

Course Last Updated 04/09/2024



University of
New Haven

Social Media: Digital Identity & the Virtual Community

Section I: Course Overview

Course Code: SOC351/COM351EZE

Subject Area(s): Communication, Sociology

Prerequisites: None

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: None

Course Description

Digital media and networked audiences have deeply changed the way we interact and communicate with others. This course focuses on the changing social media landscape in terms of online expression, social networking, identity management, community building, and citizen journalism, while enabling students to experiment and reflect on how these practices impact self and community.

The course requires active participation of students and a willingness to immerse themselves in social media practices, as much of the class discussion and activity takes place in social cyberspaces. After completing the course, students will be able not only to reflect on the impact of social media in their daily lives, but also to tackle both the opportunities and the challenges presented ahead in terms of communication, community building, and personal branding.

Learning Objectives

Upon successful completion of this course, students are able to:

- Explain the historical, political, legal, and cultural dimensions of new media in relation to the changing dynamics of society and community development and the key associated debates.

- Distinguish the characteristics and methods, advantages and pitfalls of virtual communities, smart mobs, collective intelligence, crowdsourcing, social production, collaborative consumption, and wiki collaboration.
- Compare the use of social media in Argentina with U.S local trends.

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: TBC

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

Abstract - Oral Presentation - 10%

Guest Speaker Assignments - 10%

Debates - 10%

Personal Learning Journal (2) - 20%

Midterm Exam - 15%

Final exam - 15%

Assessment Overview

Engagement (20%): Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Abstract-Oral Presentations (10%): 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 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 Speak Assignments (10%): All students are required to attend the sessions with the guest speakers. They are expected to prepare these sessions with the suggested readings and to participate actively in the debate in class. There will also be some specific assignments after each session, focused on the content and ideas shared during the meeting point. First Guest Speaker Assignment is 5% of the grade and Second Assignment is 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 with a focus on local cases. Satisfactory and sufficient collaboration and teamwork are expected. 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 Canvas, in which the students will post reflections related to the topics discussed in class. Each entry will be around 700 words and proper use of quotations, 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 Grade (10%) and a Final Grade (10%) at the end of the course.

Midterm Exam (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 paying attention to. Students will have to review, comment, and analyze the textbook assigned (by the instructor) at the beginning of the course.

- Fuchs, Christian. (2021). *Social Media: A Critical Introduction*. London: SAGE Publications
- Lorenz, Taylor (2023). *Extremely Online: The Untold Story of Fame, Influence and Power on the Internet*. New York: Simon & Schuster.
- Humphreys, Lee (2018). *The Qualified Self. Social Media and the Accounting of Everyday Life*. Cambridge/London: Massachusetts Institute of Technology Press.

Final Exam (15%): 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 exam, 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.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

Guest Speakers:

- Guest lecture on online Personal Branding/Digital Identity
- Guest lecture on General Data Protection Regulations

Field Studies:

- Buenos Aires based Digital/Marketing Agency focused on creative process.
- Visit to local business to learn about their social media strategy.

Readings and Resources

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required

Fuchs, Christian. (2021). *Social Media: A Critical Introduction*. London: SAGE Publications

Humphreys, Lee (2018). *The Qualified Self. Social Media and the Accounting of Everyday Life*. Cambridge/London: Massachusetts Institute of Technology Press.

Lorenz, Taylor (2023). *Extremely Online: The Untold Story of Fame, Influence and Power on the Internet*. New York: Simon & Schuster.

Selected Reading

The Internet and the Social Web

Battelle, John (August 1, 2005). The Birth of Google. *Wired*.
<https://www.wired.com/2005/08/battelle/>

Lasarte, Diego (August 25, 2023). How Europe's New Digital Privacy Act Will Change Tech Regulation. *Quartz*.
<https://qz.com/how-europes-new-digital-privacy-act-will-change-big-tec-1850766372>

Larsen, Solana (August 4, 2016). Who saved the web? Future of the Internet. *Web We Want*.
<https://webwewant.org/news/who-saved-the-web/>

Saltz, Jerry (January 26, 2014). Art at Arm's Length: A History of the Selfie. *Vulture*.
<https://www.vulture.com/2014/01/history-of-the-selfie.html>

Thompson, Clive (September 5, 2008). Brave New World of Digital Intimacy. *The New York Times Magazine*.
<http://www.nytimes.com/2008/09/07/magazine/07awareness-t.html>

New Media literacies

Jenkins, Henry (2018). Millennials, New Media and Social Change. *Pop Junctions. Reflections on Entertainment, Pop culture, activism, media literacy, fandom, and more*.
<http://henryjenkins.org/blog/2017/12/19/millennials-new-media-and-social-change-part-one>
<http://henryjenkins.org/blog/2017/12/19/millennials-new-media-and-social-change-part-two>
<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. *Pop Junctions. Reflections on Entertainment, Pop culture, activism, media literacy, fandom, and more*.
<http://henryjenkins.org/2007/06/what-wikipedia-can-teach-us-ab.html>.
<http://henryjenkins.org/blog/2007/06/what-wikipedia-can-teach-us-ab-1.html>

Lashley, Mark C., Creech, Brian & Jenkins, Henry (2017). Voices for a New Vernacular: A Forum on Digital Storytelling. *International Journal of Communication* 11, Forum 1061–1068. Available at:
<http://ijoc.org/index.php/ijoc/article/viewFile/6773/1953>

Social Network Sites (SNS)

Castells, Manuel (2004). "Afterword: why networks matter", in McCarthy, Helen, Miller, Paul and Skidmore, Paul. *Network Logic. Who Governs in an interconnected world*. Demos, United Kingdom. Available at: <https://demos.co.uk/wp-content/uploads/files/networklogic.pdf>

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

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

Duhigg, Charles (February 16, 2012). How Companies Learn Your Secrets. *The New York Times Magazine*.
<https://www.nytimes.com/2012/02/19/magazine/shopping-habits.html>

Greenfield, Adam (June 13, 2017). A sociology of the smartphone. *Longreads*.
<https://longreads.com/2017/06/13/a-sociology-of-the-smartphone/>

Twenge, Jean M. (September 2017). Have Smartphones Destroyed a Generation? *The Atlantic*.

<https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/>

Digital Identity

Choi, Mary H. K. (August 25, 2016). Like. Flirt. Ghost: A journey into social media lives of teens. *Wired*.

<https://www.wired.com/2016/08/how-teens-use-social-media/?src=longreads>

D'Costa, Krystal (April 25, 2014). Catfishing: The Truth About Deception Online. *Scientific American blog*.

<https://blogs.scientificamerican.com/anthropology-in-practice/catfishing-the-truth-about-deception-online/>

Jarvis, Jeff (April 22, 2010) Bizarro Identity. *Buzz Machine*.

<https://buzzmachine.com/2010/04/22/bizarro-identity/>

Meltzer, Marisa (September 28, 2017). How Busy Philipps Became the Breakout Star of Instagram Stories. *The New Yorker*.

<https://www.newyorker.com/culture/persons-of-interest/how-busy-philipps-became-the-breakout-star-of-instagram-stories>

Photography

Jurgenson, Nathan (February 7, 2013). Pics and It Didn't Happen. *The New Inquiry*.

<https://thenewinquiry.com/pics-and-it-didnt-happen/?src=longreads>

Lee, Jarry (March 3, 2018). What Does It Cost To Be Big On Instagram? *BuzzFeed News*.

https://www.buzzfeed.com/jarrylee/what-does-it-cost-to-be-big-on-instagram?utm_term=.lfY1YAWD6#.mqKevjIE5

Pilon, Mary (April 13, 2016). Instagram is ruining vacation. *Wired*.

<https://www.wired.com/2016/04/instagram-is-ruining-vacation/>

Scott, Laurence (October 3, 2017). Is the internet changing time? *Longreads*.

<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

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

Hutchinson, Jonathon (2014). I Can Haz Likes: Cultural Intermediation to Facilitate “Petworking”. *M/C Journal*, 17(2). Available at: <http://journal.media-culture.org.au/index.php/mcjournal/article/view/792>

Kelly, Kevin (August 1, 2005). We are the web. *Wired*. <http://www.wired.com/wired/archive/13.08/tech.html>

McDowell, Zachary and Soha, Mike (October 24, 2014) Monetizing a Meme: A Case Study on The Harlem Shake. *Culture Digitally*. <http://culturedigitally.org/2014/10/monetizing-a-meme-a-case-study-on-the-harlem-shake/>

Metz, Cade (December 10, 2022) The New Chatbots Could Change the World. Can You Trust Them? *The New York Times*. <https://www.nytimes.com/2022/12/10/technology/ai-chat-bot-chatgpt.html>

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. Available at: <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), pp. 359-375. Available at: <https://journals.sagepub.com/doi/pdf/10.1177/1470412914546576>

Fan Culture & Participation

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

Civility

Banaji, Shakuntala, and Baht, Ramnath, (2022). *Social media and hate*. Routledge, New York.

Griffith, Erin (October 17, 2017). Here are twitter rules for fighting hate and abuse. *Wired*. <https://www.wired.com/story/here-are-twitters-latest-rules-for-fighting-hate-and-abuse/>

Marantz, Andrew (March 12, 2018). Reddit and the Struggle to Detoxify the Internet. *The New Yorker*. <https://www.newyorker.com/magazine/2018/03/19/reddit-and-the-struggle-to-detoxify-the-internet>

Oppenheimer, Mark (March 6, 2018). The Death of Civility in the Digital Age. *New Republic*. <https://newrepublic.com/article/147276/death-civility-digital-age>

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

Zweight, David (February 27, 2018). Escaping Twitter’s Self-Consciousness Machine. *The New Yorker*. <https://www.newyorker.com/tech/elements/escaping-twitters-self-consciousness-machine>

Big Data

Botsman, Rachel (October 21, 2017). Big data meets Big Brother as China moves to rate its citizens. *Wired*.

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

Lemov, Rebecca (June 16, 2016). Big data is people! *Aeon*.

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

Turck, Matt (February 1, 2016). Is Big Data still a thing? (The 2016 Big Data Landscape). *Matt Turck blog*.

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

Influencers

Brooks, Gillian, Drenten, Jenna, Piskorski, Mikolaj Jan (2021). Influencer Celebrification: How Social Media Influencers Acquire Celebrity Capital. *Journal of Advertising*, Vol. 50, N° 5, pp. 528-547.

Kay, Samantha, Mulcahy, Rory, and Parkinson, Joy (2020). When less is more: the impact of macro and micro social media influencers' disclosure. *Journal of Marketing Management*. Vol. 36, Nos. 3-4, pp. 248-278.

Lee, Jung Ah, Sudarshan, Sabitha, Sussman, Kristen, Bright, Laura, and Eastin, Matthew (2022). Why are consumers following social media influencers on Instagram? Exploration of consumers' motives for following influencers and the role of materialism. *International Journal of Advertising*, Vol. 41, N° 1, pp. 78-100.

Mardon, Rebecca, Cocker, Hayley, and Daunt, Kate (2023). How Social Media Influencers Impact Consumer Collectives: An Embeddedness Perspective. *Journal of consumer research*, Vol.50, pp. 617-644.

Shan, Yan, Chen, Kuan-Ju, and Lin Jhih-Syuan (Elaine) (2020). When social media influencers endorse brands: the effects of self-influencer congruence, parasocial identification, and perceived endorser motive. *International Journal of Advertising*, Vol. 39, N° 5, pp. 590-610.

Recommended

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. *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. *Journal for a Global Sustainable Information Society*, vol. 15.

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

Khan-Ibarra, Sabina (October 30, 2014). The Case for Social Media and Hashtag Activism. *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

Luckett, 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

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. Available at : <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

- hT(Paul Miller, 2016, TEDxEutropolis conference)
- The Social Dilemma (Jeff Orlowski, 2020)
- Citizenfour (Laura Poitras, 2014)
- The Great Hack (Karim Amer & Jehane Noujaim, 2019)
- Surveillance Capitalism (VPRO, 2021)

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)
- Black Mirror: Nosedive (Joe Wright, 2016)

Course Calendar

Session 1	
Topics	Course Overview Introduction to Social Media
Activity	Overview of the syllabus with focus on course objectives and forms of assessment. Course organization and activities schedule.
Readings & Assignments	A look at the suggested textbooks for the midterm review and presentation. Review Twitter, Instagram, and WordPress features (among others). <i>*Save the dates of your activities of evaluation.</i>

Session 2	
Topics	Origins of the Social Web Privacy on Social Media
Activity	Lecture & Discussion Abstract – Oral Presentation Guest speaker on GDPR
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Thompson, Brave New World of Digital Intimacy. • Kelly, We are the web. • Battelle, The birth of Google. • Larsen, Who saved the web? Future of the Internet. Films: <ul style="list-style-type: none"> • Citizenfour

Session 3	
Topics	The Case of Edward Snowden Introduction to User-Generated Content (UGC) & Participatory Culture

	Workshop: User Generated Content
Activity	Debate Lecture & Discussion Abstract – Oral Presentation Personal Learning Journal
Readings & Assignments	<p>Readings:</p> <ul style="list-style-type: none"> • Heiskanen, Meme-ing Electoral Participation. • Rossolatos, The Ice-Bucket Challenge: The Legitimacy of the Memetic Mode of Cultural Reproduction Is the Message. • Jenkins, Cultural acupuncture: Fan activism and the Harry Potter Alliance. • Derville, Gallicano, Wesslen, & Thill. From Cluster Tweets to Retweets: A Big Data, Rhetorical Exploration of Digital Social Advocacy in the Context of the Charlotte Protests on Twitter. • Lasarte, How Europe’s New Digital Privacy Act Will Change Tech Regulation. <p>Debate #1: Debate about the invasion of privacy. You will have to watch Citizenfour in order to do this activity.</p> <p>Due:</p> <ul style="list-style-type: none"> • Submit Guest Speaker Assignment #1

Session 4	
Topics	Introduction to Social Network Sites (SNS) & Media Ecology
Activity	Lecture & Discussion Abstract – Oral Presentation
Readings & Assignments	<p>Readings:</p> <ul style="list-style-type: none"> • Choi, Like. Flirt. Ghost: A journey into social media lives of teens. • Castells, Afterword: Why Networks Matter. • Greenfield, A sociology of the smartphone. <p>Due:</p> <ul style="list-style-type: none"> • Research and publish your FIRST Journal Entry

Session 5	
Field Study: Local Business	

Session 6	
Topics	Digital Natives & New Media Literacies Workshop: Digital Biography
Activity	Lecture & Discussion

	Abstract – Oral Presentation Personal Learning Journal
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Lashley, Creech, & Jenkins, Voices for a New Vernacular: A Forum on Digital Storytelling. • Jenkins, Millennials, New Media and Social Change. • Twenge, Have Smartphones Destroyed a Generation? • Duhigg, How Companies Learn Your Secrets.

Session 7	
Topics	Theorizing UGC: Memetic culture & Virality Workshop: Memetic culture & Digital Activism
Activity	Lecture & Discussion Abstract – Oral Presentation Personal Learning Journal: working with WordPress and YouTube
Readings & Assignments	Readings: <ul style="list-style-type: none"> • McDowell & Soha, Monetizing a Meme: A Case Study on The Harlem Shake. • Xiao Mina. Batman, Pandaman and the Blind Man: A Case Study in Social Change Memes and Internet Censorship in China. • Metz, The New Chatbots Could Change the World. Can You Trust Them? Due: <ul style="list-style-type: none"> • Research and publish your SECOND Journal Entry

Session 8	
Mid-term exam	
Topics	Wikipedia as a sociotechnical system
Activity	Lecture & Discussion Abstract – Oral Presentation Personal Learning Journal
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Jenkins, What Wikipedia Has to Teach Us About the New Media Literacies.

Session 9	
Topics	Likes and virality at the era of the selfie Guest Speaker: Personal Branding/Digital Identity. Life in Social Network Sites and Beyond

Activity	Oral Presentation & Discussion
Readings & Assignments	<p>Readings:</p> <ul style="list-style-type: none"> • Lee, What Does It Cost To Be Big On Instagram? • Saltz, Art at Arm’s Length: A History of the Selfie. • Hutchinson, I Can Haz Likes: Cultural Intermediation to Facilitate “Petworking”. • Pilon, Instagram is ruining vacation. • Scott, Is the internet changing time? • UCL Press. Does social media make people happier? • Kidd, A Social Media Revolution? <p>Films:</p> <ul style="list-style-type: none"> • Miller, A year offline, what I have learned. <p>Monitor your presence online by googling yourself.</p>

Sessions 10 & 11	
Topics	Identity Performance & Uncivility on SNS Workshop: Online Trolls
Activity	Lecture & Discussion Abstract – Oral Presentation Personal Learning Journal
Readings & Assignments	<p>Readings:</p> <ul style="list-style-type: none"> • D’Costa, Catfishing: The Truth About Deception Online. • Jarvis, Bizarro identity. • Meltzer, How Busy Philipps Became the Breakout Star of Instagram Stories. • Jurgenson, Pics and It Didn’t Happen. • Stevens, As the Hashtag Celebrates Its 10th Birthday, Are We #Blessed? • Zweight, Escaping Twitter’s Self-Consciousness Machine. • Griffith, Here are twitter rules for fighting hate and abuse. • Marantz, Reddit and the Struggle to Detoxify the Internet. • Oppenheimer, The Death of Civility in the Digital Age. <p>Due:</p> <ul style="list-style-type: none"> • Research and publish your THIRD Journal Entry

Session 12
Field Study Digital/Marketing Agency

Session 13

Topics	Influencers. Macro-micro influencers, brand endorsement.
Activity	Lecture Personal Learning Journal.
Readings & Assignments	<p>Readings:</p> <ul style="list-style-type: none"> • Brooks, Drenten, & Piskorski, Influencer Celebrification: How Social Media Influencers Acquire Celebrity Capital. • Kay, Mulcahy, & Parkinson, When less is more: the impact of macro and micro social media influencers' disclosure. • Lee, Sudarshan, Sussman, Bright, & Eastin, Why are consumers following social media influencers on Instagram? Exploration of consumers' motives for following influencers and the role of materialism. • Mardon, Cocker, & Daunt, How Social Media Influencers Impact Consumer Collectives: An Embeddedness Perspective. • Shan, Chen, & Lin, When social media influencers endorse brands: the effects of self-influencer congruence, parasocial identification, and perceived endorser motive. <p>Due:</p> <ul style="list-style-type: none"> • Submit Guest Speaker Assignment #2 • Research and publish your FOURTH Journal Entry

Session 14	
Topics	Big Data and the future of Social Media Workshop: The Future of Social Media
Activity	Abstract – Oral Presentation Debate
Readings & Assignments	<p>Readings:</p> <ul style="list-style-type: none"> • Turck, Is Big Data still a thing? • Botsman, Big data meets Big Brother as China moves to rate its citizens. • Lemov, Big data is people! <p>Films:</p> <ul style="list-style-type: none"> • The Great Hack on Netflix <p>Debate #2: Debate about the commodification of big data will be staged. You will have to watch The Great Hack before this session.</p>

Session 15	
Final Exam	
Workshop: Closing the Personal Learning Journal	

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration. These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.