

Course Last Updated 12/06/2024



University of  
New Haven

## Social Media: Digital Identity & the Virtual Community

### Section I: Course Overview

**Course Code:** SOC321/COM351BCN  
**Subject Area(s):** Communication, Sociology  
**Prerequisites:** None  
**Language of Instruction:** English  
**Total Contact Hours:** 45  
**Credits:** 3  
**Course Fees:** None

### 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

Upon successful completion of this course, students are 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.

## 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 - 10%**

**Abstract - Oral Presentation - 10%**

**Guest Speaker Assignments - 10%**

**Debates - 10%**

**Personal Learning Journal (2) - 20%**

**Midterm Exam: Written Essay - 15%**

**Midterm Assignment: Videoblog - 5%**

**Final exam - 20%**

## Assessment Overview

**Engagement (10%):** 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%):** 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 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 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 (2) (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: Massachussets 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.*

## 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 Lectures:

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

## 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. (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: Massachussets Institute of Technology Press.

## **Selected Reading**

### **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>

### **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/millenials-new-media-and-social-change-part-one>

<http://henryjenkins.org/blog/2017/12/19/millenials-new-media-and-social-change-part-two>

<http://henryjenkins.org/blog/2017/12/19/millenials-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/2007/06/what_wikipedia_can_teach_us_ab.html).

[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)

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)**

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). "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.

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 (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](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](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/>

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

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.

*Transformative Works and Fan Activism*, Vol 10. Available at:

<http://journal.transformativeworks.org/index.php/twc/article/view/305/259>

## Civility

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>

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 (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://mattturck.com/big-data-landscape/>



## 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
- 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 (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
- 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
- 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**

*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)

## Course Calendar

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

Session 2	
Topics	Origins of the Social Web
Activity	Lecture & Discussion Abstract – Oral Presentation
Readings & Assignments	<b>Readings:</b> <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> <b>Films:</b> <ul style="list-style-type: none"> <li>• <i>Terms &amp; Conditions May Apply</i></li> </ul>

Session 3	
Topics	<b>Privacy on Social Media</b> <b>The Case of Edward Snowden</b>
Activity	<b>Lecture &amp; Discussion</b> <b>Abstract – Oral Presentation</b> <b>Debate #1</b> Debate about the invasion of privacy. You will have to watch <i>Citizenfour</i> in order to do this activity
Readings & Assignments	<b>Films:</b> <ul style="list-style-type: none"> <li>• <i>Citizenfour</i></li> <li>• <i>Snowden</i></li> </ul>

Session 4	
Topics	<b>Introduction to User-Generated Content (UGC) &amp; Participatory Culture</b> <b>Workshop: Introduction to Wordpress</b>
Activity	<b>Lecture &amp; Discussion</b> <b>Abstract – Oral Presentation</b> <b>Personal Learning Journal</b>
Readings & Assignments	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Heiskanen: "Meme-ing Electoral Participation"</li> <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> Start and customize your Wordpress account

Session 5	
Topics	<b>Introduction to Social Network Sites (SNS) &amp; Media Ecology</b> <b>Guest Speaker: Digital Identity. Life in Facebook and Beyond</b>
Activity	<b>Lecture &amp; Discussion</b> <b>Abstract – Oral Presentation</b> <b>Guest Speaker Session</b>
Readings & Assignments	<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> Monitor your presence online <i>googleing</i> yourself

Session 6	
Topics	Digital Natives & New Media Literacies Workshop: Digital Biography
Activity	Lecture & Discussion Abstract – Oral Presentation Personal Learning Journal
Readings & Assignments	<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> Research and publish on Wordpress your FIRST Story <ul style="list-style-type: none"> <li>• <b>Submit Guest Speaker Assignment #1</b></li> </ul>

Session 7	
Topics	Theorizing UGC: Memetic culture & Virality Workshop: Memetic culture & Digital Activism
Activity	<b>Personal Learning Journal: working with Wordpress and Youtube</b>
Readings & Assignments	<b>Readings:</b> <ul style="list-style-type: none"> <li>• McDowell &amp; Soha, 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> Research and publish on Wordpress your SECOND Story

Session 8	
Topics	<b>Wikipedia as a sociotechnical system</b> <b>Workshop: Wikipedia</b>
Activity	Lecture & Discussion Abstract – Oral Presentation Personal Learning Journal
Readings & Assignments	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Jenkins, What Wikipedia Has to Teach Us About the New Media Literacies.</li> </ul> Review Wikipedia and its UGC's possibilities. Research and publish a Wikipedia ENTRY and the THIRD Story

Session 9	
Topics	<b>MIDTERM EXAM: WRITTEN ESSAY</b>
Activity	<b>MIDTERM EXAM: WRITTEN ESSAY</b>
Readings & Assignments	<b>Readings:</b> <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> <b>Films:</b> <b>Submit Midterm Assignment/Videoblog</b>

Sessions 10	
Topics	<b>Likes and virality at the era of the selfie</b> <b>Workshop: <i>Black Mirror</i></b>
Activity	<b>Oral Presentation &amp; Discussion</b> <b>Debate #2</b> 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. <b>Personal Learning Journal</b>
Readings & Assignments	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Botsman: "<u>Big data meets Big Brother as China moves to rate its citizens</u>"</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> <b>Films:</b> <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> Work on Netflix TV show <i>Black Mirror</i> <ul style="list-style-type: none"> <li>• and publish your FOURTH story</li> </ul>

Sessions 11	
Topics	<b>Identity Performance &amp; Uncivility on SNS</b> <b>Workshop: Online Trolls</b>
Activity	<b>Lecture &amp; Discussion</b> <b>Abstract – Oral Presentation</b> <b>Personal Learning Journal</b>
Readings & Assignments	<b>Readings:</b> <ul style="list-style-type: none"> <li>• D'Costa "Catfishing: The Truth About Deception Online"</li> <li>• Jarvis: "Bizarro identity"</li> <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> Research and publish your FIFTH story. You will have to watch a BBC short documentary in order to do this activity

Sessions 12	
Topics	<b>Guest Speaker Session: Celebrity Culture &amp; Personal Branding on SNS Workshop: Influencers</b>
Activity	<b>Guest speakers Session Personal Learning Journal Quiz #2</b>
Readings & Assignments	Prepare the contents for the session with the guest speaker <ul style="list-style-type: none"> <li>• Research and publish on Wordpress your SIXTH story</li> </ul>

Session 13	
Topics	<b>Big Data and the future of Social Media Workshop: The Future of Social Media</b>
Activity	<b>Abstract – Oral Presentation Debate #3</b> Debate about the commodification of big data will be staged. You will have to watch <i>The Great Hack</i> before this session <b>Personal Learning Journal</b>
Readings & Assignments	<b>Readings:</b> <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> <b>Films:</b> <ul style="list-style-type: none"> <li>• <i>The Great Hack</i> on Netflix</li> </ul> <p>Work on your Wordpress account Research and publish your SEVENTH story <b>Submit Guest Speaker Assignment #2</b></p>

Session 14	
Topics	<b>Course Review &amp; Final Exam preparation Workshop: Closing the Personal Learning Journal</b>
Activity	<b>Lecture &amp; Discussion Personal Learning Journal</b>
Readings & Assignments	<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> <p>Work on your Wordpress account</p>

Session 15

**Final Exam**

**Reading:**

Review all readings!

**Assignments:**

Review all notes and assignments!



## 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.