

coms 298

spring 2020
communication & social media
section 1, #34378, TR, 6 to 8:50 p.m., **ONLINE**

description

This special topics course takes a critical look at how people communicate identity and emotion via social media, and likewise, how social media usage influences communication, identity, and emotion. Students will use communication theories to critically assess social media platforms and features, as well as various uses of social media. Additionally, students will examine the micro, meso, and macro discourses that shape social media activity and help organize communication, relationships, and political engagement. Along the way, we will consider concepts including: masspersonal communication, context collapse, imagined audiences, networked privacy, networked identities, platformed racism, social movements, resistance, political participation, hashtag activism, mental health, gender and sexuality, race and culture, and how people manage tension, paradox, and contradictions online.

texts & materials

1. **Required:** Readings, as assigned. (Available free online or Canvas)
2. **Required:** American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed). Washington: APA OR relevant resources for APA style.
3. **Recommended:** Lindemann, K. (2017). *Communicating Research, Communicating Research Paper*. John Wiley & Sons.
4. **Recommended:** Graff, G., & Birkenstein, C. (2016). *They say, I say. The Moves that Make Writing*. 3rd Edition. W.W. Norton & Company.

Pandemic Priority: Take care of our physical, mental and emotional wellbeing.

course learning objectives

1. To **know** the important contexts and issues that surround social media use
2. To **discuss** how social media influences the communication of identity and emotion in contemporary society
3. To **critically assess** how micro, meso, and macro discourses shape social media activities and communication
4. To **evaluate** personal, relational, and community social media norms and how they shape communication
5. To **compare** and **contrast** approaches for studying social media from a communicative perspective
6. To **apply** communication theory to social media practices relative to emotion and identity
7. To **critique** communication scholarship through oral and written work

coms 298, the caveat

While our primary focus for this course is the study of social media, the course is built around social media *research,* and not our personal social media usage. Therefore, please be mindful of how you participate in class discussions. While personal examples are always welcomed, please make sure they link to/challenge/extend/complicate our understanding of communication theory and course concepts.

Additionally, please note that our course is explicitly concerned with human communication. While we do consider readings from other fields such as psychology, medicine, and cultural studies, to name a few, our main concern is communication. Please let the research for your term papers reflect this commitment.



coms 298 classroom culture

the process of teaching & learning in coms 298

Good learning is an active process which means that you will be directly involved through discussion, activity and collaboration. A typical class session will involve a great deal of student-to-student interaction. You will: talk about your ideas; develop, present and analyze arguments; write and share your writing; develop conceptual maps and models; and identify concepts in various media. Occasionally, I will talk for 10-15 minutes. As a result, there will be ample opportunity to practice relevant skills and test concepts presented.

ways to participate

As this is a graduate seminar, your participation in classroom discussions and debate is vital. Some participation is structured (e.g., discussion leading and reading reports), but most is left up to you. To best contribute, I recommend students outline articles and/or make notes while they read. In class, you will want to clearly evidence your careful preparation by offering:

1. Factual or clarifying questions
2. Provocative questions for discussion or debate
3. Careful critiques of research findings
4. Evidence that complicates or contradicts current readings
5. Insightful connections between readings
6. Applications to other research or organizational experience
7. Share relevant (but not otherwise assigned) articles with the class, either scholarly or popular press

classroom behavior, conduct & co-constructed norms

Keeping the **golden rule** in mind, you should treat others as you wish to be treated. I intend to treat each student with respect, dignity and courtesy. I assume that your classmates and I will receive the same treatment from you. You are expected to arrive on time, fully prepared to actively engage in class discussion and activities, and to act in a professional, respectful manner. Active participation demonstrates your commitment to the learning process and enhances your understanding of the material. Specifically, I want to build a classroom climate that is comfortable for all. It is especially important to:

- * display respect for all members of the classroom – including the instructor and students
- * pay attention to and participate in all class sessions and activities
- * avoid unnecessary disruption during class time (e.g., talking out of turn, arriving late, surfing the internet, doing work for other classes, leaving class other than for an emergency, making/receiving calls, text messaging, etc.)
- * avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom.
- * avoid dominating class discussions * practice empathy and perspective taking

health and wellness

As evidenced by the attendance and engagement policies, your presence in class is a top priority. However, I do not want you to sacrifice your physical or mental wellbeing. **If you're sick, REST! If you're overwhelmed with the state of the world, REST. YOUR WELLBEING IS MY TOP PRIORITY RIGHT NOW.** If you need help finding resources to support your mental and physical health, please be in touch. There are also many FREE health and wellness services available to you, **including virtual counseling**: <https://www.csus.edu/student-life/health-counseling/>

coms 298 policies & requirements

expectations for graduate students

Below are my basic expectations for graduate students. If you do not already meet or exceed these markers, it is expected that you will get up to speed (with help, if necessary, of course!).

- * Graduate level writing ability
- * Intellectual curiosity
- * Knowledge of library databases and Google Scholar
- * Ability to find and access resources independently
- * Personal time management/meeting deadlines
- * Preparedness for class discussions (aka DO THE READING, all of it, maybe more than once.)
- * Professional communication by email, including reasonable response times
- * Engagement in department/cohort life
- * Appropriate interpersonal communication (read: be kind, avoid gossip, respect others, be mindful)
- * Appropriate physical and mental health (read: eat well, sleep well, take your vitamins, exercise, etc.)
- * Minimal whining :)

attendance/punctuality

Because of our complex world situation, the attendance requirements are also suspended. I ask that you make a good faith effort to stay engaged with class as best you can given your personal circumstances.

academic honesty, plagiarism and cheating

Academic misconduct will result in, at the very least, a zero on the assignment in question, and may include a failing course grade and/or possible university sanctions. Please be aware that plagiarism is the stealing of ideas which happens when you use someone else's material (including words, figures, images, structure, style, etc.) without giving the creator proper credit. Please acquaint yourselves with the university's academic integrity policy, which can be found here: <http://www.csus.edu/manual/student/stu-0100.htm>

Also, while it is common for graduate school papers to be centered around a common research interest, your work for COMS 298 should be original, and not include material prepared for a different course. If you have questions about this, see me immediately. To assist with student learning, honesty, and integrity, you may be asked to submit your essays to Turnitin which will enable you to check your paper for plagiarism. Turnitin also allows me to compare your work with prior publications and papers.

late work

The late work policy has been suspended. Assignments will be accepted if they are submitted by Thursday, May 7 (the last day of regular class). **Exception:** I need your final papers by 11:59 p.m. on Thursday, May 14. Also: IGNORE the Canvas color coding that will auto-mark things late.

add/drop policy

I follow the department/university policy on adding and dropping. Students may drop this course during the first two weeks of the semester without restriction or instructor approval.

electronic devices

In order to create the best learning environment, the use of electronic devices (e.g. smartphones, tablets) are not to be used during class. This is a specific direction from the instructor and **must be turned off and put away** when you need to use your phone. If you just step out.

Also, the use of laptops during class periods of time—is prohibited unless you have special circumstances.



coms 298 policies & requirements

assignments & evaluations

Throughout the semester, you will have a number of opportunities to demonstrate your achievement of course learning objectives and earn up to 1,000 points. Detailed criteria and requirements will accompany each assignment.

Engagement & Participation 275

Engagement and participation is a cornerstone of graduate coursework. Course discussions will only be as good as the comments, questions, observations and connections that students contribute. Therefore, please prepare for class carefully, and be ready to contribute. Part of weekly participation will include reporting on the details of specific articles. (See details/examples of participation activities on page 2.)

Reading Reports (8 reports x 12.5 points each)..... 100

Short reports based upon each week's set of readings. [Optional after Week 8]

Personal Social Media Audit 75

You will complete a self-assessment of your social media practices using communication research.

Relational Social Media Audit 75

You will complete an assessment of your relational work on social media using communication research.

Activity Leading 150

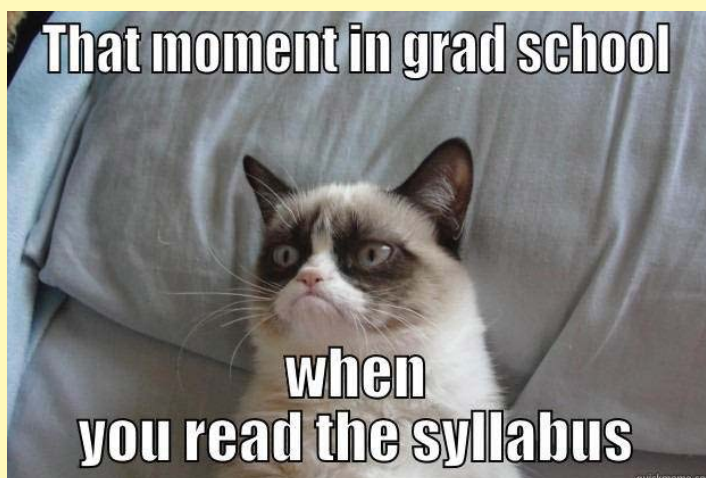
You will lead the class in an activity and discussion related to social media research.

One of the following activities 0

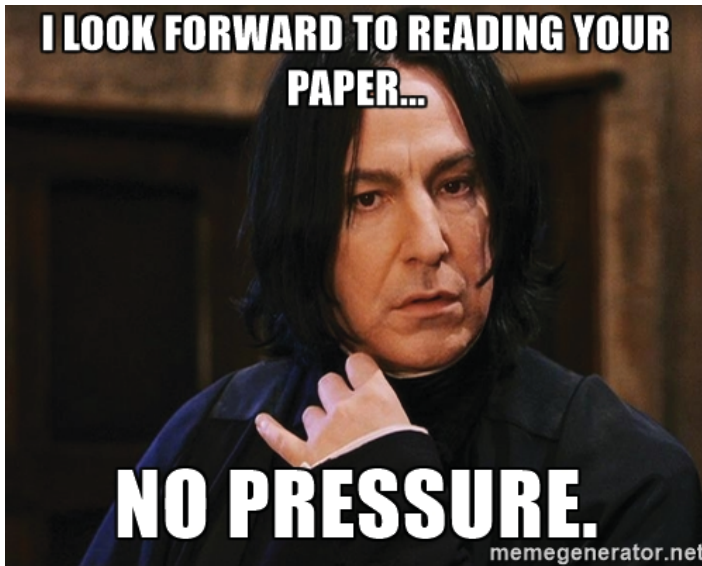
Choose one: Book Review; Social Media Connections Analysis; Social Media Mini-Translation; Interview with a Social Media Scholar; Social Media Policy Analysis **You can skip either the optional project or the relational audit without penalty, if you so choose. If you skip one, those points will shuffle up to engagement.**

Final Paper (including presentation) 250

You will conceive of and execute a research project that applies communication theory to a social media topic, including some original research (interviews, survey, questionnaire, content analysis, etc.) or textual analysis (discourse analysis, close reading, critical literature review). You will formally present your paper during the last regular class of the semester and participate in peer review before turning in a conference-ready 23-25 page manuscript during finals week. You can work alone or with a partner. (If you co-author a study, your page count remains the same)



coms 298 policies & requirements



assignment formatting

All written assignments (except in-class or online activities) must be typed and stapled. It is expected that you writing be at the graduate level. Proper grammar, correct spelling and articulate writing style are imperative. Assignments neglecting these elements will receive lower grades as a result. Specific formatting requirements for written assignments include: **one-inch margins**, double-spacing and 12-point Times New Roman or Garamond font. Please also include a **single-spaced** header for each assignment that includes your name and the assignment. Use APA style for references and in-text citations.

grading perspectives

Grades are part of the teaching and learning process. Keep in mind that you earn your grade based on how well your work meets class objectives, fulfills requirements and reflects the academic skills expected of graduate students. It is your responsibility to understand why you have achieved a certain grade and what steps can maintain or improve your grade (see “Grading Questions” below and “Grading Standards” on page 7).

returned assignments

I will do my best to return regular assignments to you seven days after you turn them in. Exams and papers may take up to two weeks. Grades will be posted to Canvas. Please make sure the score on your homework matches the score recorded on Canvas. If it doesn't, you must bring me the hard copy with handwritten score. It is in your best interest to keep ALL assignments until the semester ends in case there is an error in the online grade book.

grading scale

Final grades will not be rounded.

≥ 94%A	≥ 88%B+	≥ 78%C+	≥ 68%D+	< 60%.....F
≥ 90%A-	≥ 84%B	≥ 74%C	≥ 64%D	
	≥ 80%B-	≥ 70%C-	≥ 60%D-	

grading questions

If you have questions about a grade or evaluation, I am more than happy to speak with you. Please note, however, I will not discuss grades for an assignment on the day I hand it back to you, nor will I discuss individual grades in the classroom or by email. All such discussions will take place in my office at least one day after the grade has been received. This is to give you time to read the comments/evaluation. If you wish to contest a grade, write out your argument clearly, concisely and completely, and bring it with you to the meeting. **You have seven days to contest a grade from the time the assignment was handed back.**

coms 298 grading standards

A: Outstanding – Original, appropriate criticism of course concepts

“A” work constitutes superior handling of the mechanical and conceptual material covered in class. Not only will “A” work synthesize and interact with the ideas and materials covered, but it will also show some originality of thought, an unusual degree of clarity in expression, and an ability to contextualize ideas, explore implications, and/or raise meaningful questions. “A” serves as a reward for superior presentation of extremely diligent consideration given to conceptually complex work. Such quality of work is achievable, but it is not common.

B: Very Good – Thorough, appropriate synthesis of course concepts

“B” work is marked by a timely completion of the assignment, demonstrating not only a grasp of the material under consideration, but the ability to synthesize and interact with that material, rather than simply repeat it. “B” work goes beyond minimum requirements outlined in the assignment, but not in a disorganized or rambling manner. Not every attempt to go beyond the minimum requirements will succeed. The grade of “B” represents work that is above average, having succeeded by surpassing the standard requirements in the quality of the finished product.

C: Adequate – Solid comprehension of course concepts

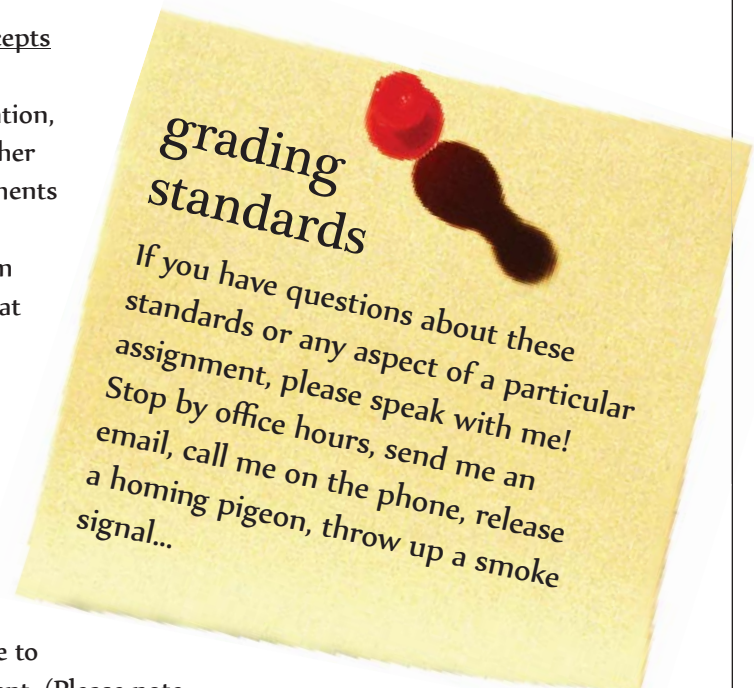
“C” work is marked by timely completion of the assignment, demonstrating a solid grasp of the material. “C” is the standard grade and all assignments are made with this in mind. Assume that fulfilling all aspects of the assignment well will result in a C. If you are looking for a grade higher than this, you will have to go beyond the minimum requirements outlined in the assignment. (Please note, that “going beyond” the minimum does NOT generally entail things like fancy cover sheets, colored fonts, or exceeding the assigned length of the assignment. “Going beyond” almost always applies to the conceptual concerns of the course, fine tuning clarity of expression, etc.)

D: Poor – Lack of understanding/Assignment does not meet most requirements

“D” is given for work that meets the requirements established, but demonstrates serious flaws either in conceptual formation or mechanical limits. “D” work could be seen in, for example, a good idea expressed very poorly or, conversely, a well-written paper that actually says nothing. “D” work: requires major revision; strays from or confuses audience and purpose; lacks substantive development; is overly generalized or uses facts that have questionable credibility; is formatted or designed in a way that is confusing or misleading; demonstrates an inconsistent or sometimes muddled style; demonstrates unsatisfactory mastery of standard written English where required.

F: Fails – Does Not Meet Assignment Requirements

“F” is given for an assignment that fails to meet the mechanical or conceptual requirements of university work. Mechanical requirements would be matters such as turn-in times, length of assignment, grammatical concerns, focus of assignment, etc. Conceptual matters would revolve around the comprehension of ideas and relationships between ideas. “F” work: fails to meet most of the stated assignment requirements; lacks focus on a subject or appropriate audience; includes unsatisfactory format; includes content that is weak, poorly developed, inadequate; lacks logical connections between ideas, sentences, paragraphs; lacks consistency in style and tone; demonstrates habitually poor writing skills where required.



coms 298 resources

violence, discrimination & sexual assault support services

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources via the Sac State Violence and Sexual Assault Services Program. More information: <https://www.csus.edu/student-life/health-counseling/sexual-violence-support/>, Sac State Victim Advocate: 916-278-3799, Student Health and Counseling: 916-278-6461; Office of Student Conduct: 916-278-6060.

As an instructor, one of my responsibilities is to help create a safe learning environment. I hope you feel comfortable sharing your life experiences in classroom discussions, in written work, and in meetings. However, I also have a mandatory reporting responsibility regarding sexual misconduct. This means I am specifically required to report sexual misconduct to the university. If you share that type of information with me, I will try to keep it private, but I cannot guarantee it. I can, however, help you find completely confidential resources such as Student Health and Counseling.

crisis assistance & resource education support (CARES)

If you are experiencing a crisis, or challenges in the area of basic needs like food and/or stable housing, Sacramento State offers support. Please visit <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

reading & writing resources

It is expected that you write at a level appropriate for a graduating student, with clear structure, clarity, grammar, and style. If you need help, visit the Writing Center in Calaveras Hall Room 128. For more information, call 916-278-6356 or visit: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>

unique academic needs/disabilities

If you have a disability or unique academic need and require assistance, please inform me as soon as possible. You will need to provide disability documentation to the Office of Services to Students with Disabilities, Lassen Hall 1008, <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/> or call 916-278-7239.

academic support services

Many services are available on campus to support to your academic career, including counseling, tutoring and career advising via the Student Service Center: <https://www.csus.edu/student-affairs/>

free health and wellness services

Need to see a doctor, speaking with a counselor, or get prescription or over-the-counter meds? You can do all of that for FREE, and participate in free wellness/health classes. Learn more: <https://www.csus.edu/student-life/health-counseling/>

incompletes

Following university policy, incompletes will only be considered due to an extreme personal situation, substantive documentation, and a concise plan and time line for completing the course.

add/drop policy

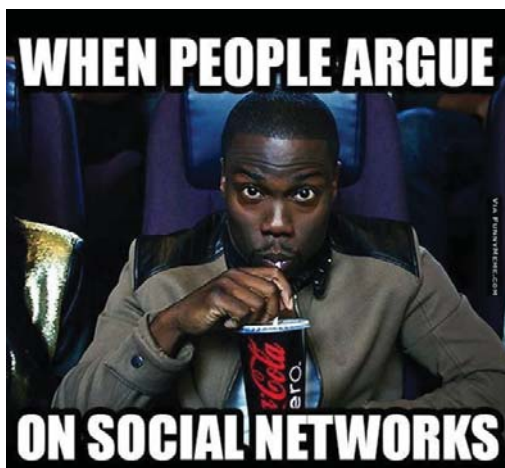
Per department/university policy, students may drop this course during the first two weeks of the semester without restriction. Students may add with instructor approval, with priority given to those graduating first. During weeks 3-4, petition forms are needed to add/drop, and require the instructor and department chair signature. You will not be automatically dropped for not attending class; however, failure to attend the first two days may lead to being dropped. 7.

coms 298 tentative course calendar*

wk	date	topic/readings	assignment due
1	1/23	<p>Introductions/Welcome</p> <p>Marwick, A. (2013). Chapter 23. "Online Identity" in <i>A Companion to New Media Dynamics</i> (pp. 355-364).</p> <p>Van der Nagle, E. (2018). Alts and automediality: Compartmentalizing the self through multiple social media profiles. <i>M/C Journal</i>, 21(2), http://www.journal.media-culture.org.au/index.php/mcjournal/article/view/1379.</p> <p>van Dijck, J. (2013). "'You Have One Identity': Performing the Self on Facebook and LinkedIn" in <i>Media, Culture & Society</i> 35(2), pp. 199-215.</p> <p>Van Dijck, J., & Poell, T. (2013). Understanding social media logic. <i>Media and communication</i>, 1(1), 2-14.</p>	Reading Report #1
2	1/30	<p>Networked privacy and context collapse</p> <p>Marwick, A. E & boyd, d. (2014). Networked privacy: How teenagers negotiate context in social media. <i>New Media & Society</i>, 16, 1051-67.</p> <p>Marwick, A. E. & boyd, d. (2010). I tweet honestly, I tweet passionately: Twitter users, context collapse, and the imagined audience. <i>New Media & Society</i>, 13, 114-133. doi: 10.1177/1461444810365313</p> <p>Marwick, A., Fontaine, C. & boyd, d. (2017). "Nobody sees it, nobody gets mad": Social media, privacy, and personal responsibility among low-SES youth. <i>Social Media + Society</i>, 3, 1-14. doi: 10.1177/2056305117710455</p>	Reading Report #2
3	2/6	<p>Networked publics & masspersonal communication</p> <p>French, M., & Bazarova, N. N. (2017). Is anybody out there?: Understanding masspersonal communication through expectations for response across social media platforms. <i>Journal of Computer-Mediated Communication</i>, 22(6), 303-319.</p> <p>Litt, E., & Hargittai, E. (2016). The imagined audience on social network sites. <i>Social Media+ Society</i>, 2(1), 2056305116633482.</p> <p>Malvini Redden, S., & Way, A. K. (2019). How social media discourses organize communication online: a multi-level discursive analysis of tensions and contradictions in teens' online experiences. <i>Communication Quarterly</i>, 67(5), 477-505.</p>	Reading Report #3

coms 298 tentative course calendar*

wk	date	topic/readings	assignment due
4	2/13	<p>Ephemerality v. Permanence online</p> <p>Bayer, J. B., Ellison, N. B., Schoenebeck, S. Y., & Falk, E. B. (2016). Sharing the small moments: ephemeral social interaction on Snapchat. <i>Information, Communication & Society, 19</i>(7), 956-977.</p> <p>Leavitt, A. (2015). "This is a throwaway account": Temporary technical identities and perceptions of anonymity in a massive online community." Presented at the Computer-Supported Cooperative Work and Social Computing conference, Vancouver, Canada.</p> <p>McRoberts, S., Ma, H., Hall, A., & Yarosh, S. (2017, May). Share first, save later: Performance of self through Snapchat stories. In Proceedings of the CHI Conference on Human Factors in Computing Systems (pp. 6902-6911).</p>	Reading Report #4
5	2/20	<p>Emotion</p> <p>Bayer, J., Ellison, N., Schoenebeck, S., Brady, E., & Falk, E. B. (2018). Facebook in context (s): Measuring emotional responses across time and space. <i>New media & society, 20</i>(3), 1047-1067.</p> <p>High, A. C., Oeldorf-Hirsch, A., & Bellur, S. (2014). Misery rarely gets company: The influence of emotional bandwidth on supportive communication on Facebook. <i>Computers in Human Behavior, 34</i>, 79-88.</p> <p>Oeldorf-Hirsch, A., Birnholtz, J., & Hancock, J. T. (2017). Your post is embarrassing me: Face threats, identity, and the audience on Facebook. <i>Computers in human behavior, 73</i>, 92-99.</p> <p>Przybylski, A. K., Murayama, K., DeHaan, C. R., & Gladwell, V. (2013). Motivational, emotional, and behavioral correlates of fear of missing out. <i>Computers in Human Behavior, 29</i>(4), 1841-1848.</p>	Reading Report #5



coms 298 tentative course calendar*

wk	date	topic/readings	assignment due
6	2/27	<p>Social Media fatigue and mental health</p> <p>Bekalu, M. A., McCloud, R. F., & Viswanath, K. (2019). Association of Social Media Use With Social Well-Being, Positive Mental Health, and Self-Rated Health: Disentangling Routine Use From Emotional Connection to Use. <i>Health Education & Behavior</i>, 46, 69S-80S.</p> <p>Halpern, J. (2015). "Social Media Suicide": Why Generation Z Is Going Off the Grid" in i-D (9 October). https://i-d.vice.com/en_us/article/vbex98/social-media-suicide-why-generation-z-is-going-off-the-grid</p> <p>Hartzog, W. & Selinger, E. (2012). "Quitters Never Win: The Costs of Leaving Social Media" in The Atlantic (15 February). http://www.theatlantic.com/technology/archive/2013/02/quittersnever-win-the-costs-of-leaving-social-media/273139/</p> <p>Sriwilai, K., & Charoensukmongkol, P. (2016). Face it, don't Facebook it: impacts of social media addiction on mindfulness, coping strategies and the consequence on emotional exhaustion. <i>Stress and Health</i>, 32(4), 427-434.</p> <p>Tromholt, M. (2016). The Facebook experiment: Quitting Facebook leads to higher levels of well-being. <i>Cyberpsychology, behavior, and social networking</i>, 19(11), 661-666.</p>	Reading Report #6
7	3/5	<p>Gender & Sexuality Online</p> <p>Davis, S.E. (2018). Objectification, Sexualization, and Misrepresentation: Social Media and the College Experience. <i>Social Media+ Society</i>, 4. doi: 2056305118786727.</p> <p>Fox, J., & Warber, K. M. (2015). Queer identity management and political self-expression on social networking sites: A co-cultural approach to the spiral of silence. <i>Journal of Communication</i>, 65(1), 79-100.</p> <p>Jackson, S. J., Bailey, M., & Foucault Welles, B. (2018). # GirlsLikeUs: Trans advocacy and community building online. <i>New Media & Society</i>, 20(5), 1868-1888.</p> <p>Lyons, A., Goodwin, I., Griffin, C., McCreanor, T. & Moewaka Barnes, H. (2016). Facebook and the Fun of Drinking Photos: Reproducing Gendered Regimes of Power. <i>Social Media + Society</i> 2(4), 1-13.</p>	Reading Report #7

coms 298 tentative course calendar*

wk	date	topic/readings	assignment due
8	3/12	<p>Race and Culture</p> <p>Kido Lopez, L. (2017). "Asian America Gone Viral: A Genealogy of Asian American YouTubers and Memes" in <i>The Routledge Companion to Asian American Media</i> (pp. 157-169).</p> <p>Guo, J. (2015). "What People Don't Get About 'Black Twitter'" in <i>The Washington Post</i>. https://www.washingtonpost.com/news/wonk/wp/2015/10/22/why-it-can-be-offensive-to-use-the-term-blacktwitter/?utm_term=.4da88c122cc9</p> <p>Florini, S. (2014). Tweets, Tweeps and Signifyin': Communication and Cultural Performance on "Black Twitter" in <i>Television & New Media</i> 15(3), 223-237.</p> <p>Senft, T. & Noble, S. (2013). "Race and Social Media" in <i>The Social Media Handbook</i> (pp. 107-125).</p>	Reading Report #8
9	3/19	Intermission: COVID-19 Virus Edition	Bonus Spring Break (Students only, waa)
10	3/26	<p>Kids these days v. Your grandma on Facebook</p> <p>Bowe, B. J., & Wohn, D. Y. (2015, July). Are there generational differences? Social media use and perceived shared reality. In <i>Proceedings of the 2015 International Conference on Social Media & Society</i> (pp. 1-5).</p> <p>Way, A. K., & Malvini Redden, S. (2017). The study of youth online: a critical review and agenda. <i>Review of Communication</i>, 17(2), 119-136.</p> <p>Malvini Redden, S., & Way, A. K. (2017). 'Adults don't understand': Exploring how teens use dialectical frameworks to navigate webs of tensions in online life. <i>Journal of Applied Communication Research</i>, 45(1), 21-41.</p> <p>Pierce, A. & Payne, C. (2018). "How Do Communication Modalities Influence Intergenerational Communication?." <i>Concordia Journal of Communication Research</i> 6, no. 1. 3.</p>	
11	4/2	SPRING BREAK!	

wk	date	topic/readings	assignment due
12	4/9	<p>The new digital divide</p> <p>Carlson, A. & Isaacs, A. M. (2018) Technological capital: An alternative to the digital divide. <i>Journal of Applied Communication Research</i>, 46, 243-265, doi: 10.1080/00909882.2018.1437279</p> <p>Dolan, J. E. (2016) Splicing the divide: A review of research on the evolving digital divide among K–12 students, <i>Journal of Research on Technology in Education</i>, 48:1, 16-37, doi: 10.1080/15391523.2015.1103147</p> <p>Hargittai, E. & Hinnant, A. (2008). Digital inequality: Differences in young adults' use of the internet. <i>Communication Research</i>, 35, 602-621. doi: 10.1177/0093650208321782</p>	Storm discussion leading
13	4/16	<p>Social media influencers, reality TV and parasocial relationships Special guest: Dr. Michele Foss-Snowden (maybe)</p> <p>Dai, Y., & Walther, J. B. (2018). Vicariously experiencing parasocial intimacy with public figures through observations of interactions on social media. <i>Human Communication Research</i>, 44(3), 322-342.</p> <p>Khamis, S., Ang, L., & Welling, R. (2017). Self-branding, 'micro-celebrity' and the rise of Social Media Influencers. <i>Celebrity Studies</i>, 8(2), 191-208.</p> <p>Stewart, M. (2019). Live tweeting, reality TV and the nation. <i>International Journal of Cultural Studies</i>. https://doi.org/10.1177/1367877919887757</p> <p>Stefanone, M.A., Lackaff, D. & Rosen, D. (2010) The Relationship between Traditional Mass Media and "Social Media": Reality Television as a Model for Social Network Site Behavior, <i>Journal of Broadcasting & Electronic Media</i>, 54:3, 508-525, doi: 10.1080/08838151.2010.498851</p>	

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wk	date	topic/readings	assignment due
14	4/23	<p>Political engagement & hashtag activism</p> <p>Berlatsky, N. (2015). "Hashtag Activism Isn't a Cop-Out" in The Atlantic. https://www.theatlantic.com/politics/archive/2015/01/not-just-hashtag-activism-why-social-media-matters-toprotestors/384215/</p> <p>Bonilla, Y. & Rosa, J. (2015). #Ferguson: Digital Protest, Hashtag Ethnography, and the Racial Politics of Social Media in the United States. <i>American Ethnologist</i>, 42(1), 4-16.</p> <p>Freelon, D., Lopez, L., Clark, M. D., & Jackson, S. J. (2018). How Black Twitter and other social media communities interact with mainstream news. Knight Foundation. Retrieved from: https://cdr.lib.unc.edu/downloads/1c18dj41m</p> <p>Jackson, S. J., Bailey, M., & Welles, B. F. (2019). Women tweet on violence: from #YesAllWomen to #MeToo. <i>Ada: A Journal of Gender, New Media, and Technology</i>, 15.</p> <p>Jackson, S. J., & Banaszczyk, S. (2016). Digital standpoints: Debating gendered violence and racial exclusions in the feminist counterpublic. <i>Journal of Communication Inquiry</i>, 40(4), 391-407.</p>	Scott discussion leading
15	4/30	<p>Social movements</p> <p>Freelon, D., McIlwain, C., & Clark, M. (2018). Quantifying the power and consequences of social media protest. <i>New Media & Society</i>, 20(3), 990-1011. https://doi.org/10.1177/1461444816676646</p> <p>Garza, A. (2016). "A Herstory of the #BlackLivesMatter Movement" in <i>Are All the Women Still White?: Rethinking Race, Expanding Feminisms</i> (pp. 23-28). Retrieved from https://www.collectiveliberation.org/wp-content/uploads/2015/01/Garza_Herstory_of_the_BlackLivesMatter_Movement.pdf</p> <p>Loza, S. (2014). "Hashtag Feminism, #SolidarityIsForWhiteWomen, and the Other #FemFuture" in <i>Ada: A Journal of Gender, New Media & Technology</i>. http://adanewmedia.org/2014/07/issue5-loza/</p> <p>Megarry, J. (2017). "Why #MeToo is an Impoverished Form of Feminist Activism, Unlikely to Spark Social Change" in <i>The Conversation</i>. https://theconversation.com/why-metoo-is-animpoverished-form-of-feminist-activism-unlikely-to-spark-social-change-86455</p>	

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wk	date	topic/readings	assignment due
16	5/7	Trolling, harassment & incivility Rodino-Colocino, M. (2018) Me too, #MeToo: countering cruelty with empathy, <i>Communication and Critical/Cultural Studies</i> , 15:1, 96-100. doi: 10.1080/14791420.2018.1435083 Lauricella, S. (2019). Darkness as the frenemy: social media, student shaming, and building academic culture. <i>Communication Education</i> , 68(3), 386-393. [This is part of a larger forum. You are only required to read the Lauricella piece] Matamoros-Fernández, A. (2017). Platformed racism: The mediation and circulation of an Australian race-based controversy on Twitter, Facebook and YouTube. <i>Information, Communication & Society</i> , 20(6), 930-946. Morrison, P. (2015). "Privilege Makes Them Do It-What a Study of Internet Study on Trolls Reveals" in Los Angeles Times (1 July). https://www.latimes.com/opinion/op-ed/la-oe-morrison-phillips-20150701-column.html	
17	5/14	Final Papers Due by 11:59 p.m.	