

Soc C167 – Virtual Communities and Social Media

University of California, Berkeley
Tuesdays and Thursdays, 2-3:30pm
F295 Haas Faculty Wing
Instructor: Edwin Lin, Fall 2017

Instructor: Edwin Lin

Email: edklin@gmail.com

Office Hours: 487 Barrows Hall, Tuesdays 10am-2pm or by appointment

Sign-up for regular OH at <http://www.wejoinin.com/sheets/icwie>

Overview of Course Content:

With the explosion of virtual communities and social media, technology and its effect on society has become a daily reality, invading all areas and aspects of our social lives. This ranges from pop culture, sports, and entertainment to political participation, intimacy, and family. Everyone taking this course has some exposure to virtual communities and social media—even if one is unaware of the extent and depth of this exposure in their lives. As a result, this course is not about discovering new ideas and never-before-seen concepts, but rather providing some tools and perspectives to understand aspects of society that we are somewhat familiar with. Put another way, this course seeks to understand a growing aspect of our society through a different lens of understanding.

Explicitly, the goals of this course are: 1) to provide a survey of subfields in social media research, 2) to expose you to what social science research looks like in these subfields, and 3) to provide a space for you to reflect and personally interact with what virtual communities and social media means in your own life.

Email Policy:

I am usually very good about answering emails, but please leave at least 2 days for me to get to you, especially over the weekend (I may not get to you until Monday/Tuesday). Also, please keep emails to questions that are relatively easy to answer, such as questions about logistics, instructions, office hours, etc. For questions about class content or your papers, please see me in office hours or talk to me before/after class.

Office Hours (OH):

Please sign-up for office hours (<http://www.wejoinin.com/sheets/icwie>). If you do not sign-up, you are welcome to come still, but just know that I might be busy with other students or have stepped out for a moment. You may visit me in office hours for any concern, big or small, course related or life related!

Technology Requirement:

The class does have an embedded requirement to be connected with technology—or rather I should say that it is assumed that you have access to and more or less regularly participate with technology. That said, I do not want this class to privilege those who have over those who have not. Please send me an email or come talk to me if you feel that you are either not technologically proficient or will have trouble using technology and social media for the class assignments.

Grade Breakdown:

Disconnect Paper	15%
Take Home Midterm	25%
Virtual Community Paper	25%
Final	35%

*****If English is not your first language**, or you have trouble writing in English, there are resources on campus to help in writing your papers. I am happy to point you to some of them, just send me an email. Also, if you are part of the **Disabled Students' Program (DSP)** and require any special accommodations, please talk to me and/or send me an email within the next two or three weeks to discuss alternative deadlines for assignments. In order to **GUARANTEE** your DSP accommodation, I absolutely need at least 3 weeks notice before the deadline of the assignment!

Grading Scale for the Class:

A+ (98-100)	C (72-78)
A (92-98)	C- (70-72)
A- (90-92)	D+ (68-70)
B+ (88-90)	D (62-68)
B (82-88)	D- (60-62)
B- (80-82)	F (everything below 60)
C+ (78-80)	

LATE ASSIGNMENTS ARE NOT ACCEPTED! The following paper assignments will all be “handed out” and completed through the bCourses website. There is a one-hour grace period where you can still submit your assignment even though it will be considered late. Late assignments, even assignments just one minute late, are penalized a full grade (e.g. an A becomes a B). If you miss this grace period, you will be unable to submit your assignment and you will be given a 0 on it. Please be sure to turn things in on time and before the stated due date/time.

*NOTE: The reason I have a strict policy on late assignments is because I am concerned about unknowingly participating in a system that privileges certain racial, cultural, socioeconomic, family background influences that may account for one student asking for an extension while others keep silent about their circumstances. In a class this large, and without GSIs, I simply must impose a strict “no late assignments” policy.

- PLEASE submit your assignments early! Do not wait for the last minute. BCourses is known to sometimes have errors in submission (I suspect due to too many students submitting at the same time), so please save us all some stress and extra work and submit things at least an hour in advance of the due date and time.
- **If you encounter an error in submission**, please take a screenshot of the error that includes the date and time of the error (your computer's date/time clock is good enough) and email me your assignment with the screenshot attached. In order for your assignment to be accepted, **I must receive this email before the submission due date.**

Disconnect Paper:

During the first month of the semester (make arrangements as necessary), for 36 hours you are to disconnect completely from any form of virtual community or social media. This means no text messages, emails, Internet, chat messengers, online spaces, online apps, online games, etc. You will write a short paper about this experience and one key positive and/or negative effect of virtual communities and social media in response to the first four weeks' readings. See assignment on bCourses for more detailed information about this assignment.

Virtual Community Paper:

During this semester, you will be asked to spend at least five weeks (five hours a week) investing and interacting with a virtual community. This can certainly be a community that you are already a part of, but the interaction must be distinct, involved, deliberate, and intentional. In other words, you must reach out to the community in a proactive and initiative-taking way as to incite a response and deepen your interaction with it. If you have any questions about what an appropriate virtual community/online space is, please talk to me in office hours. In the final paper, you will be asked to reflect on this experience and relate it to readings and topics from class. See assignment on bCourses for more detailed information about this assignment.

Midterm:

Your midterm exam will be a take-home exam. It will cover topics from the first eight weeks of class. It will focus primarily on objective answers such as identifications, quotes, and short answers. More information to come as the semester moves along.

Final Exam:

Your final exam will be a take-home exam. It will be in essay format requiring you to answer questions that synthesize material in the course. It will also require you to cite readings as examples of your argument. More information as the semester moves along.

Reading List and Semester Schedule

Tips About the Readings:

Most of the readings are provided as a particular view of a topic. They should not be read as “truth,” but rather with some skepticism and analytical criticism—consider whether or not and to what extent you are convinced by the authors’ interpretation and view.

Overall, read for understanding, overarching meanings, and the big picture. Do not worry too much about specific statistics—although they may become useful in constructing your arguments for the midterm, virtual community paper, and final exam, you can always review them then.

Finally, the readings are organized in a particular way. The first 4 weeks are mostly theory-based readings and broad themes that we will see again and again. Then, weeks 5-8 are more specific to subfields and contexts, but still are looking at broad-based ideas that can be applied in multiple contexts. And finally weeks 9-13 look at certain cases and subfields as examples of some of the themes, theories, and ideas in a specific context.

- | | |
|------------------------------|--|
| Thursday, August 24 | Introduction: Syllabus and Logistics |
| Tuesday, August 29 | Introduction: Virtual Communities and Social Media <ul style="list-style-type: none">- Wellman, B., & Gulia, M. (1997). Net Surfers Don’t Ride Alone: Virtual Communities As Communities. <i>Communities and Cyberspace</i>, Edited by Peter Kollock and Marc Smith. New York: Routledge.- Baym, Nancy. (2010). <i>Personal Connections in the Digital Age</i>. Cambridge, UK: Polity (pp. 1-49). |
| Thursday, August 31 | Actor Network Theory <ul style="list-style-type: none">- Law, John. 1992. “Notes on the Theory of the Actor-Network: Ordering, Strategy, and Heterogeneity,” <i>Systems Practice</i>. 5 (4): 379-393. |
| Tuesday, September 5 | Theories of Technology and Society <ul style="list-style-type: none">- Feenberg, Andrew. (1999). <i>Questioning Technology</i>. London: Routledge, pp. 1-17.- Orlikowski, Wanda. 1992. “The Duality of Technology: Rethinking the Concept of Technology in Organizations,” <i>Organization Science</i>, 3 (3): 398-412. |
| Thursday, September 7 | Theories of Media Studies <ul style="list-style-type: none">- Meyrowitz, Joshua. “Medium Theory,” in <i>Communication Theory Today</i>. 50-77. |

Disconnect Paper Handed Out
Virtual Community Paper Handed Out

- Tuesday, September 12** Social Network Analysis
- Granovetter, M. S. (1973). The Strength of Weak Ties. *American Journal of Sociology*, 78(6), 1360-1380.
- Thursday, September 14** Utopian Views
- Rheingold, H. (1993). A slice of life in my virtual community. In L. M. Harasim (Ed.), *Global Networks: Computers and International Communication* (pp. 37-80). Cambridge, MA: MIT Press.
 - Tufecki, Z. (2010). Who Acquired Friends Through Social Media and Why? “Rich Get Richer” versus “Seek and Ye Shall Find.”
- Tuesday, September 19** Dystopian Views
- Kross, E., Verduyn, P., et. al. (2013). Facebook Use Predicts Declines in Subjective Well-Being in Young Adults. *PLoS ONE*. 8(8).
 - Carr, N. (2008). Is Google Making Us Stupid? What the Internet is doing to our brains. *The Atlantic*. July/August, (<http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868>)
 - Przybylski, A., Murayama, K., DeHaan, C., Gladwell, V. (2013). Motivational, emotional, and behavioral correlates of fear of missing out. *Computers in Human Behavior*. 29. 1841-1848.
- Thursday, September 21** Alone Together: Psychology and Technology
- Turkle, Sherry. “Introduction,” in *Alone Together*. New York: Basic Books, 2011.

*****Disconnect Paper Due Friday, September 22, before 11:59pm*****

- Tuesday, September 26** Culture and Technology
- Castells, Manuel. “The Impact of the Internet on Society: A Global Perspective,” *Change: 19 Key Essays on How Internet is Changing Our Lives*. Openmind, <https://www.bbvaopenmind.com/en/article/the-impact-of-the-internet-on-society-a-global-perspective/?fullscreen=true>

- Thursday, September 28** Digital Divide
- Ali, Amir Hatem. (2011). The Power of Social Media in Developing Nations: New Tools for Closing the Global Digital Divide and Beyond. *Harvard Human Rights Journal*. 24: 185-219.
 - Pick, James B. and Avijit Sarkar. (2015). "Chapter 3: The Global Digital Divide," in *The Global Digital Divides: Explaining Changes*. New York: Springer, pp. 83-111.
- Tuesday, October 3** Social Capital
- Putnam, R. (1995). Bowling Alone: America's Declining Social Capital. *Journal of Democracy*. 6(1): 65-78.
 - Hampton, K. N. and Wellman, B. (2003). Neighboring in Netville: How the Internet Supports Community and Social Capital in a Wired Suburb. *City and Community*. 2(4): 277-311.
- Thursday, October 5** Social Networking Sites
- Steinfield, C., Ellison, N. B., and Lampe, C. (2008). Social Capital, self-esteem, and use of online social network sites: a longitudinal analysis. *Journal of Applied Developmental Psychology* 29: 434-445.
- Tuesday, October 10** Geography and Technology
- Takhteyev, Yuri, Anatoliy Gruz, and Barry Wellman. "Geography of Twitter networks," *Social Networks* 34 (2012): 73-81
 - Leetaru, Kalev, Shaowen Wang, Guofeng Cao, Anand Padmanabhan, & Eric Shook. "Mapping the global Twitter heartbeat: The geography of Twitter." *First Monday* [Online], 18.5 (2013): n. pag. Web. 3 Aug. 2016. (Skim for important findings)
- Thursday, October 12** Mobile Life in Offline Spaces
- Humphreys, L. (2005). Cellphones in public: social interactions in a wireless era. *New Media & Society*, 7(6), 810-833.
 - Hampton, K. N., Livio, O., and Goulet, L. S. (2010). The Social Life of Wireless Urban Spaces: Internet Use, Social Networks, and the Public Realm. *Journal of Communication*, 60(4): 701-722.
- Tuesday, October 17** Midterm Review!
Take-Home Midterm Handed Out via bCourses

Thursday, October 19

Wearables: Technology and the Body

- Barfield, Woodrow. "Wearable Computers and Augmented Reality," in *Fundamentals of Wearable Computers and Augmented Reality, 2nd Edition*. Boca Raton: CRC Press, 2016.
- Wasik, Bill. "Why Wearable Tech Will Be as Big as the Smartphone." *Wired.com*, December 17, 2013.
<http://www.wired.com/2013/12/wearable-computers/>

*****Take-Home Midterm Due Monday, October 23, before 11:59pm*****

Tuesday, October 24

Internet Dating

- Cacioppo, John T, Stephanie Cacioppo, Gian C Gonzaga, Elizabeth L Ogburn, and Tyler J Van der Weele. (2013). Martial Satisfaction and Break-Ups Differ Across On-Line and Off-Line Meeting Venues. *Proceedings of the National Academy of Sciences*.

Thursday, October 26

Dating: CMC and Presentation of Self

- Ellison, N., Heino, R., and Gibbs, J. (2006). Managing Impressions Online: Self-Presentation Processes in the Online Dating Environment. *Journal of Computer-Mediated Communication*. 11: 415-441.
- Scissors, L., Roloff, M., Gergle, D. (2014) Room for Interpretation: The Role of Self-Esteem and CMC in Romantic Couple Conflict. Northwestern University

Tuesday, October 31

Family, Youth, and Children: Sexting and Moral Panic

- Draper, N. R. A. (2012). Is your teen at risk? Discourses of adolescent sexting in United States television news. *Journal of Children and Media*. 6(2): 221-236.
- Marwick, Alice E. "To catch a predator? The MySpace moral panic," *First Monday*. 13(6) June 2008.

Thursday, November 2

Family, Youth, and Children: Cyberbullying and Drama

- Marwick, A. and Boyd, D. (2011). The drama! Teen conflict, gossip, and bullying in networked publics. *A Decade in Internet Time: Symposium on the Dynamics of the Internet and Society*.

Tuesday, November 7

Elections, Voting, and Political Awareness

- Kim, Yonghwan, Hsuan-Ting Chen, and Homero Gil de Zuniga. (2013). Stumbling Upon News on the Internet: Effects of Incidental News Exposure and Relative Entertainment Use on Political Engagement. *Computers in Human Behavior*. 29: 2607-2614.
- Hargittai, Eszter and Aaron Shaw (2013). Digitally Savvy Citizenship: The Role of Internet Skills and Engagement in Young Adults' Political Participation around the 2008 Presidential Election. *Journal of Broadcasting & Electronic Media*. 57: 115-134.

Thursday, November 9

Revolutions, Movements, and Political Influence

- Gladwell, Malcolm (2010, October 4). Small Change: Why the Revolution Will Not be Tweeted. *The New Yorker*.
- Tufekci, Zeynep and Christopher Wilson. (2012). Social Media and the Decision to Participate in Political Protest: Observations from Tahrir Square. *Journal of Communication*. 62: 363-379.

Tuesday, November 14

Gaming: Violence, Addiction, and Virtual Communities

- Anderson, C., and Dill, K. (2000). Video Games and Aggressive Thoughts, Feelings and Behavior in the Laboratory and in Life. *Journal of Personality and Social Psychology*, 78(4): 772-790.
- Steinkuehler & Williams (2006). Where Everybody Knows Your (Screen) Name: Online Games as "Third Places".
- Golub, A. and Lingley, K. (2008). "Just Like the Qing Empire" Internet Addiction, MMOGs, and Moral Crisis in Contemporary China. *Games and Culture*. 3(1): 59-75.

Thursday, November 16

Gaming: Competitive eSports

- Hamilton, William A., Oliver Garretson, and Andruid Kerne. "Streaming on Twitch: fostering participatory communities of play within live mixed media," *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems*, New York: ACM, 2014, pp. 1315-1324.
- Taylor, T. L. *Raising the Stakes: E-sports and the professionalization of computer gaming*. Cambridge, MA: MIT Press, 2012.

*****Virtual Community Paper due Friday, November 17, before 11:59pm*****

Tuesday, November 21 Shortened class—explain take-home final
Take-Home Final Exam Handed Out

Thursday, November 23 **Thanksgiving – No Classes**

Tuesday, November 28 Education and Online Classrooms
- Roehl, A., Reddy, S. L., and Shannon, G. J. (2013). The Flipped Classroom: An Opportunity to Engage Millennial Students Through Active Learning Strategies. *Journal of Family & Consumer Sciences*. 105(2): 44-49.

Thursday, November 30 Final Review and Evaluations

*****Final Exam due Friday, December 15 before 11:59pm submitted via bCourses!*****