INLS 490.189 Social Media and Society
Fall 2012

Instructor
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Meeting Place and Time
Thursday, 2:00PM – 4:45PM, Manning Hall 304

Office Hours
Thursday, 12:00PM – 1:00PM, Manning Hall 202. Other times by appointment.

Class Website
https://sakai.unc.edu/portal/site/inls490_189

Important Dates	
September 13	Analyzing a Social Technology Assignment Due
October 4	Project Proposal Due
October 25	Digital Traces Assignment Due
November 8	Community Analysis Due
November 29	Project Presentations
December 8	Final Projects Due

Course Description
The Internet is a place of communication, interaction and relational management. From Ray Tomlinson's first email in 1971, to the iMesages, Wall Posts and Tweets of today, we have consistently turned to this vast network to find one another for communication and collaboration. In this sense, social media has become a public for social interaction, one that grows more important each day. In this course, we examine the relationship between social media and society. We will explore the theory, methods and findings of a growing literature on the study of social media and society. General issues, such as the historical lineage of "social" media, as well as major themes like privacy and technological adoption are covered. We will also explore applications and use cases, such as the relationship between social technology and the family,

social technology and distraction, and other emergent themes in the area. This course should provide you with a strong set of fundamentals for exploring the multiple facets of our pervasive online sociality, which you can leverage in research and in your professional career.

Understanding our Class Seminar Format
INLS 490.189 is a *seminar* class, which is a unique type of class with specific preparation requirements. The easiest way to think about a seminar class is a focused discussion – therefore, there is a strong expectation of participation and preparation. My role as the instructor is to encourage and guide discussion, but it is the class' responsibility to engage in collaborative education and sharing.

I have adapted some of Graham Higgs' notes about the seminar format to help you understand successful seminar participation. Higgs writes of seminars: "*The instructor usually provides a daily reading assignment. Students are expected to read this material, conduct additional research about the ideas contained in the reading and bring both the reading material and their notes on their research to the seminar and actively participate in a discussion with peers about the ideas. This is considered to be a contributing style of participation.*"

Students should come to each class with an expectation of participation in this contributive style. This will be easier for some students than others; therefore, I note some of Higgs' other points about the contributive style. First, it is as important to be a *good listener* as it is to be a good speaker. Second, it is imperative that all students are given the chance to participate in class – as Higgs notes "*seminar discourse is not competition.*" Third, we have all started this course on the same footing – and for this reason all are welcome and expected to participate. If you are feeling unsure about a comment, you will likely find that many other students in class feel the same way, so please speak up!

Success in a seminar depends on contributive participation. Therefore, please come to each and every class with the expectation of participating, as you will be assessed for your participation (both online and in class). To foster a contributive environment, I ask that all students learn the names of classmates, and address classmates by name during discussion. I have developed some exercises that I believe will make this easier.

Course Requirements
As outlined in the preceding section, this course is a seminar, and contributive participation is an essential part of a successful seminar. Therefore, your grade will reflect your participation in class and online, as well as a number of assignments to be completed throughout the semester.

Reading, Viewing, and Listening
There are two required texts for our course:

Rainie, L. and Wellman, B. (2012). *Networked: The new social operating system*. Cambridge, MA: MIT Press.

Baym, N. (2010). Personal Connections in the Digital Age. London, Polity Press.

Nearly all of the other material we will use is electronic, and will cover a wide range of media. Our course material will be a mix of readings (pdf's, news articles, websites) and media (videos, radio programs, social media). For this reason, all of the course material will be available through the course website, hosted on Sakai. Material will either be linked from the Syllabus (as in the case of articles, videos, etc.) or available from the Sakai syllabus (as in the case of PDF's). If you are having any trouble with the course website, please contact me as soon as possible.

Grading Policy
Participation: 35%
        In-Class Participation and Attendance: 10%

Presentation and Discussion Facilitation: 15%
Weekly Questions, Comments or Enhancements: 10%

Assignments: 65%
Analyzing a Social Technology: 10%
Community Analysis: 10%
Digital Traces: 10%
Term Project: 35%

Participation: In-Class Participation and Attendance
First and foremost, participation and active discussion are essential for the success of this class. To this extent, I expect you to come to every class prepared and ready to think critically about the issues presented. Attendance is required at each class. Students with two or more unexcused absences will be penalized a half-grade for each subsequent absence.

Participation: Presentation and Discussion Facilitation
You will be expected to present class material and facilitate the discussion once during the semester. Your presentations should outline the general themes in the reading, and bring in your personal perspectives and analysis. Therefore, simply bullet-pointing the reading is insufficient – your presentation should apply the reading to your experience, interests or career goals. Presentations should be approximately 20 minutes in length, and you may use Powerpoint. I encourage you to be creative and find interesting or novel connections between your topical interests and the class material.

On the day you deliver your presentation, you will also be expected be a facilitator of discussion in the class. Prepare a few questions about the material to get the discussion rolling, but again feel free to be creative in your facilitation.

Participation: Class Questions, Observation or Enhancement
By *5PM on Wednesday* of each week, you will be expected to pose a question, observation or enhancement to our Sakai discussion board. This Q, O, or E should arise from our reading (either syllabus or topical), and generally be 250 to 500 words long (if you're especially inspired, feel free to go longer). Why not just a question? I'd like for the fora to be conversational, so if someone asks a question that you can build on, or draw on your personal experience to enhance, feel free.

Each week, I will start a new thread (the thread name will correspond to the upcoming week), and I ask that you try to keep your discussions inside the thread if possible. However, feel free to contribute links, photos, videos, and other multimedia - have fun with it.

Assignment: Analyzing a Social Technology
In this assignment, choose a pre-Web 2.0 social technology and explore its history and use in social processes. You should use both academic and popular literature, exploring how the technology was invented (its original purpose), how discourse around its use was framed and re-framed over time, and how the technology was used in interesting ways (how it was hacked or repurposed). In addition, you should explore its legacy impacts (how does this technology continue to live in our use of modern technology) and generative effects of the innovation. You may turn this in as a webpage, a 3-5 minute video, a 3-5 page paper, or in another form with my approval. Please include sources and attribution.

Assignment: Digital Traces
In this assignment, you will explore your online identity and digital traces, thinking critically about how you are represented online. You should focus on the following aspects: 1) Your creation: the identity you've built/projected online. 2) Representation by others: how others have shaped your online identity. 3) Your traces: other information, such as search logs or analytics that construct a machine-representation of your identity. After collecting and synthesizing the research to address

these three questions, I ask you to consider how your identity should be shaped – what laws, norms, or practices should be instituted to help you protect and share your identity as you wish. You may turn this in as a webpage, a 3-5 minute video, a 3-5 page paper, or in another form with my approval. Please include sources and attribution.

Assignment: Community Analysis
In this assignment, select an online community you frequent or are interested in (sorry, Facebook is excluded) and explore this community. Your work should include an overview of the community and its users, what motivates and drives use of the community, processes of socialization and community building, and how the community provides support for its participants. For this assignment, community is widely defined – you may explore an explicit virtual community such as the WELL, or you may look at something like Flickr or an illness-support community. You may turn this in as a webpage, a 3-5 minute video, a 3-5 page paper, or in another form with my approval. Please include sources and attribution.

Assignment: Term Project
The term project will be a substantive original piece of research, literature or a topical project in the area (research proposals acceptable as well). I encourage you to develop a project that is relevant to your area of interest; to this extent I am quite flexible in the types of projects I'll approve. The final project should be professional, written in academic tone and style, and *should not include any typographic errors*. Suggested word count is 2,000-2,500 for undergraduates, 3,500-4,000 words for graduate students. The instructor is flexible in terms of fitting the project to the student's discipline or interests. I would strongly suggest that you talk to me early and often about your project; if you keep me in the loop, I'm happy to provide feedback and guidance.

Prior to approval of the final project, you are required to turn in a proposal/outline. The proposal/outline should contain a 1-page project proposal, and a 1-page outline of the project's structure. You will be asked to deliver a short description of your project concept to the class twice during the semester.

Project presentations will occur on the last day of class, November 29. On this day you will be expected to deliver a 7-710 minute presentation or demonstration of your term project. Term project will be due at 12PM on Saturday, December 8.

Grade Distribution
Undergraduates are graded on the A-F scale. Please note that no A+ or D- grades exist in the UNC-CH letter grading system. Please refer to the UNC Faculty Council report on grade definitions if you have questions about what the letter grades stand for.

Points Earned	Graduate Grade Range	Undergraduate Grade Range
95-100%	H	A
85-94%	P+	B
80-84%	P	C
74-79%	P-	C-
70-73%	L	D
< 70%	F	F

Course Policies
The success of this course depends on collaborative participation, as defined previously in the syllabus. For clarity's sake, however, here are a few guidelines you can follow for success. First, come to every class prepared by completing the reading assignment and reviewing the discussion on the class Sakai website. Second, if you are experiencing difficulty with the course, please proactively contact the instructor. Communication is essential when managing challenges as they arise. Third – enjoy! This semester is a great opportunity to get to know your classmates

Assignment and Late Work Policy
All assignments (analyzing a social technology, digital traces, community analysis, term project proposal) should be submitted **by 2PM in Sakai Assignments** on the day they are due. Your online participation (Q,O, & E) is due at **5PM on each Wednesday before the class meeting**. Late assignments will be penalized one letter grade per day each day the assignment is tardy.

Absence Policy
Due to the fact our class meets once a week, attendance and participation is mandatory and critical. You are allowed one unexcused absence. After your first absence, you will be penalized a half-grade for each subsequent absence. For example, if you have an A-/H-, and miss two classes, your grade becomes a B+/P+. On the third absence, the grade becomes a B/P. Students who miss an unacceptable amount of class will be counseled to withdraw.

Laptop Policy
Out of respect for the class, non-academic computing, Facebooking, texting, etc. during class should be strictly limited. On discussion-intensive days, I will utilize a "laptops closed" policy. When we are in a laptops closed class, students are expected to be offline – with laptops closed, phones stashed away, iPads off, etc.

Social Media Policy
This class may involve participation in social media. I give you extensive latitude in how you identify yourself and protect your content when using these services.

Statement on Academic Integrity
Students are expected to conform to the Honor Code in all academic manners. For more information about the Honor Code, please visit the following URL: http://honor.unc.edu/honor/.

Special Needs
Reasonable accommodations are provided to students who are identified with the Department of Accessibility Resources and Services (DARS), and have provided documentation that supports the need for reasonable accommodations so they may, as independently as possible, meet the demands of university life. These accommodations cannot be provided until I have received notice from DARS. Therefore, if you would benefit from special accommodations, please coordinate with DARS as early as possible.

Administrative
I reserve the right to amend this syllabus.

References
Graham Higgs webpage "What is a "Seminar" and how do I prepare?" is located at http://www.ccis.edu/courses/psyc381a/Prepare%20for%20Seminar.htm.

Course Schedule

8/23 – Introduction and Course Overview
Introductions, expectations and discussion of the syllabus.

8/30 – The Internet Revolution
Introducing the social impact of new media.

- Rainie and Wellman, *Chapters 1 and 2*

9/6 – Placing Technologies in Perspectives
A historical analysis of social technologies.

- Rainie and Wellman, *Chapter 3.*
- Standage, T. (1998). The Victorian Internet: The Remarkable Story of the Telegraph and the Nineteenth Century's Online Pioneers. *Chapters 8 and 9.*
- Turner, F. (2005). Where the Counterculture Met The New Economy: The WELL and the Origins of Virtual Community. Technology and Culture, 46 (3), 485-512.

9/13 – The Social Web
Understanding the growth and impact of the social web.
Assignment due: Analyzing a Social Technology

- O'Reilly, T. (2005). What is Web 2.0?
- Oreilly, T. and Batelle, J. (2009). Web Squared: Web 2.0 Five Years On.
- Shirky, C. (2011) How cognitive surplus will change the world. (TED Talk)
- Grossman, L. (2006). You — Yes, You — Are TIME's Person of the Year. Time Magazine, December 25, 2006.
- Baym: Personal Connections in the Digital Age, *Chapters 1 and 2*.

9/20 – The Mobile Web
Exploring the role of mobile networks in social life.

- Rainie and Wellman, *Chapter 4*.
- Ling, R. (2007). Mobile communication and mediated ritual. In *Communications in the 21st century*, Ed. K. Nyiri. Budapest, Hungary.
- Rheingold, H. (2002). Smart Mobs: The Next Social Revolution. Chapter "The Power of the Mobile Many" New York: Basic Books.

9/27 – Relationships on the Internet
How we manage and form relationships in mediated space.

- Baym, *Chapter 3*
- Rainie and Wellman, *Chapter 5 and 6*.

10/4 – Collaboration and Communication in Online Spaces
Exploring how hyperconnectivity affects our work processes.
Assignment due: Project Proposal/Outline

- Baym, *Chapter 4 and 5.*
- Rainie and Wellman, *Chapter 7*.

10/11 – Digital Authority and Knowledge.
Authenticity and knowledge in online environments.

- Carr, N. (2008). Is Google making us stupid?
- Shirky, C (2010). Gin, Television, and Cognitive Surplus.
- Rainie and Wellman, *Chapter 8 and 9*.
- Glieck, J. (2011). The Information: A history, a theory, a flood. [WBUR Interview, 45 Minutes
- Lynch, C. (2000). Authenticity and Integrity in the Digital Environment: An Exploratory Analysis of the Central Role of Trust.

10/18 – No Class Meeting, Fall Break

10/25 – Privacy I: Theories of Digital Privacy
Exploring the identities created in relational technologies.
Assignment due: Digital Traces

- Steel, E. and Angwin, J. (2010). On the Web's Cutting Edge, Anonymity in Name Only. Wall Street Journal, August 3, 2010.
- Joinson, A. N. and Paine, C. B. (2007). Self-Disclosure, Privacy and the Internet. Oxford Handbook of Internet Psychology, 237--52.
- Solove, D. J. (2007). I've Got Nothing to Hide and Other Misunderstandings of Privacy. San Diego L. Rev., 44, 745.
- Solove, D. (2006). A Taxonomy of Privacy. University of Pennsylvania Law Review, 154(3), 477. (Read 479-491, Skim sections A, B, C, D to get a general sense of each item within taxonomy)
- Altman, I. (1976). Privacy: A Conceptual Analysis. Environment and Behavior, 8(1), 7--29.
- Nissenbaum, H. (2011). A Contextual Approach to Privacy Online. Daedalus, 140(4), 32--48.

11/1 – Groups and Technologies of Mediation
Group dynamics in the age of communication.

- boyd, d. m. and Marwick, A. E. (2011). Social Steganography: Privacy in Networked Publics. In Proceedings of ICA 2011, Boston, MA, 2011.
- Cavoukian, A. (2009). Privacy by Design. Information and Privacy Commissioner of Ontario, Canada.
- Price, T. (2012). Does Data Mining Threaten Privacy? In Social Media and Politics, CQ Researcher Report. (Note this is a section within the report) [PDF VERSION OF REPORT]
- Duhigg, C. (2012). Campaigns Mine Personal Lives to Get Out the Vote. New York Times, October 13, 2012.
- Spiekermann, S. and Cranor, L. F. (2009). Engineering Privacy. IEEE Transactions on Software Engineering, 35(1), 67--82.
- Farnam, T.W. (2012). Obama has aggressive Internet strategy to woo supporters. Washington Post, April 6, 2012.
- Stutzman, F. and Hartzog, W. (2012). Obscurity by Design. In Privacy Law Scholars Conference 2012 (PLSC '12). Washington, DC. (Skim)

11/8 – Networked Community
Analyzing mediated community.
Assignment due: Community Analysis

- boyd, d. Truth, Lies, and 'Doxxing': The Real Moral of the Gawker/Reddit Story. Wired News.
- Rainie and Wellman, Chapter 10 & 11.
- Baym, Chapter 6.
- Chang, H.-J. (2009). Online supportive interactions: Using a network approach to examine communication patterns within a psychosis social support group in Taiwan. Journal of the American Society for Information Science and Technology, 60(7), 1504-1518.
- Donath, J. (1999). Identity and Deception in the Virtual Community. In Kollock and Smith, Communities in Cyberspace.
- Boyd, D. (2006). Friends, Friendsters and Top 8: Writing community into being in social network sites. First Monday,11(12).

11/15 – Digital Calm
Exploring ways to manage the noise.

- Pang, A.S.J. (Forthcoming - EMBARGOED). The Distraction Addiction. Read Chapter 7, Skim Chapters 2 and 3. Visit Alex's blog, Contemplative Computing.
- Morajevi, N, et al. (2012). A Theoretical Model of Calming Technology: Designing to Mitigate Stress and Increase Calm.
- Iyer, P. (2011). The Joy of Quiet. New York Times, December 29, 2011.
- Selinger, E. (2012). Why It's OK to Let Apps Make You a Better Person. The Atlantic, March 9, 2012.

11/22 – No Class, Thanksgiving Break

11/29 – Project Presentations
Final projects must be submitted electronically by 12PM on Saturday, December 8.