

## SI429 eCommunities

### Fall 2013 Course Syllabus

Instructor: Dr. Nicole Ellison

#### Overview

This course is intended to help students understand and analyze communities that are formed in or maintained via online environments. Although there is a fair bit of disagreement about the definition of community (and therefore, online community), we will generally use 'community' as a term to describe a group of people who engage in sustained interaction over time. The group may be held together by a common identity, a collective purpose, or merely by the individual utility gained from the interactions. We will use the terms e-community and online community interchangeably, as shorthand, both for communities that conduct all of their interactions online and for communities that use online interaction to supplement face-to-face interactions.

The course introduces students to important concepts, terms, and theories that will help them understand how online communities are used by millions of people every day for a variety of purposes. Roughly, about one third of the course will be devoted to developing a language for and understanding of online interaction, community, and online relationships; approximately one third will be devoted to exploring different kinds of online communities; and the final third of the course will review design principles for successful online communities. This component of the course connects social science theories with the goals of designers, online community managers and online community participants.

#### Logistics

Meets Tuesdays & Thursdays 10-11:30 in Room 1255 North Quad

**Instructor:** Dr. Nicole Ellison

Office Hours: Thursdays 1-2pm, NQ 3443 or by appointment  
[enicole@umich.edu](mailto:enicole@umich.edu)

Graduate Student Instructor: Amber Gray

Office Hours: Tuesdays 12-1 pm, NQ 4352 or by appointment  
[gamber@umich.edu](mailto:gamber@umich.edu)

#### Course communication:

The best way to reach us is by email. We will respond to all email within 24-48 hours. Please feel free to get in contact with us and drop by office hours. Knowing more about the students in the class and their respective interests helps us adjust our approach to the material that we'll be covering. For grading queries, please contact Amber first.

## Learning Objectives

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

- Describe an online community using the concepts and vocabulary of multiple theoretical perspectives
- Be familiar with a range of online communities and how they differ from one another in terms of user practices, goals, design decisions, and other metrics
- Understand design choices for online communities as they relate to social science theory and research

## Pre-requisites

There are no formal pre-requisites.

This course assumes some familiarity with online tools such as search engines. This course will spend very little time explicitly teaching about technology, but will frequently assume it as background.

## Texts

**The required textbook for this class is the Resnick and Kraut book on online communities:**

**Kraut, R. E., Resnick, P. (2011). *Building successful online communities: evidence-based social design*. Cambridge, Mass.: MIT Press.**

All readings not from the textbook will be available on the CTools website for this class (Resources → Readings), 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. If you cannot access a reading for some reason, please let the instructors know ASAP so they can address 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 ten hours of work outside class meeting times on course assignments and readings.

You will need regular access to a computer with Internet access in order to get the online readings. Students are responsible for checking CTools and their email accounts regularly to stay up-to-date on announcements. If you don't check your University email account, you should forward it to an account that you do check. Students are responsible for any information distributed via email and/or CTools. Any changes to this syllabus will be announced via CTools and in class.

## Class Activities

Each week there will be assigned readings. Occasionally, there will also be optional readings which are (obviously), not required, but might be useful to students particularly interested in a

certain topic. All of these will be available electronically through CTools. Our engagement with these readings will begin online, before the class session for which they're assigned, and will continue in class. We will engage in four ways:

- Description: statements or questions about what the author claims.
- Critique: arguments about whether the author is correct or what the author has left out.
- Connection: how the claims or concepts relate to those in other readings.
- Application: how the reading applies to the communities we are studying.

**Initial online engagement with readings will take the form of reading questions posted prior to class (by noon the day before the class session).** Posting these questions is a part of your overall grade (more details under Assignments).

We may have guest speakers during the course of the semester. Be prepared with good questions, engage with them actively, and appreciate their time. Guest speakers are always energized by an engaged audience.

## Assignments & Points (1000 pts total)

### Short Papers (50 pts = 10 pts each)

Throughout the class you will have five short (2 page) papers. Each of these short papers is initially graded pass/fail (10 or 0 pts). Although these will be graded pass/fail, you will receive comments on each paper intended to let you know what areas need more attention when you work on your final, longer paper.

**P1: Third Places**

**P2: Newcomers**

**P3: Contribution**

**P4: Commitment**

**P5: Regulating Bad Behavior**

### Final Paper (300 pts)

There is one final community description paper that is a cumulative paper. It is based in large part on synthesizing the five short papers that you will have written previously. The short papers are an opportunity to get feedback upon and improve your ideas and arguments. The final paper itself will be graded for 300 total points.

### Online Participation (100 + 50 + 200 = 350 total)

This is a course about interacting online. We'll be exploring and observing a lot, but also taking part in various online activities.

### Reading Questions (5 pts each class session/set of readings = 100 pts)

You'll receive points for submitting 2 questions related to each week's readings (must be submitted by 4 PM the day before class). We'll use some of these questions to jumpstart our in-class discussions. There are 22 sessions in the term for which you can

submit questions, which means that you can skip contributing questions for two classes if you wish.

**Community Idea Submissions:** (50 pts)

Later in the semester, we'll be focusing on particular types of communities (Health Communities, Gaming Communities, etc.). You can submit sample communities (PatientsLikeMe as a Health Community, for example) for each topic. You'll receive 10 points for each appropriate submission, with a total of 50 points possible. There are more than 5 topics, so you can choose which pique your interest most.

**Specific Online Interaction & Recon** (200 pts/50 ea.)

You'll also be receiving points for four specific actions online:

- Editing a Wikipedia entry and reflecting on that experience
- Participating in an online forum/discussion and recording/reflecting on the results
- Posting a question to a QA (e.g., Quora, Yahoo Answers) site and to a social network site such as Facebook and reflecting on the differences between the experiences
- Conducting an online search to determine what information is available about you and reflecting upon how your online presence could be improved

Details for each of these activities will be provided. You will be asked to write a 1-2 page paper for each of these four activities.

**Community Show & Tell Report** (200 pts)

You'll be choosing a specific community to profile in a 5 minute report. This will be an in-person presentation to the class, so the audience will be your peers. Along with hitting all of the necessary information in the assignment, you'll also want to be sure to make it interesting. PowerPoint is OK, but you're encouraged to use Prezi or another format/set of tools if you feel it better suits your needs and keeps the class engaged.

**In-Class Participation** (100 pts)

Participation will be based on a number of things including attendance as well as participation in class discussions and breakout sessions. Even if you aren't the person commenting at the moment in class, your attention and engagement during lecture or discussion times is important. Your classmates deserve your attention and thoughtfulness. You are asked to give constructive feedback and questions during other reports.

While the course has no formal attendance policy, students are required to attend class regularly and to come prepared. Randomly scheduled, graded in-class activities will reward students who do so. These graded in-class activities will not be announced in advance and the timing and nature (quiz, paper, group activity, etc.) of the activity will be decided by the instructor. These activities will be graded on a scale of 0 to 10 pts. **There will be no "make up" opportunities for these in-class activity points so please do not ask, nor will they be announced in advance.** Examples of in-class activities include:

- Reading/Content Quizzes: Students will be given a short quiz covering the required readings and/or in-class lecture/discussion. Each quiz will be graded on a scale from 0 points to 20 points.

- “Minute” papers: Students will be asked to write a short response to class readings and content for credit. These minute papers might ask students to explain a concept or to list any concepts or readings they find confusing. Minute papers may be graded or be given credit/no credit.
- In class group activities: Students will be asked to form small groups and will be given a set of questions to answer and discuss as a group. Each group will elect a liaison, who may be asked to report back to the entire class. Each group will provide the instructors with the names, usernames, and UMID numbers of the students participating in each group, each of whom will receive full credit.

## Grading Scheme

The final grade of record will be based on students’ achievements in the following areas and weighted according to the following:

- 5 Short Papers: 50 points possible
- Final Paper: 300 points possible
- Online Participation: 350 points possible
- Community Show and Tell Report: 200 points possible
- In-Class Participation: 100 points possible

TOTAL: 1000 points possible

Students are responsible for viewing their grades in CTools and informing the instructors of any discrepancies. Also, students must keep copies of any work submitted until final grades are submitted. If you are concerned about your grade, please make an appointment to discuss the situation with the graduate student instructor or professor as early in the semester as possible. After December 15, the only basis for changing your grade will be to correct errors on our part in recording or calculating your grades. No petitions for grade adjustments will be considered after December 15.

The total number of points each student earns will be calculated, and the final grade of record will be determined according to the following scale:

4.0 = 900 to 1000 points	2.0 = 700 to 749 points
3.5 = 850 to 899 points	1.5 = 650 to 699 points
3.0 = 800 to 849 points	1.0 = 600 to 649 points
2.5 = 750 to 799 points	0 = 599 and under

## Grading Appeals

Few students will feel the need to appeal a grade, but we want to provide a clear and fair process for students to do so.

If students have questions about feedback on an assignment, they should review their performance with the GSI. Any questions or concerns that cannot be addressed by the GSI

should then be taken up with the professor. **Students should prepare a document stating their rationales for the grade appeal, which should be submitted via email to the GSI within one week of receiving the grade in question.** The professor reviews all grade appeals. **Grades can increase, decrease, or stay the same. The re-grade is final, even if it is lower than the original grade.**

## 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.

## Courtesy to Fellow Students and Instructors

Please try to come on time so your arrival is not disruptive. If you do come in late, please enter from the back and choose a seat quietly. If you need to have a conversation with your neighbor, please step outside the classroom or pass a short note so that others in the classroom are not distracted. When you are in the classroom, it is expected that you are actively engaged in the class and not another activity, such as texting or reading the newspaper. **Bringing your laptop and engaging in non-class related activities is distracting to your fellow students and to the instructor.** Additionally, it defeats the purpose (learning) of coming to class and it is disrespectful to others in the class. If you bring a laptop, limit its use to taking notes or supplementing the discussion with online research which you then share with the class. **Students who engage in activities that detract from the educational experience of other students (including laptop use unrelated to class goals and materials) will be asked to leave the classroom. After three requests to leave, students will receive a failing grade in the course.**

I am a big proponent of technology in educational contexts, but I also understand how distracting it can be. There is a time and a place for everything, and class time is not an appropriate time for engaging in WOW quests or other unrelated online activities. It is distracting to other students, insulting to the instructor, and constitutes problematic behavior that limits your ability to do well in the course. Just say no! I will enforce this requirement. If it is too tempting to bring a laptop, take notes on paper.

## Extra Credit

Extra credit assignments may be assigned throughout the semester at the instructor's discretion. Students are responsible for checking that CTools 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 30 points in extra credit during the semester.

## What to Do in Case of Illness

In order to limit the transmission of illness as we head into flu season, we strongly encourage you to follow recommended infection-control practices, such as handwashing and social exclusion. If you come to lecture or section ill, you are not doing what is necessary to get better

quickly, and you also put other students, your instructors, and our families or roommates at risk. If you come to class ill, we will ask you to go home until you are feeling better. Students are strongly encouraged to take advantage of the online system (go to: <http://www.lsa.umich.edu/students/> and click on “What to do if you’re sick”) to self-report an illness; this system automatically informs all of your instructors that you will be absent. Because most assignments are due via CTools, you can still hand them in if you are ill.

### **An Important Note on Plagiarism**

At the University of Michigan and in professional settings generally, plagiarism is an extremely serious matter. All individual written submissions must be your own, original work, written entirely in your own words. You may incorporate excerpts from publications by other authors, but they must be clearly marked as quotations and properly attributed. You may obtain copyediting assistance, and you may discuss your ideas with others, but all substantive writing and ideas must be your own or else be explicitly attributed to another, using a citation that is sufficiently detailed for someone else to easily locate your source.

All cases of plagiarism will be officially reported and handled according to UMSI and UM policies. All plagiarism cases will be immediately reported to the UMSI Assistant Dean for Student and Academic Affairs. Consequences can range from failing the assignment (a grade of zero) or failing the course to expulsion from the University.

For additional information about plagiarism, see the “Understanding Plagiarism and Academic Integrity” documents from the UM Libraries at <http://www.lib.umich.edu/shapiro-undergraduate-library/types-plagiarism>. If you have any doubts about whether you are using the words or ideas of others appropriately, please discuss them with your GSI or professor. It’s better to ask and feel sure than gamble.

### **Accommodations**

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; <http://ssd.umich.edu/>) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. I will treat any information you provide as private and confidential.

## 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 CTools. Students are responsible for checking CTools on a regular basis. All readings are in CTools or online.**

Date	Topic	Reading Due
Tuesday, September 3, 13	Intro, syllabus, etc.	None
Thursday, September 5, 13	Online social interaction & the "socio-technical"	Lessig, L. (2006). <i>Code: And Other Laws of Cyberspace, Version 2.0</i> . New York, NY: Basic Books. (Chapter 7)
		Resnick, P. (2001). Beyond Bowling Together: SocioTechnical Capital. In J. Carroll (Ed.), <i>HCI in the New Millennium</i> : Addison-Wesley
Tuesday, September 10, 13	Defining Terms/What We're Talking About	Baym, N. (2010). <i>Personal Connection in the Digital Age</i> . Cambridge, MA: Polity. (Chapters 1 and 4)
Thursday, September 12, 13	CMC theory	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.), <i>Handbook of interpersonal communication</i> (3rd ed., pp. 529-563). Thousand Oaks, CA: Sage. [This is dense; you will need some time to read it thoroughly. You can skim pp. 543 -547, but try to read the rest carefully.]
Tuesday, September 17, 13	Virtual communities/ early virtual communities	Rheingold, H. (2000). <i>The Virtual Community: Homesteading on the Electronic Frontier</i> . Cambridge, MA, MIT Press. (Chapter 1 only, available online at <a href="http://www.rheingold.com/vc/book/1.html">http://www.rheingold.com/vc/book/1.html</a> )
		Virtual Communities are Communities: Web Surfers Don't Ride Alone by Wellman & Gulia: <a href="http://homes.chass.utoronto.ca/~wellman/publications/netsurfers/netsurfers.pdf">http://homes.chass.utoronto.ca/~wellman/publications/netsurfers/netsurfers.pdf</a>
		Recommended: Physical Place and CyberPlace: The Rise of Personalized Networking. Barry Wellman, February 2001 (as highlighted by H. Rheingold) online at <a href="http://www.diigo.com/annotated/7c2cf47febe2a79ff7178eb3f02f205b">http://www.diigo.com/annotated/7c2cf47febe2a79ff7178eb3f02f205b</a>

Thursday, September 19, 13	Third Place	Oldenberg, R. (1999). <i>The Great Good Place</i> . New York, Marlowe & Company. (Chapter 2, pages 20-42)
		Steinkuehler, C. A. and D. Williams (2006). Where Everybody Knows Your (Screen) Name: Online Games as 'Third Places' <i>Journal of Computer-Mediated Communication</i> 11(4): 885-909.
Tuesday, September 24, 13	The Dark Side of Online Communities: Offline Stigma	<b>DUE: Third Place Paper (P1)</b> <b>Note: Both the below readings may be upsetting and/or triggering. Feel free to skip if this is the case for you.</b>  De Koster & Dick Houtman (2008). Stormfront is like a second home to me. <i>Information, Communication &amp; Society</i> .
		Brotsky & Giles, (2007). Inside the "Pro-ana" Community: A Covert Online Participant Observation. <i>Eating Disorders</i> .
Thursday, September 26, 13	Research Ethics of Studying E-communities	Bruckman, A. (2006). Teaching Students to Study Online Communities Ethically. <i>Journal of Information Ethics</i> .
Tuesday, October 1, 13	Newcomers	Kraut, R. E., & Resnick, P. (2011). <i>Building Successful Online Communities: Evidence-Based Social Design</i> . Cambridge, Mass.: MIT Press. (Chapters 1 and 5)
		Crumlish, C., & Malone, E. (2009). <i>Designing Social Interfaces</i> . Sebastopol, CA: O'Reilly Media, Inc. (Pages 70-75)
Thursday, October 3, 13	Gaming Communities	<b>DUE: Newcomers Paper (P2)</b>
		McGonigal, J. (2011). <i>Reality Is Broken: Why Games Make Us Better and How They Can Change the World</i> . New York: Penguin Press. (Chapters 5 and 6)
Tuesday, October 8, 13	Discussion Communities	<b>DUE: Discussion Community Participation Assignment</b>
		Gilbert, E. (2013). Widespread Underprovision on Reddit. Presented at 2013 Conference on Computer Supported Cooperative Work.
		Lampe, C., & Resnick, P. (2004). Slash(dot) and Burn: Distributed Moderation in a Large Online Conversation Space. Presented at ACM Human Computer Interaction Conference.

Thursday, October 10, 13	Learning Communities	Wenger, E. (1999). <i>Communities of Practice: Learning, Meaning and Identity</i> . Cambridge, MA: Cambridge University Press. (Intro and Vignette 1)
		<p><b>Read two of the following:</b></p> <ul style="list-style-type: none"> <li>• Online Courses Force Changes to Higher Education, NPR, Claudio Sanchez (2012): <a href="http://www.npr.org/2012/12/04/166470215/online-courses-force-changes-to-higher-education">http://www.npr.org/2012/12/04/166470215/online-courses-force-changes-to-higher-education</a></li> <li>• Napster, Udacity, and the Academy, Clay Shirky (2012): <a href="http://www.shirky.com/weblog/2012/11/napster-udacity-and-the-academy/">http://www.shirky.com/weblog/2012/11/napster-udacity-and-the-academy/</a></li> <li>• Venture Capital's Massive, Terrible Idea For The Future Of College, The Awl, Maria Bustillos (2013): <a href="http://www.theawl.com/2013/01/venture-capitals-massive-terrible-idea-for-the-future-of-college">http://www.theawl.com/2013/01/venture-capitals-massive-terrible-idea-for-the-future-of-college</a></li> </ul>
Tuesday, October 15, 13	Class canceled due to Fall study break	
Thursday, October 17, 13	Encouraging Contribution	Kraut, R. E., & Resnick, P. (2011). <i>Building Successful Online Communities: Evidence-Based Social Design</i> . Cambridge, Mass.: MIT Press. (Chapter 2)
Tuesday, October 22, 13	Health & Wellness Communities	<b>DUE: Contribution Paper (P3)</b>
		Frost, H. J. and P. M. Massagli (2008). "Social Uses of Personal Health Information Within PatientsLikeMe, an Online Patient Community: What Can Happen When Patients Have Access to One Another's Data." <i>J Med Internet Res</i> 10(3): e15.
Thursday, October 24, 13	Commitment (guest lecture)	Kraut, R. E., & Resnick, P. (2011). <i>Building Successful Online Communities: Evidence-Based Social Design</i> . Cambridge, Mass.: MIT Press. (Chapter 3)
Tuesday, October 29, 13	Attention in Online Contexts	<b>DUE: Commitment Paper (P4)</b>
		Rheingold, H. (2012). <i>Net Smart: How to thrive online</i> . (Introduction and Chapter 1)

		Carr, N. (2008). Is Google Making Us Stupid? <i>The Atlantic</i> . <a href="http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/6868/">http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/6868/</a>
Thursday, October 31, 13	Identity/ Self- presentation online	Ellison, N. B. (2013). What is, and will be, the impact of social media on identity? Report commissioned by the UK Government Office for Science for a Foresight project on The Future of Identity. Information here: <a href="http://www.bis.gov.uk/foresight/our-work/policy-futures/identity">http://www.bis.gov.uk/foresight/our-work/policy-futures/identity</a>
		Wired interview with Sherry Turkle: <a href="http://www.wired.com/wired/archive//4.01/turkle_pr.html">http://www.wired.com/wired/archive//4.01/turkle_pr.html</a>
Tuesday, November 5, 13	QA Communities	<b>DUE: Q&amp;A Website Participation Assignment</b>
		Adamic, L. A., Zhang, J., Bakshy, E., & Ackerman, M. S. (2008). Knowledge Sharing and Yahoo Answers: Everyone Knows Something. Paper presented at the AAAI World Wide Web (WWW), Beijing, China.
		Morris, M. R., Teevan, J., & Panovich, K. (2010). What do people ask their social networks, and why?: a survey study of status message q&a behavior. Paper presented at the Proceedings of the 28th international conference on Human factors in computing systems, Atlanta, Georgia, USA.
Thursday, November 7, 13	Peer Production Communities	<b>DUE: Editing Wikipedia Participation Assignment</b>
		Lampe, C., Wash, R., Velasquez, A., & Ozkaya, E. (2010). Motivations to participate in online communities. Paper presented at the Proceedings of the 28th international conference on Human factors in computing systems, Atlanta, Georgia, USA.
		"The Internet? We Built That," New York Times, Stephen Johnson (2012): <a href="http://www.nytimes.com/2012/09/23/magazine/the-internet-we-built-that.html">http://www.nytimes.com/2012/09/23/magazine/the-internet-we-built-that.html</a>
		"Define Gender Gap? Look Up Wikipedia's Contributor List", Noam Cohen (2012): <i>New York Times</i> : <a href="http://www.nytimes.com/2011/01/31/business/media/31link.html">http://www.nytimes.com/2011/01/31/business/media/31link.html</a>

		Nobody wants to edit Wikipedia anymore, Daily Dot: <a href="http://www.dailydot.com/business/wikipedia-editors-decline-wikimedia-fellows/">http://www.dailydot.com/business/wikipedia-editors-decline-wikimedia-fellows/</a>
		As Wikipedia Gets Pickier, Editors Become Harder To Find, NPR, Hansi Lo Wang (2012): <a href="http://www.npr.org/blogs/alltechconsidered/2012/07/19/157056694/as-wikipedia-gets-pickier-editors-become-harder-to-find">http://www.npr.org/blogs/alltechconsidered/2012/07/19/157056694/as-wikipedia-gets-pickier-editors-become-harder-to-find</a>
Tuesday, November 12, 13	Presentations	
Thursday, November 14, 13	Presentations	
Tuesday, November 19, 13	Presentations	
Thursday, November 21, 13	Presentations	
Tuesday, November 26, 13	Managing Conflict and Negative Behavior	Kraut, R. E., & Resnick, P. (2011). <i>Building Successful Online Communities: Evidence-Based Social Design</i> . Cambridge, Mass.: MIT Press. (Chapter 4)
		<b>Note: This reading may be upsetting and/or triggering. Feel free to skip if this is the case for you.</b>  Dibbell, J. (1993, Dec 23). A rape in cyberspace: How an evil clown, a Haitian trickster spirit, two wizards, and a cast of dozens turned a database into a society. <i>The Village Voice</i> ; <a href="http://www.juliandibbell.com/texts/bungle_vv.html">http://www.juliandibbell.com/texts/bungle_vv.html</a>
		Recommended: Marwick, A., & Ellison, N. B. (2012). "There Isn't Wifi in Heaven!" Negotiating Visibility on Facebook Memorial Pages. <i>Journal of Broadcasting and Electronic Media</i> .
Thursday, November 28, 13	Class cancelled: Thanksgiving	
Tuesday, December 3, 13	SNS communities	<b>DUE: Regulating Bad Behavior (P5)</b>
		Ellison, N. B. & Boyd, D. (2013). Sociality through Social Network Sites. In Dutton, W. H. (Ed.), <i>The Oxford Handbook of Internet Studies</i> . Oxford: Oxford University Press, pp. 151-172.

		Robert Kraut & Andrew Fiore, "The role of founders in building online groups" to be presented at the Computer-Supported Cooperative Work conference in 2014.
Thursday, December 5, 13	Concerns	<b>DUE: Google Yourself Participation Assignment</b>
		Pariser, E. (2011) <i>The Filter Bubble: What the Internet is Hiding from You</i> . New York: Penguin Press. (Chapters 4 and 7)
		Sunstein, C. (2004). Democracy and Filtering. <i>Communications of the ACM</i> , Volume 4, Number 12.
Tuesday, December 10, 13	To be determined	<b>DUE: Final Paper</b>