

SI710 Social Media: Theory & Research Winter, 2021

[abbreviated version for online sharing]

Course Description

This course will introduce doctoral students to relevant theories and scholarship examining the social, psychological, and interpersonal aspects of social media use, using relevant theories in fields such as communication, social psychology, and HCI. We will be reading both classic and new research in this area. Topics include: computer-mediated communication theory; self-presentation and online identity; audience; methodological considerations and challenges; cultural understandings of algorithms; and the psychological implications of social media use. The course will be structured as a discussion-focused learning experience.

Course goals

The purpose of this course is to provide students with an overview of critical concepts for understanding the ways in which social technologies – especially but not limited to social media – reshape social interactions, and the implications of this for relationship development, self-presentation, identity work, and other important processes. The reading list covers both foundational work and state of the art scholarship in this vibrant and emerging arena of scholarship.

Reading

There is a fair amount of reading included in this course, which you will need to engage with in order to contribute to class discussions. That said, it's acceptable to skim sometimes when you are certain a particular article is not going to be particularly useful for your research focus. But I hope will not often be the case. And it will be apparent when it is.

Unless otherwise noted, all readings are in Canvas. If you can't find or are having trouble with a file, please let me know immediately so I can fix it.

We will be trying a reading/commenting system called Perusall for the first half of the class. After about a month, we will discuss whether we want to stick with Perusall or move to Canvas discussion posts.

Perusall posts/Weekly Responses/Discussion Questions (25%)

Each week's readings share a focus, which will vary week to week. Throughout the semester you will be expected to read and provide comments and questions before class. For the first month, we will do this using Perusall; the second portion of the semester will be either Perusall or Canvas discussion posts.

In these responses, you will reflect on questions such as the following: What did you find particularly interesting, counter-intuitive, or troubling about this work? What research question(s), methods, or future research was suggested by the readings in your opinion? What alternative explanations should the author(s) have considered? How does this work speak to (or ignore) other work we've discussed this semester? What concepts are particularly useful for your own work?

You should use these posts as a platform for working through and synthesizing your thoughts about the readings and topic area, and we may organize class discussions around the ideas you raise.

Note: I am NOT looking for a summary of the readings or for you to “prove” that you have done the reading – that is my assumption. I am looking for reactions, responses, and ideas sparked by the readings. This is an exercise designed to encourage intellectual engagement, not a strategy to determine who has done the readings.

In addition to your Perusall/Canvas comments and annotations, please share 2-3 discussion questions (1 – 3 sentences each) informed by the readings and your own engagement with them each week in Canvas These questions can focus on any aspect such as the findings, the method, the theory, and should provide interpretation, critique, or an extension of the work. These should be ideas you are excited to talk about in class!

These contributions should be posted to Canvas/Perusall no later than Sunday at 5pm. If possible, I encourage you to come back to Canvas Sunday night to read your peers' contributions before class, especially if it is a topic that is closely related to your own work.

Some questions for our discussions that may inform your paper:

- What is the topic/area/research question(s)?
- What are the mechanisms or theoretical frameworks guiding the project's focus, conclusions, or design?
- What are the study's methods (and how do they relate to the research questions and theoretical framework)?
- What is the disciplinary framework the author(s) are working within or in conversation with?
- What are the publishing norms shaping this paper? How does it differ from other papers we have read?
- What studies, academic communities, or other authors is this piece in conversation with?

Some notes about Perusall that might be useful:

- Perusall is a platform that allows for social annotation. This includes highlighting points you find especially useful or interesting, asking questions, answering other people's questions, linking to other papers or resources, synthesizing, critiquing, offering counterarguments, etc. Try to make your comments useful to others as well as yourself – e.g., “This is interesting because” will be more useful to others than “This is interesting.” That said, “This is interesting” is also helpful because we will use this to help guide our in-class conversations.
- Social annotations for the required materials will be due by the Sunday evening at 5pm. The earlier you complete these, the better. Try to come back after 5pm to see new additions.
- We'll try assigning leaders to make the first pass of comments and reassess as needed.
- Meta comments can be attached to the title or first sentence. Otherwise, try to comment throughout the entire document/video rather than in one place. It's **as good** to participate in an ongoing thread than start a new one. It's also good to upvote other people's comments.

Deadline: Sunday (day before class), 5pm.

Participation: 20%

You are expected to come to class prepared to discuss the readings and the ideas they represent in thoughtful ways. Note that, as with most communication, quality counts more than quantity. Dominating class discussions or saying something just to hit a participation metric is not the goal here; providing insights, building on others' ideas, respectfully disagreeing, and contributing to the discussion in meaningful ways is.

I know this semester will be challenging, and I know Zoom is not the optimal channel for a doctoral seminar. I hope we will all push ourselves to contribute to collective discussions in a productive, kind, intellectually engaged manner.

Discussion presentation/topic leader (25%)

You will pick one week on which you would like to lead a portion of the session's presentation and discussion. For your selected topic you will:

Prepare a 30-minute presentation that introduces the topic and expands on the assigned readings, such as by providing more background or context for the papers, describing additional research papers not covered in class, considering the theoretical, ethical, or design implications of the work, societal issues and concerns on the topic, or even demonstrating new related platforms or tools inspired by or related to the papers or topic. Your goal is to highlight important aspects of the readings or topic and to go a bit deeper, connecting them back to other concepts from class or your own reading and expanding the concepts covered. We will discuss this before class and I am happy to help with ideas, feedback, etc.

Additionally, I will ask you to help lead the discussion by addressing key points of interest from the questions submitted that week and pulling them into the day's discussion. You should synthesize or select from the discussion questions submitted and propose a set of 3-4 questions that can be used to guide conversation, and we will confer about this before class.

Research paper: 30%

More information about the research paper and presentation will be provided at a later date. I am happy to work with you to find a topic and approach that supports your long-term research goals. The final paper should be approximately 10-12 pages (double-spaced, 11 or 12 pt font).

On Mar 8, you will turn in a short description of your paper and present the idea to the class in order to receive feedback. This should include your idea/thesis and a rationale for why this topic is important to study.

On April 26, we will meet to discuss papers, so please prepare a short presentation that includes an overview of your topic, research question, literature review, and findings or arguments (if applicable). Please note this meeting replaces a final exam and it takes place after classes have concluded.

Special Circumstances: Winter 2021

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 me 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.
- Let's all be kind and do our best. I am here if there is some extra support you need. I am hoping this class will be bright spot in our weeks over the next few months! Let me know what I can do to make it useful, interesting, supportive, and fun.
- There will likely be animals, children, household noises, and other elements of daily life that are present during our meeting. Please mute so as to not distract others, when it makes sense, but also know that we are all humans doing the best we can. If you are interrupted or have background noise or someone walking through your "office" – it's no problem. Please don't worry about these issues, and let's focus on being together to talk about research.

Classroom Civility

In this course, it is important that people and ideas are treated with respect, and that class time is used productively. The classroom should be a safe space for open discussion of ideas. Debates and disagreements may arise, but please be respectful of the diverse opinions and experiences presented in the classroom.

Harassment will not be tolerated. Harassment consists of abusive behavior directed toward an individual or group because of race, ethnicity, ancestry, national origin, religion, gender, sexual orientation, age, or physical or mental disability. Please contact me if anything in the course has made you uncomfortable.

Please avoid behaviors that make it difficult to accomplish our mutual objectives (e.g., side conversations, showing disrespect to classmates, coming to class late or leaving early, etc.). We will use technology sometimes for various class-related activities, and you may use a laptop or tablet to take notes. Please do not use them for other purposes such as email. Be respectful to yourself, to your instructor, and to your classmates in your use of your technology in a learning environment.

Please read the following Guidelines for Dialogue, developed by the Program on Intergroup Relations, University of Michigan, 2012. We will adhere to these principles whenever possible.

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 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.

Academic Integrity

Unless otherwise specified in an assignment all submitted work must be your own, original work. **Any excerpts, statements, or phrases from the work of others must be clearly identified as a quotation, and a proper citation provided.** If you are referencing someone else's idea, you need to explicitly state that in any writing you submit. Any violation of the School's policy on Academic and Professional Integrity (stated in the Doctoral Student Handbooks) will result in serious penalties, which might range from failing an assignment, to failing a course, to being expelled from the program. 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.

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 we teach may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate accommodations. SSD (734-763 3000; ssd.umich.edu/) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. I will treat any information that you provide in as confidential a manner as possible.

Student Well-Being

Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc. If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please contact me so that we can find solutions together. For personal concerns, U-M offers the following resources:

- **Counseling and Psychological Services (CAPS)** - confidential; For mental health support, you can access CAPS by calling the central office at (734) 764-8312 or by emailing the School of Information Embedded Psychologist, Ashley Ewearitt, Psy.D., at ewearitt@umich.edu. If you're experiencing a mental health crisis or emergency, you can call CAPS 24/7, the UM Psychiatric Emergency Services (PES) at (734) 936-5900, or 911.
- **Dean of Students Office** - 734-764-7420; provides support services to students and manages critical incidents impacting students and the campus community
- **Ginsberg Center for Community Service Learning** - 734-763-3548; opportunities to engage as learners and leaders to create a better community and world
- **Multi-ethnic Student Affairs (MESA)** - 734-763-9044; diversity and social justice through the lens of race and ethnicity
- **Office of Student Conflict Resolution** - 734-936-6308; offers multiple pathways for resolving conflict
- **Office of the Ombuds** - 734-763-3545; students can raise questions and concerns about the functioning of the university.
- **Services for Students with Disabilities (SSD)** - 734-763-3000; accommodations and access to students with disabilities
- **Sexual Assault Prevention and Awareness Center (SAPAC)** - confidential; 734-764-7771 or 24-hour crisis line 734-936-3333; addresses sexual assault, intimate partner violence, sexual harassment, and stalking
- **Spectrum Center** - 734-763-4186; support services for LGBTQ+ students
- **Trotter Multicultural Center** - 734-763-3670; intercultural engagement and inclusive leadership education initiatives
- **University Health Service (UHS)** - 734-764-8320; clinical services include nurse advice by phone, day or night
- **Well-being for U-M Students website** - searchable list of many more campus resources
- **Wolverine Wellness** - confidential; 734-763-1320; provides Wellness Coaching and much more

Reading Schedule

The readings may be adjusted. Any adjustments will be announced via canvas. Note there are two weeks at the end of the semester which are TBD. We will collectively decide on these topics and readings.

Jan 20: Orientation and Syllabus

Week 1 (Jan 25 & 27): Overview and Definitional Work

Prep work for day one: BEFORE YOU DO THE READINGS, upload to the Canvas discussion board for this week a post (2-4 paragraphs) that describes (1) your working definition of "social media" and (2) your response to the following question: "What are the most interesting and important research questions related to social media at this time (to you)?" Upload to canvas by 2pm Sunday Jan 24).

These have been posted to Perusall:

- Ellison, N. B. & boyd, d. (2013). Sociality through Social Network Sites. In Dutton, W. H. (Ed.), *The Oxford Handbook of Internet Studies*. Oxford: Oxford University Press, pp. 151-172.
- Carr, C. T., & Hayes, R. A. (2015). Social media: Defining, developing, and divining. *Atlantic Journal of Communication*, 23(1), 46-65.
- Bayer, J. B., Triêu, P., & Ellison, N. B. (2020). Social Media Elements, Ecologies, and Effects. *Annual Review of Psychology*, 71(1), 471-497. doi:10.1146/annurev-psych-010419-050944
- Morris, M. (2020). Enhancing relationships through technology: directions in parenting, caregiving, romantic partnerships, and clinical practice. *Dialogues in Clinical Neuroscience*, 22(2), 151-160. doi:10.31887/dcns.2020.22.2/morris
- Note: if you haven't read boyd & Ellison (2007), please try to skim it before reading Ellison & boyd (2014).

[Moved to end of semester:

- Rhee, L., Bayer, J. B., Lee, D. S. & Kuru, O. (2020). Social by Definition: How Users Define Social Platforms and Why It Matters. *Telematics and informatics*, s. 101538. doi:10.1016/j.tele.2020.101538]

Week 2 (Feb 1 & 3): Affordances

- Nagy, P., & Neff, G. (2015). Imagined affordance: Reconstructing a keyword for communication theory. *Social Media+ Society*, 1(2), 2056305115603385
- Evans, S. K., Pearce, K. E., Vitak, J., & Treem, J. W. (2016). Explicating affordances: A conceptual framework for understanding affordances in communication research. *Journal of Computer-Mediated Communication*, 22(1), 35-52.
- Davis, J. L., & Chouinard, J. B. (2016). Theorizing affordances: From request to refuse. *Bulletin of Science, Technology & Society*, 36(4), 241-248. doi:10.1177/0270467617714944
- Donath, J. (2020) The Social Machine. Chapter 3: Interfaces make meaning. Cambridge: MIT Press. Available online: <https://covid-19.mitpress.mit.edu/pub/ga3pc8tm/release/1>

Recommended:

- Fox, J. & McEwan, B. (2017) Distinguishing technologies for social interaction: The perceived social affordances of communication channels scale, *Communication Monographs*, 84:3, 298-318, DOI: 10.1080/03637751.2017.1332418
- Hutchby, I. (2001). Technologies, texts and affordances. *Sociology*, 35(2), 441-456.

Week 3 (Feb 8 & 10): Interpersonal Relationships & CMC

- Treem, J. W., Leonardi, P. M., & Van Den Hooff, B. (2020). Computer-Mediated Communication in the Age of Communication Visibility. *Journal of Computer-Mediated Communication*, 25(1), 44-59. doi:10.1093/jcmc/zmz024.

- Vitak, J., & Ellison, N. (2018). Personal Relationships and Technology in the Digital Age. In A. Vangelisti & D. Perlman (Eds.), *The Cambridge Handbook of Personal Relationships* (Cambridge Handbooks in Psychology, pp. 481-493). Cambridge: Cambridge University Press. doi:10.1017/9781316417867.037
- Walther, J. B. and M. T. Whitty (2021). "Language, Psychology, and New New Media: The Hyperpersonal Model of Mediated Communication at Twenty-Five Years." *Journal of Language and Social Psychology* **40**(1): 120-135.
- Hancock, J. T., Naaman, M., Levy, K. (2020). "AI-Mediated Communication: Definition, Research Agenda, and Ethical Considerations." *Journal of Computer-Mediated Communication* **25**(1): 89-100.

Recommended for further reading:

- Litt, E., Zhao, S., Kraut, R., & Burke, M. (2020). What are meaningful social interactions in today's media landscape? A cross-cultural survey. *Social Media + Society*, 6(3), 205630512094288. <https://doi.org/10.1177/2056305120942888>
<https://journals.sagepub.com/doi/10.1177/2056305120942888>
- O'Sullivan, P. B., & Carr, C. T. (2017). Masspersonal communication: A model bridging the mass-interpersonal divide. *New Media & Society*. doi:10.1177/1461444816686104
<http://journals.sagepub.com.offcampus.lib.washington.edu/doi/abs/10.1177/1461444816686104>

Week 4 (Feb 15 & 17): Self Presentation, Audience, and Identity I

- Donath, J. (2020) *The Social Machine*. Chapter 9: Constructing Identity. Cambridge: MIT Press. Available online: <https://covid-19.mitpress.mit.edu/pub/s76p5kw8/release/2>
- Hogan, B. (2010). The Presentation of Self in the Age of Social Media: Distinguishing Performances and Exhibitions Online. *Bulletin of Science, Technology & Society*, 30, 377-386. doi: 10.1177/0270467610385893
- Brock, A. (2020). Brock, A. (2020). Distributed Blackness: African American Cybercultures. United States: NYU Press. Chapter 3: "The Black Purposes of Space Travel": Black Twitter as Black Technoculture
- Ellison, N. B., Hancock, J. T. & Toma, C. L. (2012). Profile as Promise: A Framework for Conceptualizing Veracity in Online Dating Self-Presentations. *New Media & Society*, 14 (1), 45-62.

Recommended for further reading:

- Goffman, E. (1959). *The presentation of self in everyday life*. New York: Anchor Books. (Introduction, Ch. 1. Ch. 3) [OK to skim]

Week 5 (Feb 22; No class Feb 24) Self Presentation, Audience, and Identity II

- Litt, E. (2012). Knock, knock. Who's there? The imagined audience. *Journal of Broadcasting and Electronic Media*, 56_(3), 330-345.
<http://doi.org/10.1080/08838151.2012.705195>

- Marwick, A., & boyd, d. m. (2010). I tweet honestly, I tweet passionately: Twitter users, context collapse, and the imagined audience. *New Media & Society*, 13(1), 114–133. doi:10.1177/1461444810365313
<http://journals.sagepub.com.offcampus.lib.washington.edu/doi/abs/10.1177/1461444810365313>
- Gil-Lopez, T., Shen, C., Benefield, G. A., Palomares, N. A., Kosinski, M., & Stillwell, D. (2018). One Size Fits All: Context Collapse, Self-Presentation Strategies and Language Styles on Facebook. *Journal of Computer-Mediated Communication*, 23(3), 127-145. doi:10.1093/jcmc/zmy006
- Choi, S., Williams, D., & Kim, H. (2020). A snap of your true self: How self-presentation and temporal affordance influence self-concept on social media. *New Media & Society*, 146144482097719. doi:10.1177/1461444820977199

Recommended for further reading:

- Walther, J. B., & Parks, M. R. (2002). Cues filtered out, cues filtered in: Computer-mediated communication and relationships. In M. L. Knapp & J. A. Daly (Eds.), *Handbook of Interpersonal Communication* (3rd ed., pp. 529-563). Thousand Oaks: Sage Publications.
- Bazarova, N. N., Taft, J. G., Choi, Y. H., & Cosley, D. (2012). Managing impressions and relationships on Facebook: Self-presentational and relational concerns revealed through the analysis of language style. *Journal of Language and Social Psychology*, 32(2), 121–141.

Week 6 (Mar 1 & 3) : Self Presentation, Audience, and Identity III

- Bernstein, M. S., Bakshy, E., Burke, M., & Karrer, B. (2013, April). Quantifying the invisible audience in social networks. In *Proceedings of the SIGCHI conference on human factors in computing systems* (pp. 21-30). ACM.
- Cho, A. (2018). "Default publicness: Queer youth of color, social media, and being outed by the machine." *New Media & Society* 20(9): 3183-3200.
- Duffy, B. E., & Chan, N. K. (2018). "You never really know who's looking": Imagined surveillance across social media platforms. *New Media & Society*, 1461444818791318.
- DeAndrea, D. C. (2014). Advancing Warranting Theory. *Communication Theory*, 24(2), 186-204. doi: 10.1111/comt.12033

Recommended for further reading:

- Baym, N. K., & boyd, d. m. (2012). Socially mediated publicness: An introduction. *Journal of Broadcasting & Electronic Media*, 56(3), 320-329. doi:10.1080/08838151.2012.705200

Week 7 (Mar 8 & 10): Well-Being

One-pager on paper idea due.

- Orben, A. (2020). "The Sisyphean Cycle of Technology Panics." *Perspectives on Psychological Science* 15(5): 1143-1157.
- Meier, A. & L. Reinecke (2020). "Computer-Mediated Communication, Social Media, and Mental Health: A Conceptual and Empirical Meta-Review." *Communication Research*: 009365022095822.
- Verduyn, P., Ybarra, O., Résibois, M., Jonides, J., & Kross, E. (2017). Do social network sites enhance or undermine subjective well-being? A critical review. *Social Issues and Policy Review*, 11(1), 274-302.
- Ellison, N. B., Triêu, P., Schoenebeck, S., Brewer, R., & Israni, A. (2020). Why We Don't Click: Interrogating the Relationship Between Viewing and Clicking in Social Media Contexts by Exploring the "Non-Click". *Journal of Computer-Mediated Communication*, 25(6), 402-426. doi:10.1093/jcmc/zmaa013
- Sundar, S.S. et al., (2018, March 18). Why it's so hard to #DeleteFacebook: Constant psychological boosts keep you hooked. The Conversation. Online: <https://theconversation.com/why-its-so-hard-to-deletefacebook-constant-psychological-boosts-keep-you-hooked-92976>

Recommended:

- Ellison, N., Gray, R., Lampe, C. & Fiore, A. (2013). Social capital and resource requests on Facebook. *New Media & Society*.
- Ellison, N. B. and J. Vitak (2015). Social Network Site Affordances and Their Relationship to Social Capital Processes. *The Handbook of the Psychology of Communication Technology*, John Wiley & Sons, Ltd: 203-227.

Week 8 (Mar 15 & 17): Well-Being & one-click feedback

- Burke, M., & Kraut, R. E. (2016). The relationship between Facebook use and well-being depends on communication type and tie strength. *Journal of Computer-Mediated Communication*, 21(4), 265–281. <https://doi.org/10.1111/jcc4.12162>
- Scissors, L., Burke, M., & Wengrovitz, S. (2016). What's in a Like?: Attitudes and behaviors around receiving Likes on Facebook. In *Proceedings of the 19th ACM Conference on Computer-Supported Cooperative Work & Social Computing* (pp. 1501-1510).
- Toma, C. (2016). [Taking the Good with the Bad: Effects of Facebook Self-Presentation on Emotional Well-Being](#). *The Routledge Handbook of Media Use and Well-Being: International Perspectives on Theory and Research on Positive Media Effects*. Routledge. Available: <https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/reader.action?docID=4568562&query=>
- Meier, A., Gilbert, A., Börner, S., & Possler, D. (2020). Instagram Inspiration: How Upward Comparison on Social Network Sites Can Contribute to Well-Being. *Journal of Communication*, 70(5), 721-743. doi:10.1093/joc/jqaa025
- Ginsberg, D. & Burke, M. (2017). "Hard Questions: Is Spending Time on Social Media Bad for Us?" <https://newsroom.fb.com/news/2017/12/hard-questions-is-spending-time-on-social-media-bad-for-us/>

Recommended for further reading:

- Sumner, E. M., Ruge-Jones, L., & Alcorn, D. (2018). A functional approach to the Facebook Like button: An exploration of meaning, interpersonal functionality, and potential alternative response buttons. *New Media & Society*, 20(4), 1451-1469.

- Sherman, L. E., Payton, A. A., Hernandez, L. M., Greenfield, P. M., & Dapretto, M. (2016). The power of the like in adolescence: Effects of peer influence on neural and behavioral responses to social media. *Psychological science*, 27(7), 1027-1035.

Week 9 (Mar 22 & 24): Algorithms and content issues

- Gillespie, T. (2014). The relevance of algorithms. In T. Gillespie, P. Boczkowski, & K. Foot (Eds.), *Media technologies: Essays on communication, materiality, and society* (pp. 167–194). Cambridge, MA: MIT Press.
- Kitchin, R. (2017). Thinking critically about and researching algorithms. *Information, Communication & Society*, 20(1), 14-29.
<http://futuredata.stanford.edu/classes/cs345s/handouts/kitchin.pdf>
- Seaver, N. (2019). Captivating algorithms: Recommender systems as traps. *Journal of Material Culture*, 24(4), 421-436. doi:10.1177/1359183518820366
- Humphreys, L. (2020). "Birthdays, anniversaries, and temporalities: Or how the past is represented as relevant through on-this-date media." *New Media & Society* 22(9): 1663-1679.
- [Video] How I'm fighting bias in algorithms - Joy Buolamwini at <https://www.youtube.com/watch?v=UG X 7g63rY>

Recommended for further reading:

- [Video] "The Trouble with Bias" NIPS 2017 Keynote by Kate Crawford, online at https://www.youtube.com/watch?v=fMym_BKWQzk
- DeVito, M. A., Birnholtz, J., Hancock, J. T., French, M., & Liu, S. (2018, April). How People Form Folk Theories of Social Media Feeds and What It Means for How We Study Self-Presentation. In *Proceedings of the 2018 CHI Conference on Human Factors in Computing Systems* (p. 120). ACM.
- Bucher, T. (2017). The algorithmic imaginary: exploring the ordinary affects of Facebook algorithms. *Information, Communication & Society*, 20(1), 30-44.
- Rader, E., & Gray, R. (2015, April). Understanding user beliefs about algorithmic curation in the Facebook news feed. In *Proceedings of the 33rd annual ACM conference on human factors in computing systems* (pp. 173-182). ACM.

Week 10 (Mar 29 & 31) Methodological Challenges I

- Rains, S. A., & Brunner, S. R. (2015). What can we learn about social network sites by studying Facebook? A call and recommendations for research on social network sites. *New Media & Society*, 17(1), 114-131.
- Wu, A. X., & Taneja, H. (2020). Platform enclosure of human behavior and its measurement: Using behavioral trace data against platform episteme. *New Media & Society*, 146144482093354. doi:10.1177/1461444820933547
- Hargittai, E. (2018). Potential Biases in Big Data: Omitted Voices on Social Media. *Social Science Computer Review*.
<http://journals.sagepub.com/doi/abs/10.1177/0894439318788322?journalCode=ssce> –
- Farrell, H. (2017, Dec. 19). How Facebook Stymies Social Science. *Chronicle of Higher Education*. Online: <https://www.chronicle.com/article/How-Facebook-Stymies-Social/242090>

- Brooks, C. F. (2018, May 4). In a Big Data World, Scholars Need New Guidelines for Research. *Scientific American*.
<https://blogs.scientificamerican.com/observations/in-a-big-data-world-scholars-need-new-guidelines-for-research/>

Week 11 (April 5 & 7) **Methodological Challenges II**

- Munger, K. (2019). "The Limited Value of Non-Replicable Field Experiments in Contexts With Low Temporal Validity." *Social Media + Society* 5(3): 205630511985929.
- Fiesler, C. & N. Proferes (2018). "'Participant' Perceptions of Twitter Research Ethics." *Social Media + Society* 4(1): 205630511876336.
- Kramer, A. D. I., Guillory, J. E., & Hancock, J. T. (2014). Experimental evidence of massive-scale emotional contagion through social networks. *Proceedings of the National Academy of Sciences*, 111(24), 8788–8790.
<http://doi.org/10.1073/pnas.1320040111>
 - For more details on the controversy about the Kramer et al. (2014) study, see:
<http://laboratorium.net/archive/2014/06/30/the-facebook-emotional-manipulation-study-source>
- TBD

Recommended for further reading:

- Ledbetter, A. M. (2015). Media multiplexity theory: Technology use and interpersonal tie strength. In D. O. Braithwaite & P. Schrodt (Eds.), *Engaging theories in interpersonal communication: Multiple perspectives* (2nd ed.; pp. 363-376). Thousand Oaks, CA: Sage.

Week 12 (April 12 & 14): **Student-led readings on content moderation (etc.)**

- Seering, J. (2020). Reconsidering Self-Moderation. *Proceedings of the ACM on Human-Computer Interaction*, 4(CSCW2), 1-28. doi:10.1145/3415178
- Gerrard, Y. (2018). Beyond the hashtag: Circumventing content moderation on social media. *New Media & Society*, 20(12), 4492-4511.
doi:10.1177/1461444818776611
- Cheng, J., Bernstein, M., Danescu-Niculescu-Mizil, C., & Leskovec, J. (2017, February). Anyone can become a troll: Causes of trolling behavior in online discussions. In *Proceedings of the 2017 ACM conference on computer supported cooperative work and social computing* (pp. 1217-1230).
- Blackwell, L., Ellison, N., Elliott-Deflo, N., & Schwartz, R. (2019). Harassment in social virtual reality: Challenges for platform governance. *Proceedings of the ACM on Human-Computer Interaction*, 3(CSCW), 1-25.

Week 13 (April 19 & 21): Student-led readings on platforms & infrastructuralization (etc.)

- Zhou, R., & DiSalvo, B. (2020, April). User's Role in Platform Infrastructuralization: WeChat as an Exemplar. In *Proceedings of the 2020 chi conference on human factors in computing systems* (pp. 1-13).
- Birnholtz, J., Rawat, S., Vashista, R., Baruah, D., Dange, A., & Boyer, A. M. (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. *Social Media+ Society*, 6(2), 2056305120913995.
- Jack, M., Chen, J., & Jackson, S. J. (2017, May). Infrastructure as creative action: Online buying, selling, and delivery in Phnom Penh. In *Proceedings of the 2017 chi conference on human factors in computing systems* (pp. 6511-6522).
- Tandoc Jr, E. C., Lou, C., & Min, V. L. H. (2019). Platform-swinging in a poly-social-media context: How and why users navigate multiple social media platforms. *Journal of Computer-Mediated Communication*, 24(1), 21-35.

Monday April 26 Time TBD: Presentations and Final Paper due

Be prepared to discuss your paper and receive feedback.
