

Soc 167 – Virtual Communities and Social Media

University of California, Berkeley
Tuesdays and Thursdays, 3:30pm-5pm
Online: Live Synchronous Classes

Instructor: Edwin Lin, Fall 2020

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Office Hours: Tuesdays and Thursdays 1-3pm

Zoom Office Hours, Sign-Up at <http://www.wejoinin.com/sheets/icwie>

Zoom Office Hours Link: <https://berkeley.zoom.us/j/99441395960>

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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, sexual 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 sociological lens of understanding.

Explicitly, the goals of this course are: 1) to teach key themes and theories that will deepen one's ability to analyze virtual communities and social media, 2) to consider specifically to what extent are virtual communities and social media are changing our society, 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.

About This Syllabus:

This syllabus is essentially a contract between you (the student) and me (the instructor). Many policies are listed in the syllabus that may not be relevant to you now, but may come up as the semester goes along. Please keep this handy and refer to it for detailed information about the course, such as grading, email, office hours, late assignments, DSP, extensions, etc.

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 talk to me before/after class or by appointment in office hours.**

During busy weeks, I get upwards of 50 emails a day from students. As a result, sometimes I will only be able to provide short, curt answers. I apologize if it comes across as rude or uncaring, but it is simply due to the volume of responses I have to get through in a reasonable time frame.

I also reserve the right to simply respond to your email with “see syllabus” if the information is covered in this syllabus.

Office Hours:

Feel free to come into office hours for anything, course or life related! Please sign up at the link at the top of the syllabus if you know in advance that you’d like to come in. If you do not sign up, you are still welcome to drop in, but I do sometimes step out of the office/Zoom call when there is no appointment to run a quick errand.

If office hours are full or you cannot make the times, you may email me to set up another time. If you have a very short question, you can try to drop by and sneak in before/after a student for a quick question (as not every student will use the entire 15 minutes they signed up for)—but be prepared to wait patiently as well.

Grade Breakdown:

Disconnect Paper	15%
2 Quizzes (5% each)	10% Total
Virtual Community (VC) Paper	45% Total
Proposal	5%
Descriptive Report	10%
Data and Initial Analysis Report	10%
Final Paper	20%
Take Home Final	30%

*****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 have posted some such resources on bCourses under “Files” and “Writing Resources.” You can also check out the Student Learning Center (SLC) at their website <http://slc.berkeley.edu> for more information.

Structure of our Online Class

Our remote learning class will be held synchronously (or at the same time). This means that you are expected to be able to attend all live class sessions that will be held on Zoom at the designated class times. All Zoom lectures will be recorded and posted as soon as possible on our bCourses website.

You are responsible for all materials discussed in our synchronous times together, as well as any announcements made or questions answered. Although official lecture attendance is not taken, you will be tested on this material throughout the semester. I will also do my best to make these times manageable, interesting, and engaging!

Disconnect Paper:

During the first three weeks 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 connect it to one of the readings from the first three weeks of class. See assignment on bCourses for more detailed information about this assignment.

Quizzes

You will be given 2 quizzes during the semester for major topic areas of the course. They will be announced beforehand, taken online, and have a time limit. These quizzes will essentially be synchronous and live, meaning that you will have to make sure you are free around class time and have an environment where you can focus to take the quiz.

These quizzes are not meant to be arbitrarily difficult, but instead, have the goal of checking for your understanding of important course concepts. They are also meant to be low-stakes quizzes, which is why they are only worth 5% of your grade each and will be graded in a low-stakes fashion.

Virtual Community Paper:

During this semester, you will be asked to choose and immerse yourself with an online 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—driven for research and social discovery purposes and not just your own entertainment. In other words, you must reach out to the community in a proactive and initiative-taking way to incite a response and deepen your interaction with and understanding of it. The paper is broken down into four parts: a proposal, a descriptive report, an experience report, and a final paper. More details of each assignment will be posted on bCourses.

The proposal is meant to help you identify what would a good virtual community be for you to engage in—it is also a way to get you brainstorming early in the semester. If you have any questions about what an appropriate virtual community/online space is, please talk to me in office hours.

The descriptive report is a simple report that asks you key questions of things to notice and discover about your virtual community. This report will apply course key terms and concepts to your virtual community as a starting point for further investigation.

The data and early analysis report is meant to help you dive deeper into your experience with the virtual community. It asks you to retell an experience or observation that stood out to you—maybe this is a pattern you notice or something surprising that you experienced. This report also asks you to consider key concepts from our class and start to identify readings that would apply well to your virtual community.

In the final paper, you will be asked to make an argument relating your experience to course themes and readings. While there might be some overlap between previous reports and the final paper, the paper should overall be distinct, as you will be arguing a thesis and using course materials as well as the data you collected to prove this argument.

Take-Home Final Exam:

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

Readings

All readings will be posted on bCourses. There is no plan to create a course reader, as typically most students do not purchase them (due to their high cost). If this is a significant problem for you, please do speak to me.

Readers

Readers will be grading all assignments in the course. They will be assigned randomly and in a rotating fashion so that a combination of different readers will determine your overall grade. Your assigned reader will be posted a couple weeks in advance of each assignment's due date so that you can reach out to your reader with questions as needed. You will have the same reader for the entire virtual community project (for consistency, feedback, and growth).

Grading Scale for the Class:

A+ (98-100)	C (73-77)
A (93-97)	C- (70-72)
A- (90-92)	D+ (68-69)
B+ (88-89)	D (63-67)
B (83-87)	D- (60-62)
B- (80-82)	F (everything below 60)
C+ (78-79)	

Course Policies

LATE ASSIGNMENTS ARE NOT ACCEPTED! The only exception is for approved DSP accommodations and documented extreme emergencies (e.g. hospitalization, death in the family). All 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 a couple minutes late, are penalized up to a full grade (e.g. up to a 10% deduction). If you miss this grace period, you will be unable to get credit for 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 and 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 rather sizeable class, I feel it is important to have a strict “no late assignments” policy.

- PLEASE submit your assignments early! Do not wait for the last minute, especially given the late assignment policy for the class, 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.*
- On bCourses, you can submit assignments early and re-submit them (to override the submission) at a later date. They will not be graded until the due date passes. So submit assignments early to avoid last minute technological errors so that you at least get some credit in case of emergency.
- **Back-up your work!** Stolen laptops, broken laptops, etc. are a real risk of the technological era. If you encounter such a problem, ***no extension will be given.*** It is therefore your responsibility to back up your work so that you can still turn in the assignment in case a technologically related tragedy occurs.
- **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 your assignment with the screenshot attached to your reader and me. In order for your assignment to be accepted as on time, **your reader and I must receive this email before the submission due date.**
- It is your responsibility to make sure you submitted the correct assignment and that the assignment was fully submitted, so **please after submitting your assignment, check to be sure that the correct document was successfully uploaded onto bCourses.** If you submit the wrong assignment or if it was unsuccessfully uploaded, we have no choice but to give you a 0 on the assignment.

Disabled Students’ Program (DSP)

If you are part of the Disabled Students’ Program (DSP) and require special accommodations, please try to make arrangements at least a week in advance—this will guarantee you access to your accommodations. If you do make arrangements last minute, we will try our best to still accommodate, but try to ask in advance, even if it’s just in case.

To ask for an extension or accommodation using your DSP letter, you must first be sure that your DSP letter allows for the accommodation you are requesting. Then, follow these two steps:

- 1) Send an email with your DSP letter attached to both the reader grading the assignment you are asking for an accommodation for and me (the instructor). If you are asking for an extension, please **suggest a reasonable due date** (allowed by your letter) to turn in the assignment.
- 2) Once I approve (via email) the extension/accommodation, please post a comment in bCourses for the assignment that you are receiving accommodations for that **(1)** states your new due date and **(2)** upload/attach your DSP letter to the comment for reference.

Please follow these instructions carefully. Over the years, DSP has expanded to include many more students, and teaching very large classes without GSIs can make it difficult to handle these cases—so please make our job easier by following these instructions!

Grading Philosophy:

I believe that the grade you get is the grade *you earn*. I also believe that your final grade in the course should reflect an accurate assessment of the entire body of work you submit for the class. If something unexpected or tragic occurs with one assignment (e.g. you do much worse on an assignment due to personal circumstances, you were unable to turn it in on time and received a 0, etc.), I will still evaluate the rest of your coursework to see what grade you deserve for the entire course—in other words, focus on the other assignments and show you deserve an A in the course in spite of one major slip-up. You will never receive a grade **lower** than what you earned by sheer point calculation, but you may receive a grade **higher** if your work proves it (e.g. improvement, exceptional final exam, etc.).

I review every grade submitted at the end of the course and will handle things like borderline grades, rounding, etc. based on the performance of your work as a whole. I even (sometimes) re-read your already graded work to see if you should be bumped up from a B+ to an A- if you are on the borderline. These are done for **every** student, regardless of whether you email me or not (to ensure a fair playing field for all my students), so there is no need to “advocate” for yourself—just focus on the work and prove you deserve (i.e. earn) the grade you are hoping for.

Re-grade Policy:

If you want a re-grade, please follow the following steps. You have two weeks after receiving your grade to initiate the beginning of this process. I do not do re-grades after this two-week cut-off (to avoid people asking for re-grades at the end of the semester because their grades are borderline).

1. Meet with the reader (remotely) to discuss why you got the grade you got.
2. Write a cover letter to the reader and to me that explains how you understand his/her perspective and why you still have an issue with the grade (what you thought was mis-graded). I realize that you hopefully also discussed this in person, but we would like to have something written down for clarity and reference.
3. Your reader or I will re-grade your work (the entire thing) and whatever grade you get becomes the final grade (either higher or lower). Whether your reader re-grades it or I do depends on whether your reader believes there is something that could be adjusted or not.

4. If your reader re-grades the assignment and you are still unsatisfied, you may refer the issue to me. I should warn you that in general (on average from what I have seen), I might be a tougher grader than the reader. Whatever grade I end up giving is the final say on the matter.

Keep in mind, your reader grades **many** assignments. They probably have a sense for how your assignment compares to other people in the class. But grading many assignments could also allow for mistakes, so while that is possible, please have **sober judgment** over your own work and really consider the grader's perspective. Regardless of how much time or effort you put into the assignment, if it simply did not meet the requirements or if you did not adequately communicate what was in your head, you may still have gotten a lower grade (keep in mind, your reader has no idea how much time you spent on the assignment and isn't evaluating effort, but the expectation of the assignment based on a rubric or answer key).

Reading List and Semester Schedule

Assignments that are “handed out” means they will be explained in class and available on bCourses. Please complete readings before class on the day that they are listed under.

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 disconnect paper, virtual community paper, and take-home final exam, you can always review them later. If you can write 3-5 sentences to summarize the main points of the readings, you are doing great.

OVERVIEW AND FOUNDATIONAL THEORY

Week 0

- 1. Thursday, August 27 Introduction: Syllabus and Logistics**

Week 1

- 2. Tuesday, September 1 Virtual Communities and Social Media**
 - Wellman, B., & Gulia, M. (1997). Net Surfers Don’t Ride Alone: Virtual Communities As Communities. *Communities and Cyberspace*, Edited by Peter Kollock and Marc Smith. New York: Routledge.
 - Baym, Nancy. (2010). *Personal Connections in the Digital Age*. Cambridge, UK: Polity (pp. 1-49).

HANDOUT: Virtual Community Proposal via bCourses due Tuesday, September 15

- 3. Thursday, September 3 Actor Network Theory**
 - Law, John. 1992. “Notes on the Theory of the Actor-Network: Ordering, Strategy, and Heterogeneity,” *Systems Practice*. 5 (4): 379-393.

Week 2

- 4. Tuesday, September 8 Theories of Media Studies**
 - Meyrowitz, Joshua. “Medium Theory,” in *Communication Theory Today*. 50-77.
- 5. Thursday, September 10 Theories of Technology and Society**
 - Orlikowski, Wanda. 1992. “The Duality of Technology: Rethinking the Concept of Technology in Organizations,” *Organization Science*, 3 (3): 398-412.

HANDOUT: Disconnect Paper via bCourses due Tuesday, September 29

MAJOR DISCOURSES

Week 3

6. Tuesday, September 15 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.
- Tufekci, Z. (2010). Who Acquired Friends Through Social Media and Why? "Rich Get Richer" versus "Seek and Ye Shall Find."

*****Virtual Community Proposal Due TODAY*****

7. Thursday, September 17 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.

Week 4

8. Tuesday, September 22 Alone Together: Psychology and Technology

- Turkle, Sherry. "Introduction," in *Alone Together*. New York: Basic Books, 2011.

MAJOR THEMES/TOPICS

9. Thursday, September 24 Social Network Analysis

- Granovetter, M. S. (1973). The Strength of Weak Ties. *American Journal of Sociology*, 78(6), 1360-1380.

Week 5

10. Tuesday, September 29 Social Capital

- Putnam, R. (1995). Bowling Alone: America's Declining Social Capital. *Journal of Democracy*. 6(1): 65-78.

*****Disconnect Paper Due TODAY*****

11. Thursday, October 1 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.

HANDOUT: VC Descriptive Report via bCourses due Tuesday, October 20

Week 6

12. Tuesday, October 6 **Privacy, Surveillance, and Information Capital**

- Zuboff, Shoshana. "Big other: surveillance capitalism and the prospects of an information civilization," *Journal of Information Technology*. 2015. 30: 75-89.

13. Thursday, October 8 *****Application and Review Day + Quiz 1*****

- Do some asynchronous application and review on your own before taking the quiz
- Quiz must be taken between 12noon and 6pm

Week 7

14. Tuesday, October 13 **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>

15. Thursday, October 15 **Geography and Technology**

- Takhteyev, Yuri, Anatoliy Gruzd, 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)

Week 8

16. Tuesday, October 20 **Public Spaces**

- 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.

*****VC Descriptive Report Due TODAY*****

17. Thursday, October 22 **Social Interactions**

- Humphreys, L. (2005). Cellphones in public: social interactions in a wireless era. *New Media & Society*, 7(6), 810-833.

HANDOUT: VC Data and Initial Analysis Report via bCourses due Tuesday, November 10

CASE STUDIES AND EXAMPLES

Week 9

18. Tuesday, October 27 **Moral Panic: Youth, Sexting, and Cyberbullying**

- 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.

- 19. Thursday, October 29 Privacy Panic: 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.

Week 10

- 20. Tuesday, November 3 ELECTION DAY – VOTE!!!**
- Spend some time reading about voting issues you care about! I'll send out some resources closer to the date.

- 21. Thursday, November 5 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.

Week 11

- 22. Tuesday, November 10 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.

*****VC Data and Initial Analysis Due TODAY*****

- 23. Thursday, November 12 Case Study: Black Lives Matters**
- De Choudhury, Munmun, Shagun Jhaver, Benjamin Sugar, and Ingmar Weber. "Social media participation in an activist movement for racial equality." In Tenth International AAAI Conference on Web and Social Media. 2016.

HANDOUT: VC Final Paper via bCourses due Tuesday, December 1

Week 12

- 24. Tuesday, November 17 Presentation of Self: Online Impression Management**
- Rosenberg, J., & Egbert, N. (2011). Online impression management: Personality traits and concerns for secondary goals as predictors of self-presentation tactics on Facebook. *Journal of Computer-Mediated Communication*, 17(1), 1-18.
 - 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.

25. Thursday, November 19 Gaming: Dystopian + Utopian Possibilities

- 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”.
- Hamilton, William A., Oliver Garretson, and Andruud 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.

Week 13

26. Tuesday, November 24 *Application and Review Day + Quiz 2*****

- Do some asynchronous application and review on your own before taking the quiz
- Quiz must be taken between 12noon and 6pm

27. Thursday, November 26 THANKSGIVING – NO CLASS

Week 14

28. Tuesday, December 1 Education and Online Classrooms

- Margaryan, Anoush, Manuela Bianco, and Allison Littlejohn. "Instructional quality of massive open online courses (MOOCs)." *Computers & Education* 80 (2015): 77-83.
VC Final Paper Due TODAY

29. Thursday, December 3 Final Review

HANDOUT: Take-Home Final via bCourses due Friday, December 18