

TC 401-001
MEDIA IMPACTS ON SOCIETY
SPRING 2012

Class Time: Mondays, 1:50pm- 4:40pm
Location: 138 Brody Hall
Class Dates: January 9 – April 27

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Other hours by appointment

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Course Description

This course focuses on the social impacts, both practical and theoretical, of computer-mediated communication (CMC) systems. CMC includes many different types of technologies, such as social networking sites, email, forums, chat, and online games. We will focus on the analysis of CMC practices, the social processes and structures that emerge when people use these applications, and the problems and barriers that emerge from use. Key concepts such as privacy, identity, the digital divide and virtual communities will be discussed and critiqued.

We will primarily take a social scientific approach to computer-mediated communication, discussing research from the fields of psychology, social psychology, economics, and sociology. We will investigate questions such as: How do we represent identity and perceive others in CMC environments? How does interpersonal communication differ when it occurs online, versus face-to-face? Can we develop meaningful relationships, and perhaps even love, purely through CMC? Is privacy dead? How do people use social media to find information, get social support, and evoke political change?

Required text

There is no required textbook for this class. All readings will be available on the ANGEL website for this class (Lessons → Readings) or can be located through the University's online library. See the schedule at the end of the syllabus for the list of readings. Please note, there will be required and recommended readings for each class. Everyone in the class is *expected* to come to class having read the *required* readings for that class. If you are interested in a topic and would like to learn more, the *recommended* readings are a good place to start. If you do not do the required readings, your understanding of the course material will suffer, as will your grade. 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 ANGEL and their MSU email accounts regularly to stay up-to-date on announcements. If you don't check your MSU email account, you should forward it to an account that you do check. You may also forward your ANGEL mail to a non-MSU account. Students are responsible for any information distributed via email and/or ANGEL.

Grading Scheme

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

- In-Class Activities (10 activities offered; 20 points possible for each): 200 pts possible
- Paper: 200 points possible
- Exam 1: 250 points possible
- Exam 2: 250 points possible
- Virtual Groups activity: 100 points possible

TOTAL: 1000 points possible

Students are responsible for viewing their grades in ANGEL 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 teaching assistant or professor as early in the semester as possible. **After the exam date (April 30), 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 April 30.

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

In-Class Activities

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 20 pts. **There will be no “make up” opportunities for these in-class activity points.** 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 of the students participating in each group, each of whom will receive full credit. Possible topics for small group discussions include questions such as the following:
 1. Summarize the main points/arguments of the reading.
 2. What’s the most important or interesting point made in the reading, and why?
 3. Did you agree or disagree with the main argument/perspective of the reading?
 4. How does this material relate to (topic)?

Paper

In this 7-9 page research paper, you will identify a research question that you find interesting, describe relevant current academic scholarship that addresses this question or topic, and show how you have synthesized the literature and our classroom discussions.

Find a topic that interests you related to concepts and technologies we discuss in the course. (Note: you will need to get approval of your topic from the instructors.) Search the academic literature and find at least three relevant peer-reviewed publications that address your topic or research question. (You will probably need to read more than three to find three that are relevant.) Summarize these studies, being sure to highlight the important findings or arguments. Then, synthesize these studies and describe what additional questions they raise. For one of these questions, describe a study that would help address this unresolved issue. Finally, what implications would your study suggest? These might be policy implications, a description of software that addresses the issue, or practical and/or theoretical implications.

Papers are due in ANGEL by midnight on April 16 (in the appropriate dropbox). Your paper needs to be 7-9 pages in length (double-spaced, 12 pt font, standard (0") margins). Please save your file as "401_Paper_FirstnameLastname." Papers should include at least 5 sources, 3 of which should be peer-reviewed. A bibliography (in APA style) should be included (but does not count against page count requirements). Late papers will be docked points. Papers will be assessed according to how well they address the following:

- Why is this topic or research question important or interesting?
- What do we know about this topic or research question? (This is the literature review – you will want to cover at least 3 studies)
- What additional research questions are suggested by the literature?
- Describe a study that would help address this second research question, describing the best method for addressing the question and how the study might be structured.
- What are the practical implications of your research or study (policy implications, design of a tool or software intervention, etc.)?
- Is the bibliography complete and correct?
- Is the spelling, grammar, and general language use correct?

Social Media

As this is a class about social media, we will be engaging with various social media throughout the course of the class. More information will be provided in class.

Extra Credit

Extra credit assignments may be assigned throughout the semester at the instructor's discretion. *Students are responsible for checking that ANGEL has correctly registered their participation and will have one week 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.

Academic Honesty

Academic Honesty: Article 2.3.3 of the Academic Freedom Report states: "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, TC-401 adheres to the policies on academic honesty specified in General Student Regulation 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including forum posts and in-class presentations, without assistance from any source. **Plagiarism of other sources of material for any component of this class will not be tolerated.** Students who violate MSU rules may receive a penalty grade, including but not limited to a failing grade on the assignment or in the course.

Note: If you copy language word for word from a text, you need to put this text in quotes to show that you have not paraphrased it and that the language is not yours. It is not enough to add the citation after the phrase or sentence. It needs to have quote marks (") at the start and ending of the phrase you are using.

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 others 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 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. 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.

Additional Resources

Below is a list of websites that may be useful to you when looking for additional information on a research topic.

- Howard Rheingold's book [The Virtual Community](#)
- [Psychological Aspects of Cyberspace](#) book (Azy Barak, editor)
- John Suler's online book [The Psychology of Cyberspace](#)
- Barry Wellman's [publications](#) on online community and social networks
- danah boyd's lists of studies on [social networking](#) and [Twitter](#)
- List of academic studies about [Wikipedia](#)
- Overview of [Communication Theories](#)
- Joe Walther's [471 things to read](#) about CMC
- [Journal of Computer-Mediated Communication](#)
- [CyberPsychology, Behavior, & Social Networking](#) [journal]
- [Cyberpsychology](#): Journal of Psychosocial Research in Cyberspace

Content and Reading 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 via ANGEL. Students are responsible for checking ANGEL on a regular basis.

Date	Topic	Readings
Week 1: Jan. 9	Introduction & Syllabus	n/a
	Historical Perspective; Intro to CMC Theory	<p>Recommended: Wikipedia: Computer-Mediated Communication http://en.wikipedia.org/wiki/Computer-mediated_communication</p> <p>Recommended: Kiesler, S., Siegel, J. & McGuire, T.W. (1984). Social psychological aspects of computer-mediated communication. <i>American Psychologist</i>, 39, 1123-1134. [ANGEL]</p> <p>Recommended: Daft, R. L., & Lengel, R. H. (1986). Organizational information requirements, media richness and structural design. <i>Management Science</i>, 32, 554-571. [ANGEL]</p> <p>Recommended: Suler, J. (2004). The online disinhibition effect. <i>CyberPsychology & Behavior</i>, 7, 321-326. [ANGEL]</p>
Week 2: Jan. 16	NO CLASS in honor of Martin Luther King, Jr.	
Week 3: Jan. 23	CMC theories & Virtual Self (Anonymous Me)	<p>Required: 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.]</p> <p>Required: The History and Evolution of Social Media: http://www.webdesignerdepot.com/2009/10/the-history-and-evolution-of-social-media/</p> <p>Required: <i>Wired</i> interview with Sherry Turkle: http://www.wired.com/wired/archive//4.01/turkle_pr.html</p> <p>Recommended: Walther, J. B. (1996). Computer-mediated communication: Impersonal, interpersonal, and hyperpersonal interaction. <i>Communication Research</i>, 23, 3-43. [ANGEL]</p> <p>Recommended: Walther, J. B. (1992). Interpersonal effects in computer-mediated interaction: A relational perspective. <i>Communication Research</i>, 19, 52-90. [ANGEL]</p>

<p>Week 4: Jan. 30</p>	<p>Virtual Self (Visible Me) & Online Communities</p>	<p>Required: boyd, d. (2011, Aug. 8). Real Names' Policies Are an Abuse of Power: http://www.zephorio.org/thoughts/archives/2011/08/04/real-names.html</p> <p>Required: Madrigal, Alexis. (2011). Why Facebook and Google's Concept of 'Real Names' Is Revolutionary. <i>The Atlantic</i>. http://m.theatlantic.com/technology/archive/2011/08/why-facebook-and-googles-concept-of-real-names-is-revolutionary/243171/</p> <p>Required: Rheingold's <i>The Virtual Community</i>: Read Introduction & Chapter 1: http://www.rheingold.com/vc/book/</p> <p>Recommended: Zhao, S., Grasmuck, S., & Martin, J. (2008). Identity construction on Facebook: Digital empowerment in anchored relationships. <i>Computers in Human Behavior</i>, 24, 1816-1836. [ANGEL]</p> <p>Recommended: Bernstein et al. (2011): 4chan and /b/: An Analysis of Anonymity and Ephemerality in a Large Online Community. [ANGEL]</p> <p>Recommended: Wellman, B., & Gulia, M. (1999). Net surfers don't ride alone: Virtual communities as communities. In M. A. Smith & P. Kollack (Eds.), <i>Communities in cyberspace</i> (pp. 167-194). Berkeley: University of California Press. [ANGEL]</p> <p>Recommended: Donath, J., and boyd, d. (2004) Public displays of connection. <i>BT Technology Journal</i> 22(4). [ANGEL]</p>
<p>Week 5: Feb. 6</p>	<p>Online Games, MMOs, & Virtual Worlds</p>	<p>Required: Steinkuehler, C. & Williams, D. 2006). Where everybody knows your (screen) name: Online games as "third places." <i>Journal of Computer-Mediated Communication</i>, 11(4). http://jcmc.indiana.edu/vol11/issue4/steinkuehler.html</p> <p>Required: Chen, J. (2007). Flow in games and everything else. <i>Communications of the ACM</i>, 50(4), 31-33. http://www.jenovachen.com/flowingames/p31-chen.pdf</p> <p>Required: Wohn, D. Y., Lampe, C., Ellison, N., Wash, R., & Vitak, J. (2011) The "S" in social network games: Initiating, maintaining, and enhancing relationships. In Ralph H. Sprague Jr. (Ed.) Proceedings of the 44th Annual Hawaii International Conference on System Sciences, p. 1-10. IEEE Computer Society [ANGEL]</p> <p>Recommended: Jones, Donald E. 2005. "I, Avatar: Constructions of Self and Place in Second Life and the Technological Imagination. <i>gnovis</i>, http://gnovisjournal.org/journal/i-avatar-constructions-self-and-place-second-life</p>

		<p>Recommended: Castronova, E. (2005). <i>Synthetic worlds</i>. Chicago: University of Chicago Press.</p> <p>Recommended: Bessiere, K., Seay, A. F., & Kiesler, S. (2007). The ideal elf: Identity exploration in World of Warcraft. <i>CyberPsychology & Behavior, 10</i>, 530-535. [ANGEL]</p>
Week 6: Feb. 13	SNSs / Relationship Formation & Maintenance	<p>Required: boyd, d. m., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. <i>Journal of Computer-Mediated Communication, 13</i>, 210-230. [ANGEL]</p> <p>Required: Ellison, N. Steinfield, C. & Lampe, C. (2007). <u>The benefits of Facebook 'friends': Exploring the relationship between college students' use of online social networks and social capital.</u> <i>Journal of Computer-Mediated Communication 12</i> (3).</p> <p>Required: Tong, S., & Walther, J. B. (2011). Relational maintenance and CMC. In K. B. Wright and L. M. Webb (Eds.), <i>Computer-mediated communication in personal relationships</i> (pp. 98-118). New York: Peter Lang Publishing. [ANGEL]</p> <p>Recommended: Ellison, N. B., Steinfield, C., & Lampe, C. (in press). Connection strategies: Social capital implications of Facebook-enabled communication practices. <i>New Media & Society</i>. [ANGEL]</p> <p>Recommended: Parks, M. (2010). Social network sites as virtual communities. In Z. Papacharissi (Ed.), <i>The networked self: Identity, community and culture on social network sites</i> (pp. 124-145). New York: Routledge. [ANGEL]</p> <p>Recommended: Hampton, K., Goulet, L. S., Rainie, L., & Purcell, K. (2011). Social networking sites and our lives. Washington, DC: <i>Pew Internet & American Life Project</i>. READ pp. 7-42. [ANGEL]</p> <p>Recommended: Parks, M. R., & Floyd, K. (1996). Making friends in cyberspace. <i>Journal of Communication, 46</i>, 80-97. http://www.usc.edu/dept/annenberg/vol1/issue4/parks.html</p> <p>Recommended: Yum, Y.-O., and Hara, K. (2005). Computer-mediated relationship development: A cross-cultural comparison. <i>Journal of Computer-Mediated Communication, 11</i>(1). [ANGEL]</p> <p>Recommended: Whitty, M., & Gavin, J. (2004). Age/Sex/Location: Uncovering the Social Cues in the Development of Online Relationships. <i>Cyberpsychology & Behavior, 4</i>, 623-630. [ANGEL]</p>

<p>Week 7: Feb. 20</p>	<p>Online Dating & Deception</p>	<p>Paper topics due by midnight.</p> <p>Required: Labi, N. (2007). Flirt. <i>WIRED</i>. Sept. 2007, p. 149-153</p> <p>Required: Hancock, J.T. (2007) Digital deception: Why, when and how people lie online. In Joinson, A., McKenna, K., Postmes, T., and U-D. Reips (Eds.) <i>The Oxford Handbook of Internet Psychology</i>. Oxford, England: Oxford University Press. [ANGEL]</p> <p>Required: Ellison, N. B., Hancock, J. T. & Toma, C. L. (In press). Profile as Promise: A Framework for Conceptualizing Veracity in Online Dating Self-Presentations. <i>New Media & Society</i>.</p> <p>Recommended: Whitty, M. (2008). The joys of online dating. In E. A. Konijn, S. Utz, M. Tanis & S. B. Barnes (Eds.), <i>Mediated interpersonal communication</i> (pp. 234-251). New York: Routledge. [ANGEL]</p> <p>Recommended: Ellison, N. B., Heino, R. D., & Gibbs, J. L. (2006). Managing impressions online: Self-Presentation processes in the online dating environment. <i>Journal of Computer-Mediated Communication</i>, 11(2). [ANGEL]</p> <p>Recommended: Van Gelder, L. (1985, October). The strange case of the electronic lover. <i>Ms. Magazine</i>. In C. Dunlop & R. Kling (Eds.), <i>Computerization and controversy: Value conflicts and social choices</i> (pp. 364-375). Boston: Academic Press. [ANGEL]</p> <p>Recommended: Donath, J. (1998) Identity and Deception in the Virtual Community. In Smith, M., and P. Kollock (Eds.) <i>Communities in Cyberspace</i>. London: Routledge. [ANGEL]</p> <p>Recommended: Toma, C. L., Hancock, J. T., & Ellison, N. B. (2008). Separating fact from fiction: An examination of deceptive self-presentation in online dating profiles. <i>Personality and Social Psychology Bulletin</i>, 34, 1023-1036. [ANGEL]</p>
<p>Week 8: Feb. 27</p>	<p><u>MID-TERM EXAM</u></p>	
<p>Week 9: March 5</p>	<p><u>SPRING BREAK- NO CLASS</u></p>	
<p>Week 10: March 12</p>	<p>Wikipedia, Collaboration, & Collective Action / Norms & Governance</p>	<p>NOTE: Attendance mandatory on this day, as we will be distributing the Virtual Groups activity. If you are absent, you will need to arrange to pick up your packet from the instructors within 24 hours. If you do not, your grade will suffer.</p> <p>Required: Walther, J. B., Bunz, U., & Bazarova, N. (2005). The rules of virtual groups. <i>Proceedings of the 38th</i></p>

		<p><i>Hawaii International Conference on System Sciences.</i></p> <p>Required: Wikipedia: About. In Wikipedia. (Read intro only paragraphs before table of contents.) http://en.wikipedia.org/wiki/Wikipedia</p> <p>Required: Schiff, S. (2006). Know it all: Can Wikipedia conquer expertise? <i>The New Yorker</i>, July 31, 36-43. http://www.newyorker.com/archive/2006/07/31/060731fa_fac_t</p> <p>Required: Dibbel, 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>; http://www.juliandibbell.com/texts/bungle_vv.html</p> <p>Recommended: Yee, N., Bailenson, J. N., Urbanek, M., Chang, F., & Merget, D. (2007). The unbearable likeness of being digital: The persistence of nonverbal social norms in online virtual environments. <i>CyberPsychology & Behavior</i>, 10, 115-121. [ANGEL]</p> <p>Recommended: Overview of how Wikipedia Works: http://upload.wikimedia.org/wikipedia/commons/b/bd/Welcom_e2WP_English_PROD_12-21-2010.pdf</p> <p>Recommended: Viégas, F.B., Wattenberg, M., Kriss, J., & van HaTalk, D. (2007). Talk Before You Type: Coordination in Wikipedia. In <i>Proceedings of the 40th Hawaii International Conference on System Sciences</i>. [ANGEL]</p> <p>Recommended: Forte, A., & Bruckman, A. (2006). From Wikipedia to the Classroom: Exploring Online Publication and Learning. In <i>Proceedings of the 7th international conference on Learning sciences</i>. [ANGEL]</p>
<p>Week 11: March 19</p>	<p>Education & Learning / Online videos, memes, and viral content</p>	<p>Required: Carr, N. (2008). Is Google Making Us Stupid? <i>The Atlantic</i>. http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/6868/</p> <p>Required: Watch this video → An anthropological introduction to YouTube (55 minutes): http://www.youtube.com/watch?v=TPAO-IZ4_hU&list=FLhbkyxGPtFLQ&index=13</p> <p>Required: Shifman, L. (in press). An anatomy of a YouTube meme. <i>New Media & Society</i>. [ANGEL]</p> <p>Recommended: Junco, R., G. Heiberger and E. Loken. 2010. The effect of Twitter on college student engagement and grades. <i>Journal of Computer Assisted Learning</i>, 27, 119-132. [ANGEL]</p>

		<p>Recommended: Hamilton, A. (2009). What Facebook Users Share: Lower Grades." <i>TIME</i>. http://www.time.com/time/printout/0,8816,1891111,00.html</p> <p>Recommended: Pasek, J., more, e., & Hargittai, E. (2009). "Facebook and Academic Performance: Reconciling a Media Sensation with Data." <i>First Monday</i> 5. http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/viewArticle/2498/2181#author)</p> <p>Recommended: Gabriel, T. (2011, May 12). Speaking Up in Class, Silently, Using Social Media. <i>New York Times</i>. http://www.nytimes.com/2011/05/13/education/13social.html?_r=2</p>
March 24	Virtual Groups Project Due	<p>5pm: Decision Due 6pm: Follow up Survey Due</p>
Week 12: March 26	Celebrities, Cyberbullies & Addiction / Health & Social Support	<p>Virtual Groups Debrief</p> <p>Required: Rolling Stone article on Kiki Kannibal: http://www.rollingstone.com/culture/news/kiki-kannibal-the-girl-who-played-with-fire-20110415</p> <p>Required: Philips, W. (2011). LOLing at tragedy: Facebook trolls, memorial pages and resistance to grief online. http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/3168/3115</p> <p>Required: Yee, N. (2006). The Psychology of MMORPGs: Emotional Investment, Motivations, Relationship Formation, and Problematic Usage. In R. Schroeder & A. Axelsson (Eds.), <i>Avatars at work and play: Collaboration and interaction in shared virtual environments</i> (pp. 187-207). London: Springer-Verlag. [ANGEL]</p> <p>Recommended: Lenhart, A. Cyberbullying 2010: What the research tells us. Pew Internet Project: http://www.pewinternet.org/Presentations/2010/May/Cyberbullying-2010.aspx</p> <p>Recommended: Fox, S. (2011). The social life of health information, 2011. Pew Internet Project: http://pewinternet.org/Reports/2011/Social-Life-of-Health-Info.aspx (only read pp. 1-20)</p> <p>Recommended: Young, K. (1998). Internet addiction: The emergence of a new clinical disorder. <i>CyberPsychology and Behavior</i>, 1, 237-244. [ANGEL]</p> <p>Recommended: Turner, J. W., Grube, J. A., & Meyers, J. (2001). Developing an optimal match within online communities: An exploration of CMC support communities and</p>

		<p>traditional support. <i>Journal of Communication</i>, 51, 231-251.</p> <p>Recommended: Kim, J. & Lee, J. E. (2011). The Facebook paths to happiness: Effects of the number of Facebook friends and self-presentation on subjective well-being. <i>CyberPsychology, Behavior, and Social Networking</i>.</p>
Week 13: April 2	Social Media & Political Movements / Race Online	<p>Required: Malcolm Gladwell, "Small Change" in the New Yorker. (http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell?currentPage=all)</p> <p>Required: Clay Shirky, "The Political Power of Social Media": http://www.gpia.info/files/u1392/Shirky_Political_Poewr_of_Social_Media.pdf</p> <p>Required: danah boyd. (2011). "White Flight in Networked Publics? How Race and Class Shaped American Teen Engagement with MySpace and Facebook." In <i>Race After the Internet</i> (Eds. Lisa Nakamura and Peter Chow-White). Routledge, pp. 203-222. http://www.danah.org/papers/2011/WhiteFlight.pdf</p> <p>Required: Henry Jenkins article on race: http://www.technologyreview.com/web/12797/ [SKIM]</p> <p>Recommended: Zhang et al. (2010). The Revolution Will Be Networked. <i>Social Science Computer Review</i>, 28. http://ssc.sagepub.com/content/28/1/75.full.pdf+html</p> <p>Recommended: Jones, S., Johnson-Yale, C., Millermaier, S., & Perez, F. S. (2009). US college students' internet use: Race, gender and digital divides. <i>Journal of Computer-Mediated Communication</i>, 14, 244-264. [ANGEL]</p> <p>Recommended: Hargittai, E. (2007). Whose Space? Differences Among Users and Non-Users of Social Network Sites. <i>Journal of Computer-Mediated Communication</i>, 13(1). [ANGEL]</p> <p>Recommended: Hargittai, E., & Shafer, S. (2006). Differences in actual and perceived online skills: The role of gender. <i>Social Science Quarterly</i>, 87(2), 432-448. [ANGEL]</p> <p>Recommended: Thelwall, M. (2011). Privacy and gender in the social web. In S. Trepte & L. Reinecke (Eds.), <i>Privacy online</i> (pp. 251-266). New York: Springer.</p>
Week 14: April 9	Privacy & Security	<p>Required: Read and watch this (http://mashable.com/2010/01/10/facebook-founder-on-privacy/) then read this (http://www.readwriteweb.com/archives/why_facebook_is_wrong_about_privacy.php)</p>

		<p>Required: Google And Facebook's Privacy Illusion http://www.forbes.com/2010/04/05/google-facebook-twitter-technology-security-10-privacy.html</p> <p>Required: Facebook's facial recognition system, why it's scary http://www.cbsnews.com/8301-501465_162-20088678-501465.html)</p> <p>Recommended: boyd, d., & Hargittai, E. (2010). Facebook Privacy Settings: Who Cares? <i>First Monday</i>, 15(8). http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/3086/2589</p> <p>Recommended: Joinson, A. N., Houghton, D. J., Vasalou, A., & Marder, B. L. (2011). Digital crowding: Privacy, self-disclosure, and technology. In S. Trepte & L. Reinecke (Eds.), <i>Privacy online</i> (pp. 33-45). New York: Springer.</p> <p>Recommended: Acquisti, A. & Gross, R. (2009). Predicting Social Security numbers from public data. <i>Proceedings of the National Academy of Sciences</i>, 106, 10975-10980. [ANGEL]</p> <p>Recommended: Jernigan, C. & Mistree, B.F.T. (2009). Gaydar: Facebook friendships exposure sexual orientation. <i>First Monday</i>, 14(10). http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/2611/2302</p>
Week 15: April 16	Future of the Internet	<p>Paper Due (by midnight, in ANGEL)</p> <p>Required: Anderson, J.Q., and Rainie, L. (2010). The future of social relations. Washington, DC: Pew Internet Project. JUST READ OVERVIEW (pp. 2-3). [ANGEL]</p> <p>Required: Zittrain, J. (2007). The Future of the Internet: And how to stop it. (Intro, chapters 1, 5, 8)</p> <p>Recommended: Metz, C. (2007). Web 3.0. <i>PC Mag</i>. http://www.pcmag.com/print_article2/0,1217,a=202870,00.asp?hidPrint=true</p> <p>Recommended: Turkle, S. (2011). <i>Alone together: Why we expect more from technology and less from each other</i>. Philadelphia, PA: Basic Books.</p>
Week 16: April 23		Catch up and TBD
Week 17: April 30	FINAL EXAM	5:45pm- 7:45pm