

## SI 315 Interpersonal & Psychological Implications of Social Media

### Fall 2020 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



### Class meetings, Contact Information, and Office Hours

**Class meetings:** Mondays and Wednesdays, 5:30-7:00pm ET. All classes will take place on Zoom synchronously at <https://umich.zoom.us/j/95524780696>. Lectures will be recorded and available for viewing afterwards.

**Instructor:** Dr. Oliver Haimson

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

**Office Hours:** Mondays 2-4pm ET, or by appointment, 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 involve synchronous interaction between the instructor and students in a Zoom online classroom. The class sessions will involve lecture, discussions, and in-class activities. Some activities will involve the whole class, and other activities will use breakout rooms for small group interaction. Please see the [Attendance and Class Participation](#) section for more information about my expectations for student participation in class.

## 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 virtual office door is open, and you should feel free to stop by. I am here (or there) to help. Office hours will take place on Zoom and will be 1-1. 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 ten hours of work outside class meeting times on course assignments and readings. Reading responses will be in the form of comments in Perusall ([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 (7 points – .5 points for each class session (excluding guest lecture days))
    - Note: there are 16 total in-class activities, but you only need to complete 14 to get full credit
  - Q&A for guest speakers (3 points – .5 points for each guest lecture)
- ★ Reading Comments in Perusall (10 points – .25 points for each reading)
  - Note: there are about 50 total readings, but you only need to complete reading comments for 40 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 or E No Record Covid (NRC)

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 are due by class time on the date listed for that assignment.
- 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 8 - 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 on Zoom and will be synchronous. Class participation includes attending class and participating in class discussion. Most of the class should participate in synchronous class time with their video on, most of the time. If having your video on does not work or is not comfortable for you the whole semester, please email me so I'm aware of it. At the minimum, I ask that you include a photo of your face and use your first and last name on your Zoom profiles, so that we can tell who is who and get to know you better.

If you are not present in the Zoom 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.

Since we will be in an online classroom using Zoom, there are several ways that you can participate in class discussions. While I encourage you to raise your virtual hand and then unmute your microphone to speak when I call on you, you can also use the chat feature to contribute to the conversation. The class session's moderator (one of your classmates) will call my attention to chat questions and comments.

My strong preference is for you to attend class synchronously 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. 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 synchronously, 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 guest speakers.

#### *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/](http://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.

#### *What-If Scenarios*

If you are not able to join class at the designated class times, please contact me to discuss as soon as possible at or before the beginning of the term.

I will be joining class from my home, as will many of you. Therefore, things might not always go as planned due to technical difficulties. Here are some contingency plans:

- If I am dropped from the Zoom meeting, please wait for us to return for at least 15 minutes. If my Internet goes down, I will call in from my phone. If that does not work, I will post on Canvas about next steps as soon as possible.



- If your Internet goes down during the synchronous class, please rejoin using your phone if possible. If it is not possible to rejoin, please watch the recorded lecture asynchronously to cover what you have missed.
- If you miss any part of the class or your participation suffers due to Internet issues, you should contact me immediately to determine next steps. Do not wait until the end of the semester or for weeks to see if you can make up for what was missed.

## Recording Classes

Course lectures will be audio/video recorded and made available to other students in this course. As part of your participation in this course, you may be recorded. If you do not wish to be recorded, please contact the instructor the first week of class to discuss alternative arrangements.

Students may not record or distribute any class activity without written permission from the instructor, 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](mailto:haimson@umich.edu)) or online via Zoom (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.

I will use Zoom's live captioning during all class sessions and will make slides available after class.

### 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](http://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 7pm ET (the end of class) on the date specified below.
- Outside-of-class assignments and reading comments are due in Canvas at 5:30pm ET (the start of class) on the date specified below.
- Q&As for guest speakers are due at noon ET the day of the guest lecture.
- 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>
8/31/20	1	Welcome, introductions, overview of syllabus  <a href="#">fill out course survey</a>	none
9/2/20	1	Personal Relationships and Computer-Mediated Communication 1	<input type="checkbox"/> danah boyd. 2014. <i>It's Complicated: The Social Lives of Networked Teens</i> . (Introduction) <input type="checkbox"/> Carolina Kuepper-Tetzel. 2017. <a href="#">How Social is Social Media?</a>
9/7/20	2	<b>NO CLASS – holiday</b> (reading and reading comments only)  Personal Relationships and Computer-Mediated Communication 2	<input type="checkbox"/> Nancy K. Baym. 2015. <i>Personal Connections in the Digital Age</i> . (Chapter 6: Digital Media in Everyday Relationships) <input type="checkbox"/> 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.
9/9/20	2	Online Identity  <b>Guest lecture and Q&amp;A by Jeremy Birnholtz</b>	<input type="checkbox"/> danah boyd. 2014. <i>It's Complicated: The Social Lives of Networked Teens</i> . (Chapter 1: Identity) <input type="checkbox"/> Alice E. Marwick. 2013. Online Identity. In <i>A Companion to New Media Dynamics</i> . Wiley-Blackwell, 355–364. <input type="checkbox"/> Jeremy Birnholtz, Shruta Rawat, Richa Vashista, Dicky Baruah, Alpna Dange, and Anne-Marie Boyer. 2020. Layers of Marginality: An Exploration of Visibility, Impressions, and Cultural Context on Geospatial Apps for Men Who Have Sex With Men in Mumbai, India. <i>Social Media + Society</i> 6, 2.
9/14/20	3	Perceptions of Social Media 1	<input type="checkbox"/> Sherry Turkle. 2012. <a href="#">The Flight from Conversation</a> . The New York Times. <input type="checkbox"/> Zeynep Tufekci. 2012. <a href="#">Social Media's Small, Positive Role in Human Relationships</a> . The Atlantic. <input type="checkbox"/> Nancy K. Baym. 2015. <i>Personal Connections in the Digital Age</i> . (Chapter 2: Making New Media Make Sense)
9/16/20	3	Perceptions of Social Media 2  <b>Guest lecture and Q&amp;A by Katy Pearce</b>	<input type="checkbox"/> Monica Anderson, Skye Toor, Lee Rainie, and Aaron Smith. 2018. <a href="#">Activism in the Social Media Age</a> . 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) <input type="checkbox"/> 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. <input type="checkbox"/> Katy E Pearce and Jessica Vitak. 2016. Performing honor online: The affordances of social media for surveillance and impression management in an honor culture. <i>New Media &amp; Society</i> 18, 11: 2595–2612.

9/21/20	4	What is Social Media? 1	<ul style="list-style-type: none"> <li>❑ Joseph B. Bayer, Penny Triêu, and Nicole B. Ellison. 2020. Social Media Elements, Ecologies, and Effects. <i>Annual Review of Psychology</i> 71, 1.</li> <li>❑ 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.</li> </ul>
9/23/20	4	What is Social Media? 2	<ul style="list-style-type: none"> <li>❑ Aaron Smith and Monica Anderson. 2018. <a href="#">Social Media Use in 2018</a>. Pew Research Center.</li> <li>❑ Pew Research Center. 2018. <a href="#">Social Media Fact Sheet</a>.</li> </ul>
9/28/20	5	Affordances	<ul style="list-style-type: none"> <li>❑ 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.</li> <li>❑ Angela M. Cirucci. 2017. Normative Interfaces: Affordances, Gender, and Race in Facebook. <i>Social Media + Society</i> 3, 2.</li> </ul>
9/30/20	5	<a href="#">Media Analysis Paper in-class assignment</a>	Reading for the Media Analysis assignment – see assignment for details.
10/5/20	6	Romantic Relationships Online 1	<ul style="list-style-type: none"> <li>❑ Monica Anderson, Emily A. Vogels, and Erica Turner. 2020. <a href="#">The Virtues and Downsides of Online Dating</a>. Pew Research Center: Internet, Science &amp; Tech.</li> <li>❑ Nicole B. Ellison, Jeffrey T. Hancock, and Catalina L. Toma. 2012. Profile as promise: A framework for conceptualizing veracity in online dating self-presentations. <i>New Media &amp; Society</i> 14, 1: 45–62.</li> <li>❑ Ebony-Renee Baker. 2018. <a href="#">I Tried Facebook's New Dating App and it Was Exhausting</a>. <i>Vice</i>.</li> </ul>
10/7/20	6	Romantic Relationships Online 2	<ul style="list-style-type: none"> <li>❑ Ashley Fetters. 2018. <a href="#">The Five Years That Changed Dating</a>. <i>The Atlantic</i>.</li> <li>❑ Courtney Vinopal. 2020. <a href="#">Coronavirus has changed online dating. Here's why some say that's a good thing</a>. <i>PBS NewsHour</i>.</li> </ul>
10/12/20	7	Privacy and Audience	<ul style="list-style-type: none"> <li>❑ danah boyd. 2014. <i>It's Complicated: The Social Lives of Networked Teens</i>. (Chapter 2: Privacy)</li> <li>❑ Sijia Xiao, Danaë Metaxa, Joon Sung Park, Karrie Karahalios, and Niloufar Salehi. 2020. Random, Messy, Funny, Raw: Fintast 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.</li> <li>❑ Lauren Goode. 2019. <a href="#">Private Messages Are the New (Old) Social Network</a>. <i>Wired</i>.</li> </ul>

10/14/20	7	Social Support and Self-Disclosure  <b>Guest lecture and Q&amp;A by Katie Gach</b>	<input type="checkbox"/> 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. <input type="checkbox"/> Anthony T Pinter and Katie Z Gach. 2018. From indifferent to aware: the importance of identifying upsetting news on social media and changing how people receive it. <i>InfoSocial Conference</i> .
10/19/20	8	Wellbeing  <b>Guest lecture and Q&amp;A by Carol Scott</b>	<input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Carol F. Scott, Thomas H. Nochajski, Laina Y. Bay-Cheng, R. Lorraine Collins, and Sarita Schoenebeck. 2020. Posting, Drinking, and Posting about Drinking: Problematic Drinking and Social Media Use among Emerging Adults.
10/21/20	8	<b><u>Midterm Exam</u></b>	Exam may cover any material discussed in class or in readings through today's date
10/26/20	9	Inequality and Marginalized Identities on Social Media 1	<input type="checkbox"/> danah boyd. 2014. <i>It's Complicated: The Social Lives of Networked Teens</i> . (Chapter 6: Inequality) <input type="checkbox"/> Nikita Carney. 2016. All Lives Matter, but so Does Race: Black Lives Matter and the Evolving Role of Social Media. <i>Humanity &amp; Society</i> 40, 2: 180–199. <input type="checkbox"/> Monica Anderson. 2016. <a href="#">Social Media Conversations About Race</a> . Pew Research Center: Internet, Science & Tech.
10/28/20	9	Inequality and Marginalized Identities on Social Media 2	<input type="checkbox"/> Alexander Cho. 2017. Default publicness: Queer youth of color, social media, and being outed by the machine. <i>New Media &amp; Society</i> 20, 9: 3183–3200. <input type="checkbox"/> Amy Harmon. 2019. <a href="#">Discussing Blackness on Reddit? Photograph Your Forearm First</a> . <i>The New York Times</i> .
11/2/20	10	Social Media Likes and Reactions 1  <b>Remember to vote on Nov. 3!</b> <a href="https://govote.umich.edu/">https://govote.umich.edu/</a>	<input type="checkbox"/> 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 &amp; Social Computing (CSCW '16)</i> , 1501–1510. <input type="checkbox"/> Rebecca A. Hayes, Caleb T. Carr, & Donghee Yvette Wohn. 2016. One click, many meanings: Interpreting paralinguistic digital affordances in social media. <i>Journal of Broadcasting &amp; Electronic Media</i> , 60(1), 171-187.

11/4/20	10	Social Media Likes and Reactions 2	<input type="checkbox"/> Choose one of <a href="#">Ben Grosser's projects</a> and explore it.
11/9/20	11	Self-Esteem and Social Comparison	<input type="checkbox"/> Erin A. Vogel, Jason P. Rose, Lindsay R. Roberts, and Kathryn Eckles. 2014. Social comparison, social media, and self-esteem. <i>Psychology of Popular Media Culture</i> 3, 4: 206–222. <input type="checkbox"/> Amy L. Gonzales and Jeffrey T. Hancock. 2010. Mirror, Mirror on my Facebook Wall: Effects of Exposure to Facebook on Self-Esteem. <i>Cyberpsychology, Behavior, and Social Networking</i> 14, 1–2: 79–83.
11/11/20	11	Social Media in Crisis Events  <b>Guest lecture and Q&amp;A by Amanda Hughes</b>	<input type="checkbox"/> Leysia Palen and Amanda L. Hughes. 2018. Social Media in Disaster Communication. In <i>Handbook of Disaster Research</i> . Springer International Publishing, 497–518. <input type="checkbox"/> Sarah J. Jackson, Moya Bailey, and Brooke Foucault Welles. 2020. From #Ferguson to #FalconHeights: The Networked Case for Black Lives. In <i>#HashtagActivism: Networks of Race and Gender Justice</i> . The MIT Press, Cambridge, 123–152.
11/16/20	12	Algorithms	<input type="checkbox"/> Kate Crawford. <a href="#">“The Trouble with Bias” (video)</a> . 2017. <i>Neural Information Processing Systems</i> conference keynote. <input type="checkbox"/> 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> .
11/18/20	12	Content Moderation  <b>Joint class session with Purdue University “Online Communities and Digital Relationships” class</b>	<input type="checkbox"/> Tarleton Gillespie. 2018. <i>Custodians of the Internet: Platforms, Content Moderation, and the Hidden Decisions That Shape Social Media</i> . Yale University Press. (Chapter 8: What Platforms Are, and What They Should Be) <input type="checkbox"/> 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)
11/23/20	13	<b>NO CLASS – break</b>	none
11/25/20	13	<b>NO CLASS – break</b>	none

11/30/20	14	Videos, Stories, and Streaming  <b>Guest lecture and Q&amp;A by Yvette Wohn</b>	<input type="checkbox"/> 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> . <input type="checkbox"/> Donghee Yvette Wohn, Peter Jough, Peter Eskander, John Scott Siri, Masaho Shimobayashi, and Pradnya Desai. 2019. Understanding Digital Patronage: Why Do People Subscribe to Streamers on Twitch? In <i>Proceedings of the Annual Symposium on Computer-Human Interaction in Play</i> , 99–110.
12/2/20	14	Visual Aspects of Social Media	<input type="checkbox"/> Kate M. Miltner and Tim Highfield. 2017. Never Gonna GIF You Up: Analyzing the Cultural Significance of the Animated GIF. <i>Social Media + Society</i> 3, 3. <input type="checkbox"/> Andrew G. Reece and Christopher M. Danforth. 2017. Instagram photos reveal predictive markers of depression. <i>EPJ Data Science</i> 6, 1: 1–12. <b>[okay to skim]</b>
12/7/20	15	Wrap up and discussion of final papers	<b><u>Final Paper due Dec. 7</u></b>

## 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 guest speakers (3% of total course grade). See more details about [class participation](#) and [grading](#) above.

### *Reading Comments in Perusall (10%)*

To respond to class readings, you will make comments in the Perusall tool which allows the whole class to collaboratively annotate PDFs of the course readings. **For each article, you should make at least one comment on the document, and respond to at least one of your classmates' comments.** Since each class has multiple readings, you will make at least one comment and one comment response on each.

Some topics you might write about in your comments:

- ★ the most surprising thing you learned from the reading
- ★ 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!

There are about 50 total readings, but to give you some flexibility, you only need to do reading comments for 40 readings to get full credit. You are, however, responsible for doing the readings even when you don't turn in reading comments.



Full credit is 0.25 points for your reading comments for each text. You will get full credit if it is clear that you read the readings and you engaged with them meaningfully and specifically in your comments. You will get partial credit if you wrote 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 18.

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 21** 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 5:30pm 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 the Zoom classroom during your presentation. You should also upload your slides to the presentation assignment in Canvas before class.

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.