



University of  
New Haven

## *Social Media: Digital Identity & the Virtual Community*

### SECTION I: Course Overview

**UNH Course Number:** SOC321/COM351

**Subject Area(s):** Communication, Sociology

**Prerequisites:** None

**Language of Instruction:** English

**Contact Hours:** 45

**Recommended Credits:** 3

### COURSE DESCRIPTION

Today's personal, social, political, economic worlds are all affected by digital media and networked publics. With the advent of virtual communities, smart mobs, and online social networks (such as Facebook, Friendfeed, Twitter, LinkedIn, Digg and Delicious) old questions about the meaning of human social behavior have taken on renewed significance. What do we mean by "community"? How do we encourage, discuss, analyze, understand, design and participate in healthy communities in the age of many-to-many media? How does meaning-making happen in and around the contexts of contemporary social media? In what ways are affinities for these media enabling us to think differently about what it means to read, write, and participate? While much has been made about both media consumption and production, we have yet to understand what it means to truly participate in their situated contexts. This course addresses these questions.

Although the course is grounded in theory, it is equally rooted in practice, and much of the class discussion and activity takes place in social cyberspaces. Consequently this course requires active participation of students and a willingness to immerse in social media practices. Much of the class discussion takes place in a variety of virtual world environments during and between face-to-face class meetings. As a practicum, those who complete this course will know how to chat, blog, tag, wiki, avatar, comment, twitter and flicker productively - and have some notion of how these practices affect self and community.

This course will also explore the new media landscape in terms of online expression, social networking, identity management, community building, and citizen journalism. How is social media changing the way you work and live? What are the implications for you and for the organizations you will work with? What opportunities and challenges do individuals, news organizations, and businesses face regarding communication, identity/brand management, and community building? How do we understand, participate in, and leverage communities in our current age of many-to-many media?

### LEARNING OBJECTIVES

*The instructor reserves the right to make changes or modifications to this syllabus as needed*

Upon successful completion of this course, you will be able to:

- Describe the main theoretical approaches to the study of computer-mediated communication in relationship to psychological, interpersonal and group dynamics.
- Explain the historical, political, legal and cultural dimensions of new media in relation to topics like copyright and privacy
- Distinguish the characteristics and methods, advantages and pitfalls, of virtual communities, smart mobs, collective intelligence, crowdsourcing, social production, collaborative consumption and wiki collaboration.
- Analyze arguments regarding key debates around the use of social media.
- Use digital and social media tools and applications to discuss learning lessons and topics of interest, including topics related to the host culture.

## CROSS-LISTED COURSE

Due to the interdisciplinary nature of the content, this course is cross-listed with Sociology (SOC321) as well as Communication (COM351). The instructor will provide directions during the first week of class regarding how to choose your desired course code.

## SECTION II: Instructor & Course Details

### INSTRUCTOR DETAILS

<b>Name:</b>	TBA
<b>Contact Information:</b>	TBA
<b>Term:</b>	SEMESTER

### ATTENDANCE POLICY

This class will meet once weekly for 150 minutes each session. All students are expected to arrive on time and be prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SEMESTERS		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X <sup>th</sup> Absence
Courses meeting 1 day(s) per week	1 Absences	4 <sup>th</sup> Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

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ATTENDANCE DOCKING PENALTIES				
Absence	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES				
Grade	A+	A	A-	F

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

## GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

<b>Class Participation</b>	<b>10%</b>
<b>Abstract - Oral Presentation</b>	<b>10%</b>
<b>Guest Speakers Assignments</b>	<b>10%</b>
<b>Debates</b>	<b>10%</b>
<b>Personal Learning Journal (2)</b>	<b>20%</b>
<b>Midterm Exam: Written Essay</b>	<b>15%</b>
<b>Midterm Assignment: Videoblog</b>	<b>5%</b>
<b>Final exam</b>	<b>20%</b>

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70

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C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

## ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

**Class Participation (10%):** Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	<b>A+</b> (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	<b>A/A-</b> (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	<b>B+/B</b> (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	<b>B-/C+</b> (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	<b>C/C-</b> (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	<b>D</b> (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	<b>F</b> (5.99 – 0.00)

**Abstract-Oral Presentations (10%):** Once a week, at the beginning of the class, quick presentations are scheduled to summarize and further investigate the discussion topic of the week (e.g., virtual communities, privacy in social media, etc.) Presentations will be done in pairs and orally. Students should be able to show their capacity to introduce ideas and thoughts dealing with the topic, their ability to use language effectively, and their capacity to coordinate contents with classmates. Students should not miss the class on the day of a scheduled

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Abstract-presentation. Students will also do a brief overview (1 page max.) of the readings. *The instructor will organize the calendar of presentations at the beginning of the course. Each member of the pair will get the same grade.*

**Guest Speaker Assignments (10%):** All students are required to attend to the sessions with the guest speakers. They are expected to prepare these sessions with the suggested readings and to participate actively on the debate in class. There also will be some specific assignments after each session, focused on the content and ideas shared during the meeting point. *First Guest Speaker Session test is a 5% of the grade and second test is a 5% of the grade.*

**Debates (10%):** Each group (around 3 students) researches a topic related to social media, prepares logical arguments (for and against) and stages a debate in class. The instructor will tell the students which view they will defend (in favor or against the topic, yes or no, etc) on the same day of the debate. The structure of the debate will have —among other phases— opening statements, arguments, rebuttals, questions and closing statements for both sides. Preparation will require substantial library research. The proper collaboration and team work will be appreciated. Students will have to deliver a short text explaining the main points of both views. *The instructor will organize the calendar of debates at the beginning of the course.*

**Personal Learning Journal (20%):** The personal learning journal is where the students reflect on what they are getting out of this course, how the subjects of the texts relate to their circumstances online and offline. It is a compendium of stories about the subject matter and what it has to do with the world the students live in. Here the student will construct a narrative of what they learn. It will be written on the student's Storify, in which the students will have to post stories related to the topics discussed in class. Each story will be around 800 words and proper quotation, research and personal ideas will be taken into account at the evaluation. The use of Twitter and other Social Media to promote the assignments will be important for the final grade. *The 20% of the grade will be completed in two parts: a Mid-Term Storify Grade (10%) and a Final Grade (10%) at the end of the course.*

**Midterm Exam: Written Essay (15%):** There are several books available to help the students to improve their knowledge about social media and virtual communities. Students will read and review one of the books listed below. The midterm will consist of an individual written essay to explain why the book selected for the student is worth to pay attention to. Students will have to review, comment and analyze the textbook assigned (by the instructor) at the beginning of the course.

- Fuchs, Christian. (2014). *Social Media: A Critical Introduction*. London: SAGE Publications
- Gainous, Jason. & Wagner, Kevin M. (2014). *Tweeting to Power: The Social Media Revolution in American Politics*. New York: Oxford University Press.
- Humphreys, Ashlee (2016). *Social Media: Enduring Principles*. New York: Oxford University Press.
- Humphreys, Lee (2018). *The Qualified Self: Social Media and the Accounting of Everyday Life*. Cambridge/London: Massachusetts Institute of Technology Press.

**Midterm Assignment: Videoblog (5%):** Apart from the weekly stories (on Wordpress), students will have to deliver one special assignment. By the mid-term of the course the student will have to create a short video blog explaining how Social Media is influencing his/her daily live while living abroad. The assignment has to be published on the students' personal blog. *This task will be 5% of the grade.*

**Final Exam (20%):** The final exam is designed to test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course. In the final exams students should be able to describe theoretical approaches to the study of computer-mediated communication and explain the political, legal and cultural dimensions of new media. *The Final exam will take place the last day of the course.*

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## EXPERIENTIAL LEARNING ACTIVITIES

CEA courses are designed to include a variety of experiential learning activities that will take you out of the classroom and allow you to explore your local, host city. These activities may include field studies, guest lectures and/or activities offered through our Academically Integrated Cultural Activities Program (AICAP). The following experiential learning activities are integrated in this course:

### Guest Lectures:

- Guest lecture on Digital Identity: Life in Facebook and Beyond
- Guest lecture on Celebrity Culture & Personal Branding on SNS

## REQUIRED READINGS

Reading assignments for this course will come from the required textbook, the selected readings listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- I. REQUIRED TEXT(S):** You may purchase the required text(s) upon program arrival. The required text(s) are listed below:

Students will read one of the following books:

- Fuchs, Christian. (2014). *Social Media: A Critical Introduction*. London: SAGE Publications
- Gainous, Jason. & Wagner, Kevin M. (2014). *Tweeting to Power: The Social Media Revolution in American Politics*. New York: Oxford University Press.
- Humphreys, Ashlee (2016). *Social Media: Enduring Principles*. New York: Oxford University Press.
- Humphreys, Lee (2018). *The Qualified Self: Social Media and the Accounting of Everyday Life*. Cambridge/London: Massachusetts Institute of Technology Press.

- II. SELECTED READING(S):** The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).

- ***The Internet and the Social Web***

Battelle, John (2005). "The Birth of Google".  
<https://www.wired.com/2005/08/battelle/>

Larsen, Solana (2016). "Who saved the web?"  
<https://webwewant.org/news/who-saved-the-web/>

Thompson, Clive (2008). "Brave New World of Digital Intimacy: I'm So Totally, Digitally Close to You", NYTimes.com, pp.1-6.  
<http://www.nytimes.com/2008/09/07/magazine/07awareness-t.html>

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- **New Media literacies**

Jenkins, Henry (2018). "Millennials, New Media and Social Change".

- 1: <http://henryjenkins.org/blog/2017/12/19/millennials-new-media-and-social-change-part-one>
- 2: <http://henryjenkins.org/blog/2017/12/19/millennials-new-media-and-social-change-part-two>
- 3: <http://henryjenkins.org/blog/2017/12/19/millennials-new-media-and-social-change-part-three>

Jenkins, Henry (2007). "What Wikipedia Has to Teach Us About the New Media Literacies".

Part 1: [http://henryjenkins.org/2007/06/what\\_wikipedia\\_can\\_teach\\_us\\_ab.html](http://henryjenkins.org/2007/06/what_wikipedia_can_teach_us_ab.html).

Part 2: [http://henryjenkins.org/blog/2007/06/what\\_wikipedia\\_can\\_teach\\_us\\_ab\\_1.html](http://henryjenkins.org/blog/2007/06/what_wikipedia_can_teach_us_ab_1.html)

Jenkins, Henry et al. (2006). "Confronting the Challenges of Participatory Culture: Media Education for the 21st Century". MIT.

<https://www.curriculum.org/secretariat/files/Sept30TLCConfronting.pdf>

Lashley, Mark C., Creech, Brian & Jenkins, Henry (2017): "Voices for a New Vernacular: A Forum on Digital Storytelling". International Journal of Communication 11

<http://ijoc.org/index.php/ijoc/article/viewFile/6773/1953>

- **Social Network Sites (SNS)**

Abbott, Erica (2017). "The Future of Social Media"

<https://www.business2community.com/social-media/future-social-media-32-experts-share-2018-predictions-01973207>

Castells, Manuel (2004). "Why Networks Matter" in Demos Network logic pp. 221-225.

<http://www.demos.co.uk/files/File/networklogic17castells.pdf>

Kidd, Dustin (2018). "A Social Media Revolution?" in Social Media Freaks. Digital Identity in the Network Society. Routledge, NY.

[https://books.google.es/books?id=t75aDwAAQBAJ&dq=Social+Media+Freaks.+Digital+Identity+in+the+Network&hl=es&source=gbs\\_navlinks\\_s](https://books.google.es/books?id=t75aDwAAQBAJ&dq=Social+Media+Freaks.+Digital+Identity+in+the+Network&hl=es&source=gbs_navlinks_s)

Luckett, Oliver & Casey, Michael (2016). "Epiphany in the Desert. The seven rules of life in Social Media" in The Social Organism, A Radical Understanding of Social Media to Transform Your Business and Life. Hachette, UK.

[https://books.google.es/books/about/The\\_Social\\_Organism.html?id=aQSzCwAAQBAJ&source=kp\\_cover&redir\\_esc=y](https://books.google.es/books/about/The_Social_Organism.html?id=aQSzCwAAQBAJ&source=kp_cover&redir_esc=y)

UCL Press (2016). "How the World Changed Social Media: The future" in How the World Changed Social Media.

<http://discovery.ucl.ac.uk/1474805/1/How-the-World-Changed-Social-Media.pdf>

UCL Press (2016). "Does social media make people happier?" in How the World Changed Social Media.

<http://discovery.ucl.ac.uk/1474805/1/How-the-World-Changed-Social-Media.pdf>

- **Smartphones**

Greenfield, Adam (2017). "The sociology of the smartphone"

<https://longreads.com/2017/06/13/a-sociology-of-the-smartphone/>

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Twenge, Jean M. (2017). "Have Smartphones Destroyed a Generation?"  
<https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/>

- **Digital Identity**

Choi, Mary H. K. (2016). "Like. Flirt. Ghost: A journey into social media lives of teens"  
<https://www.wired.com/2016/08/how-teens-use-social-media/?src=longreads>

D'Costa, Krystal (2014). "Catfishing: The Truth About Deception Online"  
<https://blogs.scientificamerican.com/anthropology-in-practice/catfishing-the-truth-about-deception-online/>

Jarvis, Jeff (2010). "Bizarro identity"  
<http://buzzmachine.com/2010/04/22/bizarro-identity/>

Meltzer, Marisa (2017). "How Busy Philipps Became the Breakout Star of Instagram Stories"  
<https://www.newyorker.com/culture/persons-of-interest/how-busy-philipps-became-the-breakout-star-of-instagram-stories>

- **Photography**

Jurgenson, Nathan (2013). "Pics and It Didn't Happen"  
<https://thenewinquiry.com/pics-and-it-didnt-happen/?src=longreads>

Lee, Jarry (2018). "What Does It Cost To Be Big On Instagram?"  
[https://www.buzzfeed.com/jarrylee/what-does-it-cost-to-be-big-on-instagram?utm\\_term=.lfY1YAWD6#.mqKevjLE5](https://www.buzzfeed.com/jarrylee/what-does-it-cost-to-be-big-on-instagram?utm_term=.lfY1YAWD6#.mqKevjLE5)

Pilon, Mary (2016). "Instagram is ruining vacation"  
<https://www.wired.com/2016/04/instagram-is-ruining-vacation/>

Scott, Laurence (2016). "Is the internet changing time?"  
<https://longreads.com/2017/10/03/is-the-internet-changing-time/>

- **Social Media and the User Generated Content**

Derville, Tiffany, Gallicano, Ryan Wesslen, & Thill, Jean-Claude (2017) "From Cluster Tweets to Retweets: A Big Data, Rhetorical Exploration of Digital Social Advocacy in the Context of the Charlotte Protests on Twitter" in 20th International Public Relations Research Conference, Pp. 75-89.  
[http://www.instituteforpr.org/wp-content/uploads/IPRRC20-proceedings\\_Final.pdf](http://www.instituteforpr.org/wp-content/uploads/IPRRC20-proceedings_Final.pdf)

Heiskanen, Benita (2017) "Meme-ing Electoral Participation". European journal of American studies, 12-2  
<http://journals.openedition.org/ejas/12158>

Hutchinson, Jonathon (2014). "I Can Haz Likes: Cultural Intermediation to Facilitate "Petworking" in Journal of Media and Culture, Vol. 17.  
<http://journal.media-culture.org.au/index.php/mcjournal/article/view/792>

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Kelly, Kevin (2005). Wired 13.08: "We are the web" in Ten years that Changed the World."  
<http://www.wired.com/wired/archive/13.08/tech.html>

McDowell, Zachary and Soha, Mike (2014) "Monetizing a Meme: A Case Study on The Harlem Shake" in Culture Digitally.  
<http://culturedigitally.org/2014/10/monetizing-a-meme-a-case-study-on-the-harlem-shake/>

Rossolatos, George (2015) "The Ice-Bucket Challenge: The Legitimacy of the Memetic Mode of Cultural Reproduction Is the Message". Signs and Society, Vol. 3, No. 1 (Spring 2015), pp. 132-152  
<http://www.journals.uchicago.edu/doi/abs/10.1086/679520>

Xiao Mina, An (2014), "Batman, Pandaman and the Blind Man: A Case Study in Social Change Memes and Internet Censorship in China", Journal of Visual Culture, Vol. 13 (3)  
<https://journals.sagepub.com/doi/pdf/10.1177/1470412914546576>

- ***Fan Culture & Participation***

Guerrero-Pico, Mar (2017). "#Fringe, Audiences and Fan Labor: Twitter Activism to Save a TV Show From Cancellation" in International Journal of Communication, Vol. 11  
<http://ijoc.org/index.php/ijoc/article/view/4020/2035>

Jenkins, Henry (2012). "Cultural acupuncture: Fan activism and the Harry Potter Alliance" in Transformative Works and Fan Activism, Vol 10.  
<http://journal.transformativeworks.org/index.php/twc/article/view/305/259>

- ***Civility***

Griffith, Erin (2017). "Here are twitter rules for fighting hate and abuse"  
<http://www.wired.com/story/here-are-twitters-latest-rules-for-fighting-hate-and-abuse/>

Marantz, Andrew (2018). Reddit and the Struggle to Detoxify the Internet  
<https://www.newyorker.com/magazine/2018/03/19/reddit-and-the-struggle-to-detoxify-the-internet>

Oppenheimer, Mark (2018). "The Death of Civility in the Digital Age"  
<https://newrepublic.com/article/147276/death-civility-digital-age>

Stevens, Matt (2017). "As the Hashtag Celebrates Its 10th Birthday, Are We #Blessed?"  
<https://www.nytimes.com/2017/08/23/business/hashtag-anniversary-twitter.html?mtrref=undefined>

Zweigt, David (2018). "Escaping Twitter's Self-Consciousness Machine"  
<https://www.newyorker.com/tech/elements/escaping-twitters-self-consciousness-machine>

- ***Big Data***

Botsman, Rachel (2017). "Big data meets Big Brother as China moves to rate its citizens"

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<https://www.wired.co.uk/article/chinese-government-social-credit-score-privacy-invasion>

Boyd, Danah & Crawford, Kate (2012). "Critical Questions for Big Data: Provocations for a Cultural, Technological and Scholarly Phenomenon". *Information, Communication & Society*, 15:5, pp. 662-679.

<http://www.tandfonline.com/doi/abs/10.1080/1369118X.2012.678878>

Lemov, Rebecca (2016). "Big data is people!"

<https://aeon.co/essays/why-big-data-is-actually-small-personal-and-very-human>

Turck, Matt (2016). "Is Big Data still a thing?"

<http://mattturck.com/big-data-landscape/>

## RECOMMENDED READINGS

The recommended reading(s) and/or text(s) for this course are listed below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

- Bartlett, Jamie (2016). "The Dark Net: Inside the Digital Underworld". Melville House
- Craig, David & Cunningham, Stuart (2018). "Social Media Entertainment: The New Intersection of Hollywood and Silicon Valley". NYU Press.
- Eland, Andrew (2016). "Beyond hashtags: how a new wave of digital activists is changing society" in *The Conversation*: <http://theconversation.com/beyond-hashtags-how-a-new-wave-of-digital-activists-is-changing-society-57502>
- Gerbaudo, Pablo (2017). "From Cyber-Autonomism to Cyber-Populism: An Ideological History of Digital Activism" in *Journal for a Global Sustainable Information Society*, vol. 15. <http://www.triplec.at/index.php/tripleC/article/view/773/1012>
- Gerbaudo, Pablo (2012). "Tweets and the Streets: Social Media and Contemporary Activism". London: Pluto Press
- Golbeck, Jennifer (2015). "Introduction to Social Media Investigation". Syngress.
- Humphreys, Lee (2018). "The Qualified Self: Social Media and the Accounting of Everyday Life". The MIT Press
- Jonathan Perri (2017). "Why we need net neutrality in order to change the world": <http://mashable.com/2017/12/07/net-neutrality-digital-activism-free-speech>
- Khan-Ibarra, Sabina (2014). "The Case for Social Media and Hashtag Activism" in *Patheos*. <http://www.patheos.com/blogs/altmuslim/2014/10/the-case-for-social-media-and-hashtag-activism/>
- Kidd, Dustin (2017). "Social Media Freaks: Digital Identity in the Network Society". Westview Press
- Lockett, Oliver (2016). "The Social Organism: A Radical Understanding of Social Media to Transform Your Business and Life". Hachette Books
- Miller, Daniel et al. (2016). "How the World Changed Social Media". UCL Press. <http://www.ucl.ac.uk/ucl-press/browse-books/how-world-changed-social-media>
- Papacharissi, Zizi (2010). "A Networked Self: Identity, Community and Culture on Social Network Sites". Routledge.
- Schill, Dan & Allen Hendricks, John (2017). "The Presidency and Social Media". Routledge

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- Seargeant, Phillip & Tagg, Caroline (2014). "The Language Of Social Media. Identity And Community On The Internet". Palgrave Macmillan.
- Silverman, Jacob (2016). "Terms of Service: Social Media and the Price of Constant Connection". Harper Perennial
- Vie, Stephanie (2014). "In defense of "slacktivism": The Human Rights Campaign Facebook logo as digital activism". First Monday, Volume 19, Number 4. <https://uncommonculture.org/ojs/index.php/fm/article/view/4961/3868>
- Wellman, Barry & Rainie, Lee (2012). "Networked: The New Social Operating System". MIT Press.

## REQUIRED FILMS

- *A year offline, what I have learned* (Paul Miller, 2016, TEDXEutropolis conference)
- *Black Mirror: Nosedive* (Joe Wright, 2016)
- *Black Mirror: The Entire History of You* (Brian Welsh, 2011)
- *Citizenfour* (Laura Poitras, 2014)
- *Snowden* (Oliver Stone, 2016)
- *The Great Hack* (Karim Amer & Jehane Noujaim, 2019)
- *Terms and conditions may apply* (Cullen Hoback, 2013)

## RECOMMENDED FILMS

- *#Chicagogirl: The Social Network Takes on a Dictator* (Joe Piscatella, 2013)
- *Catfish* (Henry Joost & Ariel Schulman, 2010)
- *Deep Web* (Alex Winter, 2015)
- *The Internet's Own Boy* (Brian Knappenberger, 2014)
- *Lo and Behold. Reveries of the connected world* (Werner Herzog, 2016)
- *Noah* (Patrick Cederberg & Water Woodman, 2013)
- *The Social Network* (David Fincher, 2010)

## ADDITIONAL RESOURCES

In order to ensure you success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course.

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The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the “While You’re Abroad Tab” and make sure you are under the “Academics” sub-menu. There you will see a link above your schedule that says “View Online Courses” select this link to be taken to your Moodle environment.

## COURSE CALENDAR

### *Social Media: Digital Identity & The Virtual Community*

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	<b>Course Overview Introduction to Social Media</b>	<p>Overview of the syllabus with focus on course objectives and forms of assessment</p> <p>Course organization and activities schedule</p>	<p>A look to the suggested textbooks for the midterm review and presentation</p> <p>Review Twitter, Instagram and Wordpress features (among others). Save the dates of your activities of evaluation</p>
2	<b>Origins of the Social Web</b>	<b>Lecture &amp; Discussion Abstract – Oral Presentation</b>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Thompson: “Brave New World of Digital Intimacy: I’m So Totally, Digitally Close to You”</li> <li>• Kelly: “We are the web” in ‘Ten years that Changed the World”</li> <li>• Battelle: “The birth of Google”</li> <li>• Larsen: “Who saved the web?”</li> </ul> <p><b>Films:</b></p> <ul style="list-style-type: none"> <li>• <i>Terms &amp; Conditions May Apply</i></li> </ul>
3	<b>Privacy on Social Media The Case of Edward Snowden</b>	<p style="text-align: center;"><b>Lecture &amp; Discussion Abstract – Oral Presentation</b></p> <p style="text-align: center;"><b>Debate #1</b></p> <p>Debate about the invasion of privacy. You will have to watch <i>Citizenfour</i> in order to do this activity.</p>	<p><b>Films:</b></p> <ul style="list-style-type: none"> <li>• <i>Citizenfour</i></li> <li>• <i>Snowden</i></li> </ul>
4	<b>Introduction to User-Generated Content (UGC) &amp; Participatory Culture</b>	<b>Lecture &amp; Discussion Abstract – Oral Presentation</b>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Heiskanen: "Meme-ing Electoral Participation"</li> </ul>

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## COURSE CALENDAR

### *Social Media: Digital Identity & The Virtual Community*

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
	<b>Workshop: Introduction to Wordpress</b>	<b>Personal Learning Journal</b>	<ul style="list-style-type: none"> <li>• Rossolatos: “The Ice-Bucket Challenge: The Legitimacy of the Memetic Mode of Cultural Reproduction Is the Message”</li> <li>• Jenkins: “Cultural acupuncture: Fan activism and the Harry Potter Alliance”</li> <li>• Jenkins et al.: “Confronting the Challenges of Participatory Culture: Media Education for the 21st Century”</li> <li>• Guerrero-Pico: “#Fringe, Audiences and Fan Labor: Twitter Activism to Save a TV Show From Cancellation”</li> </ul> <p>Start and customize your Wordpress account</p>
5	<b>Introduction to Social Network Sites (SNS) &amp; Media Ecology</b>  <b>Guest Speaker: Digital Identity. Life in Facebook and Beyond</b>	<b>Lecture &amp; Discussion</b>  <b>Abstract – Oral Presentation</b>  <b>Guest Speaker Session</b>	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Choi: "Like. Flirt. Ghost: A journey into social media lives of teens"</li> <li>• Castells: “Why Networks Matter”</li> <li>• Greenfield: "The sociology of the smartphone"</li> </ul> <p>Monitor your presence online <i>googleing</i> yourself</p>
6	<b>Digital Natives &amp; New Media Literacies</b>  <b>Workshop: Digital Biography</b>	<b>Lecture &amp; Discussion</b> <b>Abstract – Oral Presentation</b>  <b>Personal Learning Journal</b>	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Lashley, Creech &amp; Jenkins: "Voices for a New Vernacular: A Forum on Digital Storytelling".</li> <li>• Jenkins: "Millenials, New Media and Social Change"</li> <li>• Twenge: Have Smartphones Destroyed a Generation?</li> </ul> <p>Research and publish on Wordpress your FIRST Story</p>

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**COURSE CALENDAR**

*Social Media: Digital Identity & The Virtual Community*

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
			<b>Submit Guest Speaker Assignment #1</b>
7	<p align="center"><b>Theorizing UGC: Memetic culture &amp; Virality</b></p> <p align="center"><b>Workshop: Memetic culture &amp; Digital Activism</b></p>	<p><b>Personal Learning Journal: working with Wordpress and Youtube</b></p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• McDowell: "Monetizing a Meme: A Case Study on The Harlem Shake"</li> <li>• Xiao Mina: "Batman, Pandaman and the Blind Man: A Case Study in Social Change Memes and Internet Censorship in China"</li> <li>• Heiskanen: "Meme-ing Electoral Participation"</li> </ul> <p>Research and publish on Wordpress your SECOND Story</p>
8	<p align="center"><b>Wikipedia as a sociotechnical system</b></p> <p align="center"><b>Workshop: Wikipedia</b></p>	<p><b>Lecture &amp; Discussion</b></p> <p><b>Abstract – Oral Presentation</b></p> <p><b>Personal Learning Journal</b></p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Jenkins: "What Wikipedia Has to Teach Us About the New Media Literacies"</li> </ul> <p>Review Wikipedia and its UGC's possibilities.</p> <p>Research and publish a Wikipedia ENTRY and the THIRD Story</p>
9	<p><b>MIDTERM EXAM: WRITTEN ESSAY</b></p>	<p><b>MIDTERM EXAM: WRITTEN ESSAY</b></p>	<p>Prepare midterm exam:</p> <ul style="list-style-type: none"> <li>• Fuchs: <i>Social Media: A Critical Introduction</i></li> <li>• Gainous &amp; Wagner: <i>Tweeting to Power: The Social Media Revolution in American Politics.</i></li> <li>• Humphreys: <i>Social Media: Enduring Principles.</i></li> <li>• Humphreys: <i>The Qualified Self. Social Media and the Accounting of Everyday Life.</i></li> </ul>

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**COURSE CALENDAR**  
*Social Media: Digital Identity & The Virtual Community*

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
			<b>Submit Midterm Assignment/Videoblog</b>
10	<p>Likes and virality at the era of the selfie</p> <p style="text-align: center;"><b>Workshop: <i>Black Mirror</i></b></p>	<p style="text-align: center;"><b>Oral Presentation &amp; Discussion</b></p> <p style="text-align: center;"><b>Debate #2</b></p> <p>Debate on the implementation of social credit systems. You will have to watch TV show <i>Black Mirror</i> in order to do this activity.</p> <p style="text-align: center;"><b>Personal Learning Journal</b></p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Botsman: "Big data meets Big Brother as China moves to rate its citizens"</li> <li>• Lee: "What Does It Cost To Be Big On Instagram?"</li> <li>• Saltz: "Art at Arm's Length: A History of the Selfie"</li> <li>• Hutchinson: "I Can Haz Likes: Cultural Intermediation to Facilitate "Petworking"</li> <li>• Pilon: "Instagram is ruining vacation"</li> <li>• Scott: "Is the internet changing time?"</li> <li>• Gallicano, Wesslen, &amp; Thill: "From Cluster Tweets to Retweets: A Big Data, Rhetorical Exploration of Digital Social Advocacy in the Context of the Charlotte Protests on Twitter"</li> </ul> <p><b>Films:</b></p> <ul style="list-style-type: none"> <li>• <i>Black Mirror: Nosedive</i></li> <li>• <i>A year offline, what I have learned</i></li> </ul> <p>Work on Netflix TV show <i>Black Mirror</i> and publish your FOURTH story</p>
11	<p>Identity Performance &amp; Uncivility on SNS</p> <p style="text-align: center;"><b>Workshop: Online Trolls</b></p>	<p style="text-align: center;"><b>Lecture &amp; Discussion</b></p> <p style="text-align: center;"><b>Abstract – Oral Presentation</b></p> <p style="text-align: center;"><b>Personal Learning Journal</b></p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• D'Costa "Catfishing: The Truth About Deception Online"</li> <li>• Jarvis: "Bizarro identity"</li> </ul>

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## COURSE CALENDAR

### *Social Media: Digital Identity & The Virtual Community*

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
			<ul style="list-style-type: none"> <li>• Meltzer: "How Busy Philipps Became the Breakout Star of Instagram Stories"</li> <li>• Jurgenson: "Pics and It Didn't Happen"</li> <li>• Stevens: "As the Hashtag Celebrates Its 10th Birthday, Are We #Blessed?"</li> <li>• Zweight: "Escaping Twitter's Self-Consciousness Machine"</li> <li>• Griffith: "Here are twitter rules for fighting hate and abuse"</li> <li>• Marantz: Reddit and the Struggle to Detoxify the Internet</li> <li>• Oppenheimer: "The Death of Civility in the Digital Age"</li> </ul> <p>Research and publish your FIFTH story. You will have to watch a BBC short documentary in order to do this activity</p>
12	<p><b>Guest Speaker Session: Celebrity Culture &amp; Personal Branding on SNS</b></p> <p><b>Workshop: Influencers</b></p>	<p><b>Guest speakers Session</b></p> <p><b>Personal Learning Journal</b></p> <p><b>Quiz #2</b></p>	<p>Prepare the contents for the session with the guest speaker</p> <p>Research and publish on Wordpress your SIXTH story</p>
13	<p><b>Big Data and the future of Social Media</b></p> <p><b>Workshop: The Future of Social Media</b></p>	<p><b>Abstract – Oral Presentation</b></p> <p><b>Debate #3</b></p> <p>Debate about the commodification of big data will be staged. You will have to watch <i>The Great Hack</i> before this session</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Boyd &amp; Crawford: "Critical Questions for Big Data: Provocations for a Cultural, Technological and Scholarly Phenomenon".</li> <li>• Turck: "Is Big Data still a thing?"</li> <li>• Lemov: "Big data is people!"</li> </ul>

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## COURSE CALENDAR

### *Social Media: Digital Identity & The Virtual Community*

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
		<b>Personal Learning Journal</b>	<b>Films:</b> <ul style="list-style-type: none"> <li>• <i>The Great Hack</i> on Netflix</li> </ul> Work on your Wordpress account  Research and publish your SEVENTH story  <b>Submit Guest Speaker Assignment #2</b>
14	<b>Course Review &amp; Final Exam preparation</b>  <b>Workshop: Closing the Personal Learning Journal</b>	<b>Lecture &amp; Discussion</b>  <b>Personal Learning Journal</b>	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Lockett &amp; Casey: "Epiphany in the Desert. The seven rules of life in Social Media"</li> <li>• Kidd: "A Social Media Revolution?"</li> <li>• UCL Press: "How the World Changed Social Media: The future"</li> <li>• Abbott: "The Future of Social Media"</li> <li>• UCL Press: "Does social media make people happier?"</li> </ul> Work on your Wordpress account
15	<b>Review for the Final Exam</b>	Bring questions for our in-class review	<b>Reading:</b> Review all readings!  <b>Assignments:</b> Review all notes and assignments!
<b>FINAL EXAM</b>			

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## SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)