).

All other readings will be available on the Canvas website for this class, unless they are available online, in which case a URL will be provided. See the schedule at the end of the syllabus for the list of readings. (Note this may change; any changes will be announced via Canvas).

If you cannot access a reading for some reason, please let me know ASAP via email so I can correct the problem for the entire class.

Please note: **everyone in the class is expected to come to class having read the required readings for that class.** If you do not do the required readings, your understanding of the course material will suffer, as will your grade and the classroom discussions. Please plan on spending about nine hours of work outside class meeting times on course assignments and readings. Reading responses will be due on Canvas before each class session ([see below for details](#)).

Grading

The final grade of record will be based on the following:

- ★ Class Participation (20 points)
 - Participation in class discussions (10 points)
 - In-class activities (6 points – .5 points for each class session (excluding guest Q&A days))
 - Q&A for invited guests (4 points – .5 points for each question)
 - Note: there are 9 total Q&As, but you only need to submit questions for 8 to get full credit
- ★ Reading Responses (10 points – .5 points for each reading response)
 - Note: there are 21 total reading responses, but you only need to complete 20 to get full credit
- ★ Midterm Exam (15 points)
- ★ Media Analysis Short Paper (10 points)
- ★ Research Report Short Paper (10 points)
- ★ Research Report Presentation (10 points)
- ★ Final Paper (25 points)

TOTAL: 100 points possible

Final grades will be recorded as letter grades using the following scale:

A+	97 - 100
A	93 - 96
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D+	67 - 69
D	63 - 66
D-	60 - 62
E	< 60

If you are concerned about your grade, please make an appointment to discuss the situation with the instructor as early in the semester as possible.

Late Policy

- All assignments (with the exception of in-class assignments) are due by class time (1:00pm) on the date listed for that assignment.
- In-class assignments will not be accepted late.
- In-class activities are due by the end of class time (2:30pm). If you cannot attend class, you may turn in the in-class activity on Canvas before 11:59pm that day with no late penalty. In-class activities will not be accepted after that.
- Any assignment submitted outside of the exact due date and time (as indicated by the Canvas timestamp) will be assessed a penalty of 20% for each 24-hour period after the time it is due.
- Exceptions to the rules above will be made at the discretion of the instructor.
- In some cases, extensions may be granted. Students must communicate with the instructor before the deadline if at all possible.

Grade Discrepancies

Students are responsible for viewing their grades in Canvas and informing the instructor of any discrepancies within seven days (after seven days, no adjustments will be made to grades).

Students must keep copies of any work submitted until final grades are submitted. No petitions for grade adjustments will be considered after December 9 - after this, the only basis for changing your grade will be to correct instructor errors in recording or calculating your grades.

Re-Grading Policy

If you feel that the merit of your work on any assignment has not been fully recognized, you may choose to submit the assignment for re-grading within 7 days after grades are released for that assignment. To submit work for a re-grade, you must explain in an email why you feel your work deserves re-grading. You should provide details and point to specifics in the assignment that you feel merit a higher grade. One of three outcomes is possible: your grade may be raised, it may remain the same, or it may be lowered. The re-grade is final, even if it is lower than the original grade.

Extra Credit

Extra credit assignments may be assigned throughout the semester at the instructor's discretion. Students are responsible for checking that Canvas has correctly registered their participation and will have one week after extra credit grades are uploaded to inform the instructor about any problems (after this, scores will not be adjusted). Regardless of how many extra credit opportunities are offered, students can receive a maximum of 3 points in extra credit during the semester.

Effort

This is a 3-credit course, so you should expect to spend, on average, 9-12 hours per week on the course over the course of the semester.

Attendance and Class Participation

This class will be run as a seminar, meaning each student is expected to be present and engaged (not just "there") and to contribute to class discussions in meaningful ways. While I do not want to encourage talk just for the sake of talk, I do encourage every student to come to class prepared (having completed and thought about the readings) and ready to engage. I strongly encourage students to apply course readings and ideas to their own lives and use of social media, and to share these insights with the class.

Class will be held in person. Class participation includes attending class and participating in class discussion. If you are not present in the classroom or you are present but are mentally absent, you will not be able to participate in a meaningful way. Either form of absence will be reflected in your participation grade. Your participation grade reflects your presence and attention practices within the classroom and your contributions to the intellectual climate of the classroom.

My strong preference is for you to attend class so that you can interact with me and your fellow classmates. However, if you are not able to attend class synchronously, you can complete the in-class activities afterwards (before 11:59pm that day). You will need to watch the recorded video of the lecture for instructions on the in-class activity. If you are regularly not in class, your class participation grade will suffer because you are not able to participate in class discussions.

In addition to participation in class discussions, your class participation grade also includes participating in in-class activities and submitting questions for Q&A with our invited guests.

Missing Class Due to Illness or Emergency

UMSI and your instructor recognize the extreme circumstances surrounding this academic term. We strive to provide an inclusive environment and to support the academic success of all

students. If you experience illness or emergency during the term, please inform the instructor before class that you cannot participate in class. If you cannot participate due to illness or emergency, the instructor will provide as much support and flexibility as possible for you to complete the course when you are able. If you have ongoing physical or mental accommodation needs, you can contact the Services for Students with Disabilities Office (734-763-3000; ssd.umich.edu/). If you will be out for an extended period, or if you need additional academic support, please contact your academic advising team.

Recording Classes

We will be doing audio and video recording of all sessions to enable those who cannot attend class in person on a given day to access the content. These recordings will not be made available publicly. Recordings of all sessions will be available on Canvas only to students registered for this class. As part of your participation in this course, you may be recorded. If you do not wish to be recorded, please contact the professor during the first week of class to discuss alternative arrangements. The camera only picks up the front of the room, but this may require you to sit in a particular place in the room, outside the cameras' view. Our classroom, Palmer 2062 does have a ceiling microphone that picks up student voices. Further, students may not share these sessions with those not in the class, or upload them to any other online environment (this is a violation of the Federal Education Rights and Privacy Act (FERPA)), except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student's own private use.

Some Guidelines for Dialogue within the Classroom

We will do our best to:

1. Maintain confidentiality. We want to create an atmosphere for open, honest exchange.
 2. Commit to learning from each other. We will listen to each other and not talk at each other. We acknowledge differences among us in backgrounds, skills, interests, identities and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
 3. Not demean, devalue, or "put down" people for their experiences, lack of experiences, or difference in interpretation of those experiences.
 4. Trust that people are always doing the best they can. We will give each other the benefit of the doubt. We will assume we are all trying our hardest and that our intentions are good even when the impact is not.
 5. Challenge the idea and not the person. If we wish to challenge something that has been said, we will challenge the idea or the practice referred to, not the individual sharing this idea or practice.
 6. Speak our discomfort. If something is bothering us, we will share this with the group. Often our emotional reactions to this process offer the most valuable learning opportunities.
 7. Step Up, Step Back. We will be mindful of taking up much more space than others. On the same note, empower ourselves to speak up when others are dominating the conversation.
 8. Not to freeze people in time. We are all works in progress. We will be willing to change and make space for others to do so. Therefore we will not assume that one comment or one opinion made at one time captures the whole of a person's character.
- The Program on Intergroup Relations, University of Michigan, 2012

Accessible Teaching and Learning Environment

I know that courses at UM and UMSI can be demanding, but that is because we want you to be able to learn, explore, and reach your full potential. I aim to create an accessible environment for teaching and learning in my classroom. Each of us comes to class with different assumptions, values, and opinions. Rather than being in the way, however, I see such differences as valuable starting points for building the community I hope we build over the course of the semester.

If you find that any aspect of the course creates a barrier to you achieving your learning goals and objectives, please reach out to me and we can discuss how we can adjust to meet your needs. You can reach me via email (haimson@umich.edu) or in person before or after class, during office hours, or by appointment.

I also want to let you know about the following resources that might help you find the School of Information, and the University at large, more accommodating:

- UMSI Office of Academic and Student Affairs (OASA): 333 Maynard (5th floor, Collegian building, which is located next to the Maynard entrance to Nichols Arcade)
- Counseling and Psychological Services (CAPS): (734) 764-8312
- Psychiatric Emergency Services (U of M Hospital): (734) 996-4747
- Sexual Assault Prevention and Awareness Center (SAPAC) 24-Hour Crisis Line: (734) 936-3333
- Services for Students with Disabilities (SSD): (734) 763-3000
- Sweetland Center for Writing: <https://lsa.umich.edu/sweetland/undergraduates.html>

If you ever need, or want, assistance navigating and making use of these resources, please don't hesitate to ask me. I am here to be your advocate.

Accommodations for Students with Disabilities

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Services for Students with Disabilities (SSD) office to help us determine appropriate academic accommodations. SSD (734-763-3000; <http://ssd.umich.edu>) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Please present this form to me at the beginning of the term, or at least two weeks prior to the need for the accommodation. Any information you provide is private and confidential and will be treated as such.

Student Mental Health and Wellbeing

I support your health and wellbeing. If you are experiencing a physical or mental health challenge, trauma, grief/loss, or some other personal life challenge, and an adjustment of course timelines can help you work through it, please come talk to me as soon as you can so we can discuss how to best accommodate your needs. I encourage you to try to get enough sleep, to prioritize taking care of yourself, and to try to find social support from people around you.

The University of Michigan is committed to advancing the mental health and wellbeing of its students, while acknowledging that a variety of issues, such as strained relationships, increased anxiety, alcohol/drug problems, and depression, directly impact students' academic performance. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734)

764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (732) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. For a more comprehensive listing of the broad range of mental health services available on campus, please visit: <http://umich.edu/~mhealth/>.

For Students Experiencing Food Insecurity

College students are experiencing food insecurity at alarming rates. The Maize and Blue Cupboard is here to provide an immediate and comprehensive response for the U-M community by providing food, kitchen supplies, personal and household items, and additional support. Maize and Blue Cupboard is open to all UM students. You can go look around, or leave with a couple grocery bags - it's your choice. <https://mbc.studentlife.umich.edu/>

Academic Integrity

Abridged version: Unless otherwise specified in an assignment, all submitted work must be the work of each individual student's own, original work. **If students are referencing others' work, put it in quotes. If students are directly quoting or building on others' writing, provide a citation.** See the [BSI Student Handbook](#) for the definition of plagiarism, and associated consequences. Violations of academic and professional integrity will be reported to UMSI Student Affairs. Consequences impacting assignment or course grades are determined by the faculty instructor; additional sanctions may be imposed by the assistant dean for academic and student affairs.

Plagiarism

All written submissions must be your own, original work. Original work for narrative questions cannot be mere paraphrasing of someone else's completed answer. You must not share written answers with each other at all. At most, you should be working from notes you took while participating in a study session. Largely duplicate copies of the same assignment will receive an equal division of the total point score from the one piece of work.

You may incorporate selected excerpts, statements or phrases from publications by other authors, but they must be clearly marked as quotations and must be attributed. If you build on the ideas of prior authors, you must cite their work. You may obtain copy editing assistance, and you may discuss your ideas with others, but all substantive writing and ideas must be your own, or be explicitly attributed to another. See the BSI student handbook available on the UMSI intranet for the definition of plagiarism, resources to help you avoid it, and the consequences for intentional or unintentional plagiarism.

Reading and Assignments Schedule

Note: Any aspect of this syllabus, including the content and reading schedule, may be adjusted throughout the semester. Any changes will be announced in class and/or via Canvas. Students are responsible for checking Canvas on a regular basis.

- In-class assignments are due in Canvas at 2:30pm (the end of class) on the date specified below.
- Outside-of-class assignments and reading comments are due in Canvas at 1:00pm (the start of class) on the date specified below.

- In-class activities are due by the end of class time (2:30pm). If you cannot attend class, you may turn in the in-class activity on Canvas before 11:59pm that day.
- Q&As for invited guests are due by 8pm the evening before their visit.
- Also see Canvas for all due dates and times.

<i>Date</i>	<i>Week</i>	<i>Topic</i>	<i>Reading due (on first date listed)</i>
8/31/21	1	Welcome, introductions, overview of syllabus fill out course survey	none sign up on the research report and presentation schedule here
9/2/21	1	Personal Relationships and Computer-Mediated Communication 1	☐ danah boyd. 2014. <i>It's Complicated: The Social Lives of Networked Teens</i> . (Introduction) ☐ Margaret E. Morris. 2020. Enhancing relationships through technology: directions in parenting, caregiving, romantic partnerships, and clinical practice. <i>Dialogues in Clinical Neuroscience</i> 22, 2: 151–160.
9/7/21	2	Personal Relationships and Computer-Mediated Communication 2	☐ Nancy K. Baym. 2015. <i>Personal Connections in the Digital Age</i> . (Chapter 6: Digital Media in Everyday Relationships) ☐ Eden Litt, Siyan Zhao, Robert Kraut, and Moira Burke. 2020. What Are Meaningful Social Interactions in Today's Media Landscape? A Cross-Cultural Survey. <i>Social Media + Society</i> .
9/9/21	2	Online Identity Guest Q&A with Nadia Karizat	☐ danah boyd. 2014. <i>It's Complicated: The Social Lives of Networked Teens</i> . (Chapter 1: Identity) ☐ Alice E. Marwick. 2013. Online Identity. In <i>A Companion to New Media Dynamics</i> . Wiley-Blackwell, 355–364. ☐ Nadia Karizat, Daniel Delmonaco, Motahhare Eslami, and Nazanin Andalibi. 2021. Algorithmic Folk Theories and Identity: How TikTok Users Engage in Algorithmic Resistance and Identity Co-Production. <i>Proc. ACM Hum.-Comput. Interact.</i> , CSCW.
9/14/21	3	Perceptions of Social Media 1	☐ Sherry Turkle. 2012. The Flight from Conversation . The New York Times. ☐ Zeynep Tufekci. 2012. Social Media's Small, Positive Role in Human Relationships . The Atlantic. ☐ Nancy K. Baym. 2015. <i>Personal Connections in the Digital Age</i> . (Chapter 2: Making New Media Make Sense)
9/16/21	3	Perceptions of Social Media 2	☐ Monica Anderson, Skye Toor, Lee Rainie, and Aaron Smith. 2018. Activism in the Social Media Age . Pew Research Center. (NOTE: Be sure to click through and read pages 2 and 3; stop at “Acknowledgements” which is page 20 of the PDF) ☐ Melissa Brough, Ioana Literat, and Amanda Ikin. 2020. “Good Social Media?”: Underrepresented Youth Perspectives on the Ethical and Equitable Design of Social Media Platforms. <i>Social Media + Society</i> 6, 2.

9/21/21	4	What is Social Media? 1	❑ Joseph B. Bayer, Penny Triêu, and Nicole B. Ellison. 2020. Social Media Elements, Ecologies, and Effects. <i>Annual Review of Psychology</i> 71, 1. ❑ Nicole B. Ellison and danah boyd. 2013. Sociality through Social Network Sites. In <i>The Oxford Handbook of Internet Studies</i>. Oxford University Press, 151- 172.
9/23/21	4	What is Social Media? 2	❑ Brooke Auxier and Monica Anderson. 2021. Social Media Use in 2021. Pew Research Center: Internet, Science & Tech. ❑ Emily A. Vogels, Monica Anderson, Margaret Porteus, Chris Baronavski, Sara Atske, Colleen McClain, Brooke Auxier, Andrew Perrin, and Meera Ramshankar. 2021. Americans and 'Cancel Culture': Where Some See Calls for Accountability, Others See Censorship, Punishment. Pew Research Center: Internet, Science & Tech.
9/28/21	5	Affordances Guest Q&A with Angela Cirucci	❑ Michael Ann DeVito, Jeremy Birnholtz, and Jeffery T. Hancock. 2017. Platforms, People, and Perception: Using Affordances to Understand Self-Presentation on Social Media. In <i>Proceedings of the 2017 ACM Conference on Computer Supported Cooperative Work and Social Computing (CSCW '17)</i>, 740–754. ❑ Angela M. Cirucci. 2017. Normative Interfaces: Affordances, Gender, and Race in Facebook. <i>Social Media + Society</i> 3, 2.
9/30/21	5	Media Analysis Paper in-class assignment	Reading for the Media Analysis assignment – see assignment for details.
10/5/21	6	Romantic Relationships Online	❑ Monica Anderson, Emily A. Vogels, and Erica Turner. 2020. The Virtues and Downsides of Online Dating. Pew Research Center: Internet, Science & Tech. ❑ Ashley Fetters. 2018. The Five Years That Changed Dating. <i>The Atlantic</i>. ❑ Courtney Vinopal. 2020. Coronavirus has changed online dating. Here's why some say that's a good thing. <i>PBS NewsHour</i>.
10/7/21	6	Privacy and Audience	❑ danah boyd. 2014. <i>It's Complicated: The Social Lives of Networked Teens</i>. (Chapter 2: Privacy) ❑ Sijia Xiao, Danaë Metaxa, Joon Sung Park, Karrie Karahalios, and Niloufar Salehi. 2020. Random, Messy, Funny, Raw: Finstas as Intimate Reconfigurations of Social Media. In <i>Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems (CHI '20)</i>, 1–13. ❑ Lauren Goode. 2019. Private Messages Are the New (Old) Social Network. <i>Wired</i>.
10/12/21	7	NO CLASS	none

10/14/21	7	Social Support and Self-Disclosure	❑ Nazanin Andalibi and Andrea Forte. 2018. Announcing Pregnancy Loss on Facebook: A Decision-Making Framework for Stigmatized Disclosures on Identified Social Network Sites. In <i>Proceedings of the 2018 CHI Conference on Human Factors in Computing Systems (CHI '18)</i>, 158:1–158:14. ❑ Allee Manning. 2017. How The Instagram Community Picks Up Those Struggling With Depression. Vocativ.
10/19/21	8	NO CLASS – fall break	none
10/21/21	8	Wellbeing Guest Q&A with Moira Burke	❑ Moira Burke and Robert E. Kraut. 2016. The Relationship Between Facebook Use and Well-Being Depends on Communication Type and Tie Strength. <i>Journal of Computer-Mediated Communication</i> 21, 4: 265–281. ❑ Adam D.I. Kramer, Jamie E. Guillory, and Jeffrey T. Hancock. 2014. Experimental evidence of massive-scale emotional contagion through social networks. <i>Proceedings of the National Academy of Sciences</i> 111, 29: 8788–8790. ❑ Craig J. R. Sewall. 2021. The idea that social media harms mental health relies on bad data. Fast Company.
10/26/21	9	<u>Midterm Exam</u>	Exam may cover any material discussed in class or in readings through today's date
10/28/21	9	Influencers and Professional Use of Social Media	❑ Angèle Christin and Rebecca Lewis. 2021. The Drama of Metrics: Status, Spectacle, and Resistance Among YouTube Drama Creators. <i>Social Media + Society</i> 7, 1 ❑ Tabitha Hart and Trudy Milburn. 2019. Applying Cultural Discourse Analysis to an Online Community: LinkedIn's Cultural Discourse of Professionalism. Fairleigh Dickinson University Press.
11/2/21	10	Inequality and Marginalized Identities on Social Media 1 Guest Q&A with Alexander Cho	❑ danah boyd. 2014. <i>It's Complicated: The Social Lives of Networked Teens</i>. (Chapter 6: Inequality) ❑ Alexander Cho. 2017. Default publicness: Queer youth of color, social media, and being outed by the machine. <i>New Media & Society</i> 20, 9: 3183–3200. ❑ Monica Anderson. 2016. Social Media Conversations About Race. Pew Research Center: Internet, Science & Tech.
11/4/21	10	Inequality and Marginalized Identities on Social Media 2 Guest Q&A with Apryl Williams	❑ Apryl Williams. 2020. Black Memes Matter: #LivingWhileBlack With Becky and Karen. <i>Social Media + Society</i> 6, 4. ❑ Madhavi Reddi, Rachel Kuo, and Daniel Kreiss. 2021. Identity propaganda: Racial narratives and disinformation. <i>New Media & Society</i>. ❑ Amy Harmon. 2019. Discussing Blackness on Reddit? Photograph Your Forearm First. <i>The New York Times</i>.

11/9/21	11	Social Media Likes and Reactions Guest Q&A with Nicole Ellison	❑ Lauren Scissors, Moira Burke, and Steven Wengrovitz. 2016. What's in a Like?: Attitudes and Behaviors Around Receiving Likes on Facebook. In <i>Proceedings of the 19th ACM Conference on Computer-Supported Cooperative Work & Social Computing (CSCW '16)</i>, 1501–1510. ❑ Nicole B. Ellison, Penny Triêu, Sarita Schoenebeck, Robin Brewer, and Aarti Israni. Why We Don't Click: Interrogating the Relationship Between Viewing and Clicking in Social Media Contexts by Exploring the "Non-Click." <i>Journal of Computer-Mediated Communication</i>.
11/11/21	11	Self-Esteem and Social Comparison	❑ Erin A. Vogel, Jason P. Rose, Lindsay R. Roberts, and Katheryn Eckles. 2014. Social comparison, social media, and self-esteem. <i>Psychology of Popular Media Culture</i> 3, 4: 206–222. ❑ Moira Burke, Justin Cheng, and Bethany de Gant. 2020. Social Comparison and Facebook: Feedback, Positivity, and Opportunities for Comparison. In <i>Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems (CHI '20)</i>, 1–13.
11/16/21	12	Online Harassment and Hostility Guest Q&A with Alice Marwick	❑ Alice E. Marwick. 2021. Morally Motivated Networked Harassment as Normative Reinforcement. <i>Social Media + Society</i> 7, 2. ❑ Jessica Vitak, Kalyani Chadha, Linda Steiner, and Zahra Ashktorab. 2017. Identifying Women's Experiences With and Strategies for Mitigating Negative Effects of Online Harassment. In <i>Proceedings of the 2017 ACM Conference on Computer Supported Cooperative Work and Social Computing (CSCW '17)</i>, 1231–1245.
11/18/21	12	Content Moderation	❑ Tarleton Gillespie. 2018. How Social Networks Set the Limits of What We Can Say Online. Wired. ❑ Sarah T. Roberts. 2019. <i>Behind the Screen: Content Moderation in the Shadows of Social Media</i>. Yale University Press. (Chapter 1: Behind the Screen)
11/23/21	13	NO CLASS – break	none
11/25/21	13	NO CLASS – break	none
11/30/21	14	Algorithms Guest Q&A with Michael Ann DeVito	❑ Michael Ann DeVito. 2021. Adaptive Folk Theorization as a Path to Algorithmic Literacy on Changing Platforms. <i>Proc. ACM Hum.-Comput. Interact</i> 5, CSCW: 44. ❑ Motahhare Eslami, Aimee Rickman, Kristen Vaccaro, Amirhossein Aleyasen, Andy Vuong, Karrie Karahalios, Kevin Hamilton, and Christian Sandvig. 2015. "I Always Assumed That I Wasn't Really That Close to [Her]": Reasoning About Invisible Algorithms in News Feeds. In <i>Proceedings of the 33rd Annual ACM Conference on Human Factors in Computing Systems (CHI '15)</i>.

12/2/21	14	Videos, Stories, and Streaming Guest Q&A with Diana Zulli	☐ Penny Trieu and Nancy K. Baym. 2020. Private Responses for Public Sharing: Understanding Self-Presentation and Relational Maintenance via Stories in Social Media. In <i>Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems (CHI '20)</i> . ☐ Diana Zulli and David James Zulli. 2020. Extending the Internet meme: Conceptualizing technological mimesis and imitation publics on the TikTok platform. <i>New Media & Society</i> .
12/7/21	15	Wrap up and discussion of final papers	<u>Final Paper due Dec. 7</u>
12/9/21	15	Wrap up and discussion of final papers	

Assignments

All assignments are due at the beginning of class on the due date, unless announced otherwise.

Class Participation (20%)

Class participation involves participation in class discussions (10% of total course grade), in-class activities (7% of total course grade), and Q&A for invited guests (3% of total course grade). See more details about [class participation](#) and [grading](#) above.

Reading Responses (10%)

For each class, you will complete a reading response and upload it to the discussion board on Canvas. You have three options for how to submit your reading response:

Option 1 (traditional option):

Write a 1-2 paragraph reading response for the readings from that day. Your response should reflect on the readings and discuss points you found particularly interesting. Since each class has multiple readings, your response must reference each one. Some topics you might write about:

- ★ the most surprising thing you learned from the reading, and why it was surprising
- ★ how this reading relates to your own experiences using social media
- ★ a new idea you have based on the reading
- ★ points where you disagree with the author, and why
- ★ something else of your choice!

Option 2 (less effort option):

You should have taken notes on the readings, e.g. typing out what you find to be the most important points. You can just upload your notes directly into the discussion board on Canvas.

Option 3 (fun option):

Create and post a meme, comic, or image of some sort that relates to the article in a funny or unique way. It's up to you to be creative and/or clever in whatever way you choose. It should be clear that you have done the readings and understand them.

There are about 21 total reading responses, but to give you some flexibility, you only need to do 20 reading responses to get full credit. You are, however, responsible for doing the readings even when you don't turn in reading responses.

Full credit is 0.5 points for each reading response. You will get full credit if it is clear that you read the readings and you engaged with them meaningfully and specifically. You will get partial credit if you wrote (or created) something, but it's not clear if you actually did the readings or not (e.g., lack of specifics and/or meaningful engagement).

Media Analysis Short Paper (10%)

You will write a short paper (3 double-spaced pages, no less than 2 and no more than 4) that analyzes how an academic research paper is presented in the popular press. For this project, you will critically assess popular press coverage of a research article that addresses the social or psychological implications of some form of social media or communication technology. You should assess the accuracy, framing, and tone of the popular press coverage of the article by asking questions such as:

- ★ Is the description of the research/study and its findings accurate?
- ★ Are the conclusions or implications suggested by the popular press article justified and warranted by the research paper's findings and methods?
 - In class you will learn how to assess this in several ways.
- ★ Do you think the popular press story offers the reader enough information about the research? If not, what are the important things that are not mentioned?
- ★ Do you think the tone of the popular press article is appropriate? Some scholars have discussed the "moral panic" that often accompanies coverage of technology research. Do you see any evidence of that here?

You will be doing this assignment in class on **September 30**. However, to do well, you will need to read your articles carefully in advance and take notes on aspects you will focus on in your paper. The full assignment and the readings will be released on September 16.

A more detailed description will be provided in class and on Canvas.

Midterm Exam (15%)

We will have one in-class exam which will assess your familiarity and mastery with class readings, concepts, and discussions. It will be held **October 26** during class time. The exam will be open book / open notes. A more detailed description will be provided in class and on Canvas.

Research Report Short Paper (10%)

You will write a short 3 page paper focusing on one of the readings we will be discussing this semester. This is due in Canvas at 1:00pm on the day the reading is due. Students will [sign up for their reading online](#).

Your short paper should be 3 double-spaced pages (no less than 2 and no more than 4), plus a bibliography that is not included in your page limit. Please use a standard font size, typeface, and margins.

Your paper should include:

- ★ **Summary.** Briefly summarize the study or article in your own words, highlighting one aspect of the study that you want to focus on (e.g., you find it particularly interesting, important, unresolved, or salient).
- ★ **Critique.** Offer a thoughtful, detailed critique of the work (strengths, weaknesses).

★ **Extension.** Now for the fun part! You will extend the work in some interesting and relevant way.

You will also do a short presentation about the reading (see below).

A more detailed description will be provided in class and on Canvas.

Research Report Presentation (10%)

On the day your reading is discussed in class, please prepare a 5-minute presentation of your short paper for the class. It should not be less than 4 minutes or more than 6 minutes long (your grade will suffer if your presentation falls outside of these time limits).

You will share your slides in class during your presentation. **Please email me your slides before 9am the day of your presentation. You should also upload your slides to the presentation assignment in Canvas before class.** (This is in bold text because many students forget to do this!)

Your presentation should be interesting, professional, and informative. You do not need to spend a lot of time summarizing the article as your peers will have read it, but you may wish to review any particularly important points quickly. You should cover the same three main elements as your paper: Summary, Critique, and Extension.

If you have a creative idea for a class activity, let me know! If we can, we will implement it.

The quality (and grade) of your paper will correspond to the quality (and grade) of your presentation, as they both should reflect your engagement with the reading and your proposed extension. Your presentation should convey the basic ideas of your paper – including a short summary, critique of the work, and the extension – but you will also want to think about what would make a presentation interesting and engaging to your audience.

A more detailed description will be provided in class and on Canvas.

Final Paper (25%)

This final term paper (8-10 pages) will ask you to apply the concepts you have learned throughout the semester to analyzing your own or others' social media practices, incorporating insights from relevant theories and empirical research. Due **December 7** – we will discuss them in class. A more detailed description will be provided in class and on Canvas.